

APPROVED

DECEMBER 8, 2020

Item #F-2
December 8, 2020

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

Submitted for: Action.

Summary: New independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Action Requested: That the Illinois Board of Higher Education approve the recommendations to grant degree-granting authority and/or operating authority to the following institutions:

Not-For-Profit

A.T. Still University

- Operating Authority in the Southwestern Region
- Doctor of Osteopathic Medicine in the Chicago Region
- Doctor of Osteopathic Medicine in the Southwestern Region

University of Nevada, Reno

- Operating Authority in the South Metro Region

Proprietary

Chamberlain University

- Master of Science in Nursing-Psychiatric-Mental Health Nurse Practitioner in the West Suburban Region

Midwestern Career College

- Associate of Applied Science in Information Technology in the Chicago Region



STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**NEW OPERATING AND/OR DEGREE-GRANTING AUTHORITY
FOR INDEPENDENT INSTITUTIONS**

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

Not-For-Profit Executive Summary

A.T. Still University

A.T. Still University (ATSU or the University) requests authorization to operate in the Southwestern Region. A.T. Still University is a private, not-for-profit institution of higher education focused on graduate level education with two established campuses in Kirksville, Missouri, and Mesa, Arizona. A.T. Still University is the founding school of osteopathic medicine in the United States and has been in continuous operation since 1892. In 2006, the University established the School of Osteopathic Medicine in Arizona (SOMA) with an innovative, service-oriented approach to the education of osteopathic physicians. Unlike most medical education programs, early in their medical education SOMA students are assigned to one of 15 community health center clinical campuses that work with medically underserved populations in the community. These clinical campuses that the University has established across the United States provide resources including physical space, faculty, network access, and other coordinated support services for students during the last three years of their medical education experiences.

On April 7, 2015, the IBHE granted A.T. Still University authorization to establish a clinical campus in cooperation with Near North Health Service Corporation in the Chicago Region. Upon

review of the curriculum for this request, it was determined that degree-granting authority was also required. With this application, the University requests authorization to establish a clinical campus in cooperation with Southern Illinois Health Foundation in the Southwestern Region and offer the Doctor of Osteopathic Medicine in that region, along with a request for degree-granting authorization for the Doctor of Osteopathic Medicine in the Chicago Region. The Doctor of Osteopathic Medicine program requires 249.6 credit hours. There are policies in place to ensure faculty members possess the training, credential, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment A.

University of Nevada, Reno

University of Nevada, Reno (UNR or the University) requests authorization to operate in the South Metro Region. At the request of the U.S. Department of Energy Packaging Certification Program, the UNR Mechanical Engineering Department's Nuclear Packaging Program has partnered with Argonne National Laboratory (ANL) in Lemont, Illinois, to develop two nine-credit graduate certificates: the Graduate Certificate in Nuclear Packaging (GCNP) and the Graduate Certificate in Transportation Security and Safeguards (GCTSS). Courses for both certificate programs will be taught at UNR, ANL, and four other National Laboratories. The certificates are designed to provide practical experience to students in mechanical, nuclear, materials and related engineering fields interested in applying their knowledge to nuclear packaging safety, as well as transportation security and safeguards. The certificates will be offered to graduate students in engineering fields at UNR as well as to industry and government agency employees seeking professional development and advancement opportunities. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

Approval request summary, including staff conclusion, follows in Attachment B.

Proprietary Executive Summary

Chamberlain University

Chamberlain University requests authorization to grant the Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner in the West Suburban Region. The proposed online program is designed to prepare post-baccalaureate students to manage the mental healthcare needs for individuals, groups, and communities, and to sit for national certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). The 47 credit-hour Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner program is a specialty track of Chamberlain University's existing approved Master of Science in Nursing program and requires coursework in pharmacology, psychiatric diagnosis, assessment, management, clinical and laboratory experiences, and capstone practicum and intensive. Program graduates will be prepared to provide holistic and coordinated care, including screening, diagnosing and managing mental health disorders; providing interventions to those in crisis; prescribing psychotropic medications and performing psychotherapy; promoting wellness-oriented self-care; and educating patients, families and communities. There are policies in place to ensure faculty members possess the training,

credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment C.

Midwestern Career College

Midwestern Career College requests authorization to offer an Associate of Applied Science in Information Technology in the Chicago Region. The degree requires a total of 60 semester hours, including 18 hours of general education courses and 42 hours of core information technology courses. Through coursework and optional externship opportunities, students will become knowledgeable in principles of project management, risk management, procurement and contract management, information security management, software management, organizational principles and behavior, communications, quality assurance, financial analysis, leadership, and team effectiveness. Students will be prepared to design, develop, and manage information technology projects in a variety of companies and organizations. There are policies in place to ensure that faculty members possess the necessary training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment D.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants authorization to A.T. Still University authorization to operate in the Southwestern Region and to grant the Doctor of Osteopathic Medicine in the Chicago and Southwestern Regions subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to University of Nevada, Reno authorization to operate in the South Metro Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Chamberlain University authorization to grant a Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner in the West Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants authorization to Midwestern Career College to grant the Associate of Applied Science in Information Technology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

A.T. Still University
5850 E. Still Circle
Mesa, AZ 85206
President: Dr. Craig Phelps

Seeking Operating Authority: Southwestern Region

Proposed Program Title in the Region of Authorization: Doctor of Osteopathic Medicine in the Southwestern Region

Projected Enrollments and Degrees:

	First Year Enrollment	Fifth Year Enrollment (or when fully implemented - Third Year)	Degrees Awarded Fifth Year (or when fully implemented - Third Year)
D.O. (ATSU-SOMA Total)	500	600	150
Students at Southern Illinois Health Foundation, Alton Years 2, 3 and 4	8-10	24-30	8-10

Proposed Program Title in the Region of Authorization: Doctor of Osteopathic Medicine in the Chicago Region

Projected Enrollments and Degrees:

	First Year Enrollment	Fifth Year Enrollment (or when fully implemented - Third Year)	Degrees Awarded Fifth Year (or when fully implemented - Third Year)
D.O. (ATSU-SOMA Total)	500	600	150
Students at Near North Health Service Corporation, Chicago Years 2, 3 and 4	8-10	24-30	8-10

Institutional Accreditation: A.T. Still University is accredited by the Higher Learning Commission.

Background and History

A.T. Still University (the University or ATSU) is a private, not-for-profit institution of higher education focused on graduate level education with two established campuses in Kirksville, Missouri, and Mesa, Arizona. A.T. Still University is the founding school of osteopathic medicine in the United States and has been in continuous operation since 1892. In 2006, the University established the



School of Osteopathic Medicine in Arizona (SOMA) with an innovative, service-oriented approach to the education of osteopathic physicians. The program is accredited by the Commission on Osteopathic College Accreditation (COCA). The School of Osteopathic Medicine in Arizona utilizes an education model that brings students to campus in Mesa, Arizona, in their first year of instruction. Upon successful matriculation of that first year, medical students are divided into cohorts of ten and assigned to a Community Health Center (CHC) where they complete years two through four of the program.

On April 7, 2015, the IBHE granted A.T. Still University authorization to establish a clinical campus in cooperation with Near North Health Service Corporation in the Chicago Region. Upon review of the curriculum for this request, it was determined that degree-granting authority was also required. With this application, the University requests authorization to establish a clinical campus in cooperation with Southern Illinois Health Foundation in the Southwestern Region and offer the Doctor of Osteopathic Medicine in that region, along with a request for degree-granting authorization for the Doctor of Osteopathic Medicine in the Chicago Region.

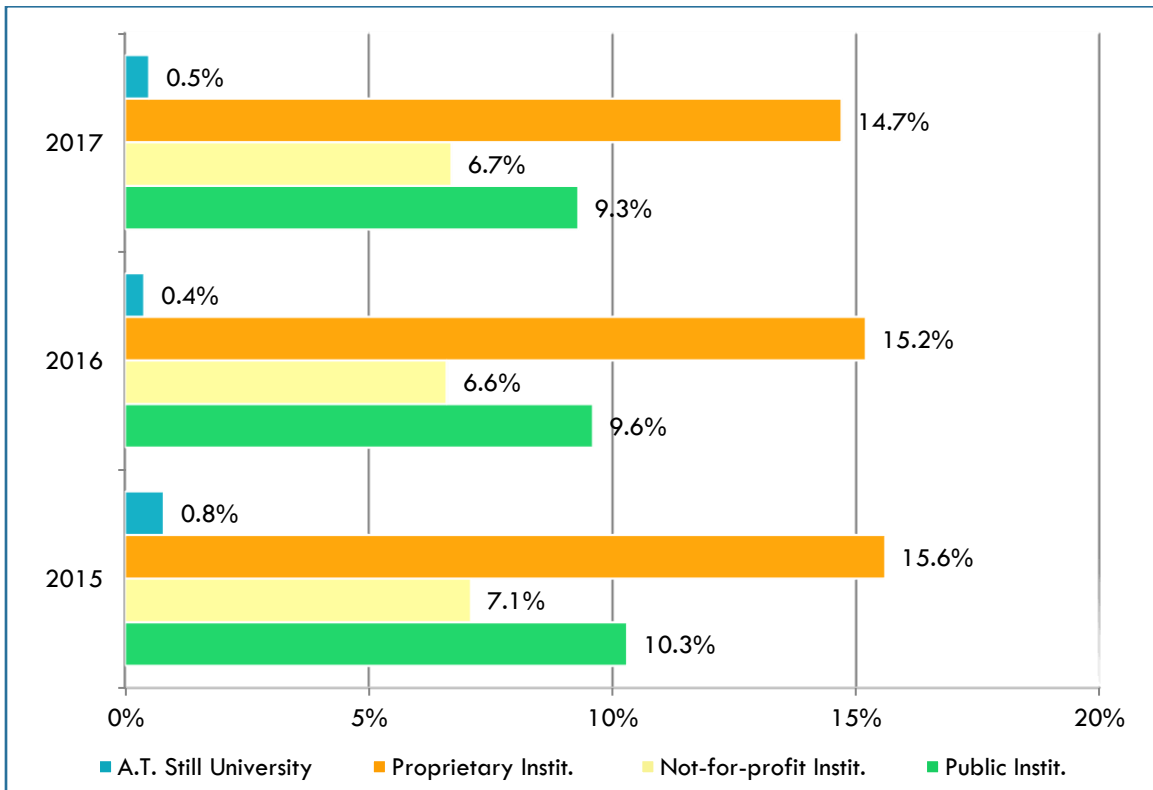
Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2017 is 9.7%.

A lower number is a positive indicator.

Student Default Rates

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Mission and Objectives

1030.60(a)(2): *The objectives of the certificate or degree program must be consistent with what the degree program title implies.*

1030.60(a)(3): *The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.*

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title is in alignment with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

1030.60(a)(4): The caliber and content of the curriculum shall assure that the stated certificate or degree objectives for which the program is offered will be achieved.

Admission

Applicants interested in the Doctor of Osteopathic Medicine program must apply online via the centralized American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). To be considered for admission to the first-year class in SOMA, applicants must meet the following requirements prior to matriculation:

- Completed a bachelor's degree from a U.S. regionally accredited college or university
- Achieved a minimum 2.8/4.0 cumulative GPA and a 2.8/4.0 science GPA
- Completed prerequisite courses with a C- or better and recommended elective courses in areas such as anatomy and physiology
 - Submit scores from the Medical College Admissions Test (MCAT) that have been taken within three years of application
- Submit official transcripts from each school attended
- Must be a U.S. citizen or permanent resident, fluent in the oral and written use of English, and have a basic computer literacy.

The ATSU Admissions Committee screens applicants for academic achievement, clinical involvement, interpersonal relations, leadership and service, perseverance, maturity, motivation, and osteopathic awareness. Applicants who reach the final phase of the selection process will be invited for an interview.

Curriculum

The Doctor of Osteopathic Medicine curriculum is aligned with the seven core competency standards articulated by the American Osteopathic Association (AOA) that broadly shape and define the courses and clerkships (clinical rotations) within the program. The Doctor of Osteopathic Medicine program requires 249.6 credit hours. The first year of medical education at the University will be delivered in a traditional manner, with students in residence on the Mesa campus. At the end of the first year, students are divided into cohorts of eight to ten and assigned to a community health center. Starting with the second year, the curriculum is conducted at the assigned clinical campus where coursework consists of synchronous and asynchronous learning activities that include a combination of didactic, clinical, and patient care experiences. The third year consists of eight core rotations, two selectives, and two electives. The fourth and final year of the program involves four core rotations, four selectives, and three electives.

The didactic curriculum is delivered online through a combination of on-site Mesa, Arizona, faculty members via webcast, and through local, Regional Directors of Medical Education, at each

individual CHC site. Third- and fourth-year clinical rotations at the CHC site are supplemented with didactic curriculum and delivered via both webcast and written resources.

Assessment of Student Learning

ATSU School of Osteopathic Medicine in Arizona has established processes to measure and analyze student learning outcomes data. The entire process of the education of SOMA students has been designed by and is continuously monitored by SOMA faculty and administration to ensure each student makes the expected satisfactory progress. While students are resident at the CHC site, their activities and progress are attended to by SOMA faculty on the Mesa campus, on-site faculty, and local preceptors.

Students are evaluated by several methodologies to insure they are meeting the expected competencies. The following are examples of methods that may be used to provide either formative or summative evaluation of student performance.

- exams, quizzes, and assignments;
- observation and evaluation of skill performance and competence;
- evaluation of medical documentation and performance at clinical experiences;
- behavioral performance evaluation;
- self-assessments;
- discussion with preceptors at clinical sites and faculty advisory reviews; and
- clinical examination exercise (mini-Cex).

Assessment of the learning outcomes within each course takes place throughout each semester. Indirect measures of student learning outcomes involve annual program evaluation, student exit surveys, alumni satisfaction surveys, job placement results, and employer satisfaction surveys.

Program Assessment

The University has processes in place to review all programs at its main campuses and clinical sites. The curriculum and program of study are reviewed using continuous quality improvement after the completion of each course. The Curriculum Committee, with support of and guidance from the Dean of Curriculum, reviews and suggests changes to curriculum during Course Debrief sessions, taking into consideration student feedback, student performance, and faculty member suggestions. Changes are implemented immediately or for the next academic year, as appropriate. Tools utilized in this process include post-course student and instructor evaluation reports, course grade books, national exam passage rates, faculty course debrief forms, and roundtable discussions.

Facilities (space, equipment, instructional materials)

1030(a)(4) and 1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The proposed clinical campus will be located at the Southern Illinois Health Foundation at Four Memorial Drive in Alton, Illinois. Two rooms have been identified for classroom space and two for offices. Additionally, the clinical campus will provide network access, and various other

coordinated support services for students during the last three years of their medical education experiences. The customer support staff at ATSU will be the central point of contact for problems and questions concerning technology at ATSU. In-house technicians are available to assist during business hours and the institution's out-sourced solution, Presidium, will be available to assist evenings, weekends, and holidays.

A.T. Still Memorial Library (ATSMLib), which will be available to students at the Alton clinical campus, provides library and multimedia resources and services to support the A.T. Still University schools and programs on both the Missouri and Arizona campuses. The ATSMLib provides an array of evidence-based resources and services that support both the students in their educational activities and the faculty in their teaching and research. The ATSMLib's collections are a blending of print and electronic resources that bring access to evidence/information into the curriculum and clinical rotations of the students. Access to and use of the ATSMLib's electronic resources is facilitated via the University's Portal. The site provides access to and facilitates use of over 18,000 electronic, full text clinical journals, over 150,000 web base e-books including over 10,000 full text medical and dental textbooks, and array of web-based health information-based vendors. In addition to providing an extensive, web-based digital library, both ATSMLib Missouri and Arizona provide a full range of mediated services, including training and assistance in subject searching; strong document delivery and interlibrary loan A-4 services; and one-on-one, small-group and classroom training in effective use of the ATSMLib's resources and collections.

Faculty and Staff

1030.30(a)(5) and 1030.60(a)(6): The education, experience and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

A.T. Still University has established policies to ensure that faculty members and clinical preceptors possess the training, credentials, and other required qualifications to provide instruction to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal/Personnel Resources

1030.30(a)(11): The institution should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students; and 1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures over the next five years.

Accreditation/Licensure

A.T. Still University's School of Osteopathic Medicine is accredited by the Commission of Osteopathic College Accreditation. This accreditation will cover the activities at the Illinois clinical campuses.

Passing Level 1 and Level 2 of the Comprehensive Osteopathic Medical Licensing Examination (COMPLEX) from the National Board of Osteopathic Medical Examiners (NBOME) is a graduation requirement. Following graduation, ATSU Enrollment Services approves each graduate to take COMPLEX Level 3 through the NBOME website. Licensure and/or certification requirements for all ATSU professional programs are defined by a set of national standards that are applied on a state-by-state basis. Graduates will be eligible to seek licensure in the State of Illinois.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading; and

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

The University submitted detailed and adequate information on its academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion. The staff concludes A.T. Still University and its proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

University of Nevada, Reno
1664 North Virginia Street
Reno, NV 89557
President: Mr. Brian Sandoval

Seeking Operating Authority: South Metro Region

Institutional Accreditation: University of Nevada, Reno is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Background and History

Founded in 1847, the University of Nevada, Reno (UNR or the University) is a public land-grant institution. In 2016, the Department of Mechanical Engineering at UNR established the nine-credit Graduate Certificate in Nuclear Packaging (GCNP) to teach students how to safely transport, transfer, dispose of, and store nuclear and other radioactive materials used in electricity generation, medical treatments, food sterilization, and other applications. UNR developed the certificate at the request of the U.S. Department of Energy to be offered at National Laboratories. Since then, UNR added developed another nine-credit Graduate Certificate in Transportation Security and Safeguards (GCTSS). Both certificates target UNR engineering graduate students and established employees in the nuclear industry, government agencies (including the US Nuclear Regulatory Commission), and at the National Laboratories seeking to advance their knowledge and careers. In order to offer instruction at Argonne National Laboratory, UNR is required to obtain operating authority in Illinois for the graduate coursework. The University has no plans to seek degree-granting authority in the State of Illinois.

Institutional Data

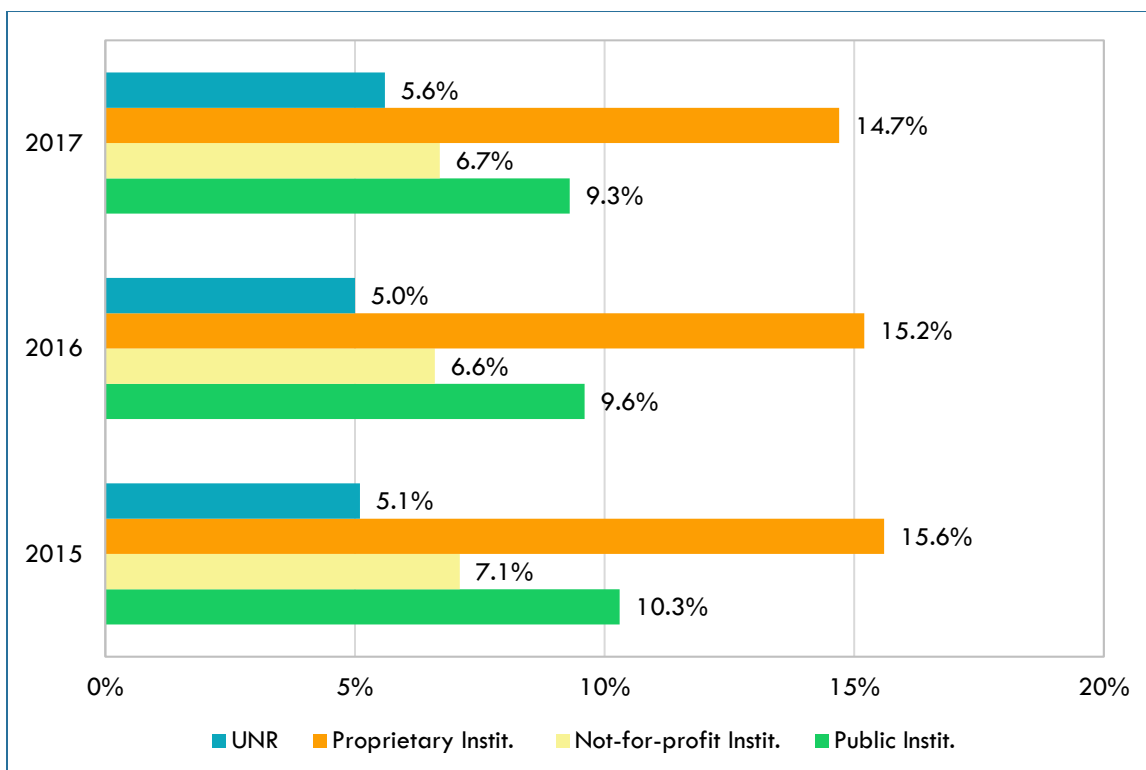
1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for

similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Undergraduate-related data fields are not provided because the University proposes to offer only graduate coursework.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2017 is 9.7%. A lower number is a positive indicator.

Student Loan Default Rate

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Curriculum/ Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

Admission

Students interested in the certificate programs must apply for admission to the Graduate College at University of Nevada, Reno. Applicants must possess either:

- A baccalaureate degree in mechanical, materials, or nuclear engineering or a closely related field, or
- A baccalaureate degree and background in project management related to nuclear and radioactive materials packaging.

Students may also take the courses as non-degree seeking students to earn graduate credits.

Curriculum

The graduate certificates in Nuclear Packaging and Transportation Security and Safeguards include a series of nine one-credit hour courses, four of which are taught at Argonne National Laboratory in addition to an internship course. One-credit courses require one week or approximately 45 hours of student involvement, and the three-credit internship course requires approximately 5-12 weeks or 135 hours of student involvement. The graduate courses taught at Argonne National Laboratory include the following:

Nuclear Packaging Graduate Certificate Core Coursework

- ASME Pressure Vessel Code for Nuclear Transport and Storage (1 credit)
- Quality Assurance for Transport Packaging and Storage Casks (1 credit)

Nuclear Packaging Graduate Certificate Electives

- Nuclear and Other Radioactive Materials Transport Security-Domestic (1 credit)
- Nuclear and Other Radioactive Materials Transport Security-International (1 credit)

Transportation Security and Safeguards Graduate Certificate Core Coursework

- ASME Pressure Vessel Code for Nuclear Transport and Storage (1 credit)
- Nuclear and Other Radioactive Materials Transport Security-Domestic (1 credit) or Nuclear and Other Radioactive Materials Transport Security-International (1 credit)

Assessment of Student Learning

University of Nevada, Reno has established policies and practices for the assessment of student learning. Direct measures include class discussions, group exercises, homework, and final exams. Assessment of the learning outcomes takes place throughout and at the conclusion of each course. Planned indirect measures of student learning will include employer satisfaction surveys and job placement rates.

Program Assessment

The University is currently assembling a board of experienced industry and government packaging professionals and supervisors who will conduct an annual review of the two certificate programs to identify improvements and ensure the program's relevance and effectiveness. Data to inform this review will include the results of student satisfaction surveys, needs and trends in the industry, and employer surveys.

Facilities (space, equipment, instructional materials)

1030.30(a)(4): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

All facilities, laboratory space, and instructional materials are provided by Argonne National Laboratory and with the fees students pay to take the courses. Facilities include one large conference room with high-quality audio/video equipment and a capacity of 20 socially distanced students and instructors, and a laboratory facility in an adjoining building.

Faculty and Staff

1030.30(a)(5): The education, experience and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

University of Nevada, Reno has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide instruction to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal/Personnel Resources

1030.30(a)(11): The institutions should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students.

The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures over the next five years.

Accreditation/Licensure

University of Nevada, Reno is accredited by the Northwest Commission on Colleges and Universities (NWCCU). No specialized accreditation is required for the graduate certificates, but if UNR is granted operating authority by IBHE the institution will request site approval for the Argonne National Laboratory instruction site from NWCCU.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading.

Detailed information about the proposed graduate coursework, including description of the admission policies, university policies, tuition, fees, and course descriptions are provided in the proposal and will be published on the University's website.

Staff Conclusion. The staff concludes University of Nevada, Reno meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The

Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

Chamberlain University
3005 Highland Parkway, Fifth Floor
Downers Grove, IL 60515
President: Dr. Karen Cox

Proposed Program Title in the Region of Authorization: Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner in the West Suburban Region.

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
100	465	147

Institutional Accreditation: Chamberlain University is accredited by the Higher Learning Commission (HLC). Chamberlain will submit a substantive change notification to HLC to include the Psychiatric-Mental Health Nurse Practitioner Specialty Track in Chamberlain’s accreditation within 60 days of approval, if granted, by the Illinois Board of Higher Education.

Background and History

Chamberlain University (University or Chamberlain) was founded in 1889 as Deaconess College of Nursing in St. Louis to address a lack of healthcare services in the region. Currently, Chamberlain University is a wholly owned subsidiary of Adtalem Global Education Inc. (Adtalem). Adtalem acquired Deaconess College of Nursing in March 2005 and renamed the school to Chamberlain College of Nursing as a stipulation of the purchase agreement. On February 13, 2017, the Illinois Board of Higher Education approved an institutional name change to Chamberlain University. Today, Chamberlain University offers bachelor’s, master’s, professional practice doctoral programs, and post-baccalaureate and post-master’s certificates primarily in health- and social service-related programs.

The University is seeking authorization to offer a Master of Science (MS) in Nursing Psychiatric-Mental Health Nurse Practitioner program in the West Suburban Region. The proposed program requires 47 credit hours and is designed to prepare post-baccalaureate students to manage the mental healthcare needs for individuals, groups, and communities, and to sit for national certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). The PMHNP program is built upon the existing approved Master of Science in Nursing and shares the core Master of Science in Nursing curriculum (15 credit hours) and the core Family Nurse Practitioner curriculum (12 credit hours). Graduates will be prepared to practice across diverse settings and populations, including those serving the nation’s vulnerable populations such as domestic violence shelters, correctional facilities, and residential substance abuse treatment centers.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure



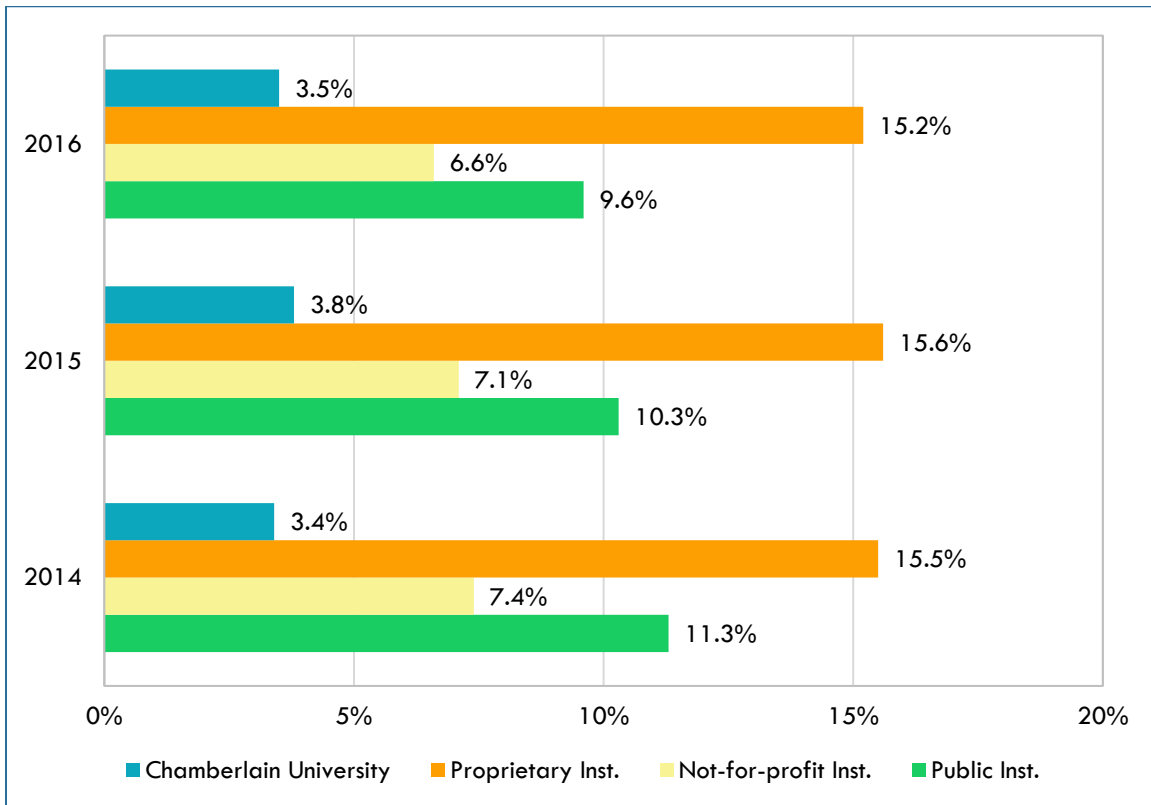
and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate-related data fields are not provided because the University proposes to offer a new graduate program.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education

Note: The national cohort default rate for fiscal year 2017 is 9.7%.

A lower number is a positive indicator.

Student Loan Default Rate

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title is in alignment with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

1030.60(a)(4): The caliber and content of the curriculum shall assure that the stated certificate or degree objectives for which the program is offered will be achieved.

Admission

Admission to the proposed program requires the following:

- Bachelor of Science in Nursing from an institution accredited by either a regional accrediting agency or an agency recognized by the Council for Higher Education Accreditation (CHEA);
- Minimum undergraduate Cumulative Grade Point Average (CGPA) of 3.0 on a 4.0 scale for the Bachelor of Science in Nursing (BSN) degree;
- Current, active, unrestricted RN license; and
- English proficiency.

Curriculum

The proposed Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner curriculum requires 47 credit hours. This includes core courses from the Master of Science in Nursing curriculum totaling 15 credit hours and core courses from the Family Nurse Practitioner curriculum totaling 12 credit hours. The Psychiatric-Mental Health Specialty Track includes 20 credit hours of coursework, including clinicals:

- Psychiatric Assessment for Psychiatric-Mental Health Nurse Practitioner;
- Advanced Pharmacology: Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner;
- Differential Diagnosis in Psychiatric-Mental Health across the Lifespan;
- Diagnosis and Management in Psychiatric-Mental Health across the Lifespan;
- Diagnosis and Management in Psychiatric-Mental Health II;
- Diagnosis and Management in Psychiatric-Mental Health III; and
- Capstone Practicum and Intensive.

Assessment of Student Learning

The University has established formal policies and procedures for measuring student progress and achievement through formative and summative assessments of student learning outcomes, which will be assessed using several methods, including course assignments, exams, course participation, clinical performance, and formal comprehensive examination. The University relies on a system of incoming, ongoing, and end-of-program assessments to measure student learning. The academic assessment plan is used to evaluate and improve the quality of learning and teaching, and curriculum delivery.

Program Assessment

The University has established formal policies and procedures using both qualitative and quantitative measures for reviewing courses and programs annually, with comprehensive program reviews occurring at least every three years. At the University level, the Director of Evaluation and Innovation serves as a facilitator and resource for program reviews and ensures the program review process is congruent with regulatory and accreditation expectations and compliance requirements. Program leaders have primary responsibility for ensuring that individuals and teams conduct

program reviews systematically. The University will follow these existing protocols for continuous improvement. Data to aid program evaluation include direct and indirect measures of the following:

- Employer surveys;
- Clinical partner feedback;
- End-of-course student surveys;
- Student satisfaction surveys;
- Student evaluations of clinical/preceptor sites;
- Retention rates and average time to degree;
- Employment rates, salaries, and comparisons to national averages;
- Student, faculty, and clinical diversity; and
- Certification/exam pass rates.

Assessment of student outcomes is measured directly and indirectly using formative and summative measures within the courses and across the curriculum to assess learning inputs, learning processes, quality of delivery of the curriculum, and the match between learning outcomes and student performance.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Existing facilities at the University are sufficient for implementing the proposed online program. The University possesses appropriate library resources, including textbook and journal holdings, to support teaching and scholarly work.

Under the assistance of the Practicum Coordination team, students are responsible for identifying potential practicum sites and preceptors or mentors that meet the criteria established by Chamberlain University. Administration of the proposed program will be conducted from the Chamberlain National Management Office located in Chicago, Illinois.

Faculty and Staff

1030.60(a)(6): The education, experience and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Chamberlain University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide instruction to students. The University also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

The University has submitted five-year fiscal plans that project a deficit for the first year of program operation. Chamberlain projects that revenues will exceed expenditures beginning in the second year.

Accreditation/Licensure

Chamberlain University's baccalaureate, master's, doctoral programs in nursing, and APRN post-graduate certificate program are programmatically accredited by the Commission on Collegiate Nursing Education (CCNE); its Doctor of Nursing Practice program is also accredited by the National League of Nursing Commission for Nursing Accreditation. Since Chamberlain's MSN program currently is accredited by CCNE, no additional accreditation of the Psychiatric-Mental Health Nurse Practitioner Specialty Track is required. If approval of the proposed program is granted by the Illinois Board of Higher Education, a substantive change application to include this new track will be submitted to CCNE within 90 days of implementation.

Successful completion of the MS in Nursing Psychiatric-Mental Health Nurse Practitioner program fulfills the educational requirements for new licensure or advance practice recognition in all states. Graduates will be eligible to sit for the American Nurses Credentialing Center's Psychiatric-Mental Health Nurse Practitioner certification examination.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Chamberlain University submitted detailed and adequate information on the University's academic policies, tuition, fees, refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment.

Staff Conclusion

The staff concludes that Chamberlain University and its proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.

Midwestern Career College
100 South Wacker Drive, LL1-50
Chicago, IL 60606
Chief Executive Officer: Mr. Jeremy Oberfeld

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Information Technology in the Chicago Region.

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
10	20	16

Institutional Accreditation: Midwestern Career College is accredited by the Council on Occupational Education (COE).

Background and History

Midwestern Career College (MCC or the College) is a private, proprietary institution of higher education that has been in existence since 2004. MCC prepares students for entry-level employment. The College was approved as a non-degree postsecondary school by the Illinois State Board of Education in 2004 prior to the transfer of oversight for Private Business and Vocational Schools to the Illinois Board of Higher Education in 2012, pursuant to the Private Business and Vocational Schools Act of 2012 (Public Act 97-650). In June 2011, the College changed its name from the Citi College of Allied Health to the current Midwestern Career College (MCC).

On December 6, 2011, the IBHE granted Midwestern Career College authorization to operate and grant the Associate of Applied Science (AAS) degree in Magnetic Resonance Imaging Technology in the Chicago Region. Due to a change in the College’s ownership, MCC applied and was authorized to operate in the Chicago Region on March 14, 2017. The College was also authorized to operate and grant the AAS in Magnetic Resonance Imaging Technology and AAS in Surgical Technology in the West Suburban Region on December 12, 2017; and authorized to operate and grant the AAS in Business Administration in the North Suburban Region on April 30, 2020. Since the change of ownership, the College has received approval to offer eight programs at the associate level: Magnetic Resonance Imaging (MRI) Technology; Diagnostic Medical Sonography; Non-Invasive Cardiovascular Sonography; Surgical Technology; Business Administration; Accounting; Marketing; and Diagnostic Medical Imaging Radiography. The IBHE approved the Associate of Applied Science in Diagnostic Medical Imaging Radiography in the Chicago Region at the August 4, 2020 Board meeting. With this application, the College is seeking authorization to grant the Associate of Applied Science in Information Technology in the Chicago Region.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a

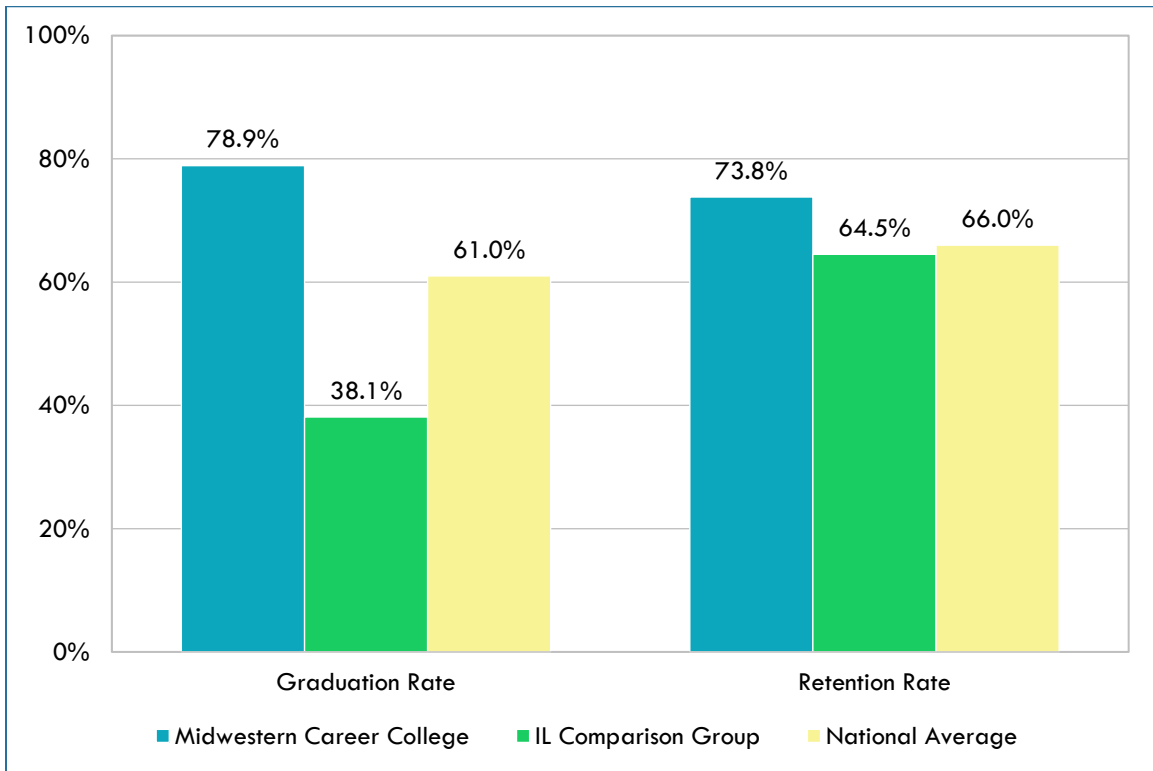


minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first-to-second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Retention and Graduation Rates: 2017-2018



Source: National System for Education Statistics (NCES), U.S. Department of Education
 Note: Midwestern Career College is in the associates-granting Illinois comparison group.
 Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor’s degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

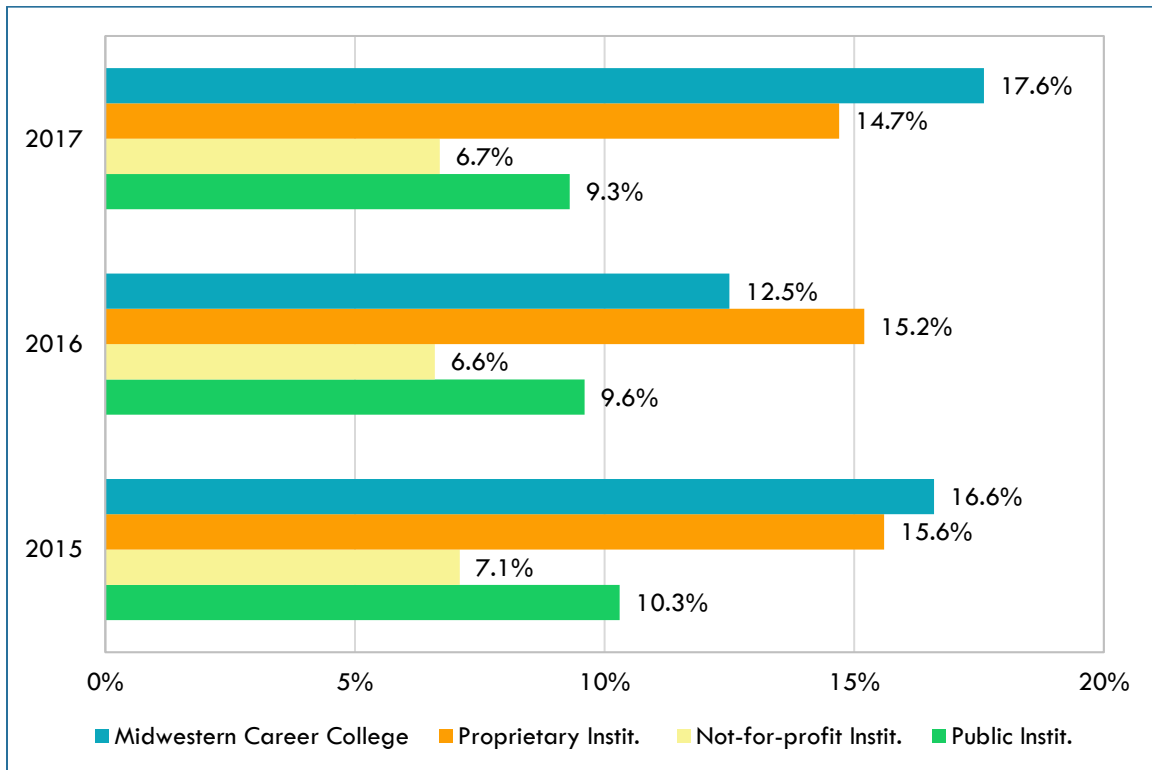
Undergraduate Completions per 100 FTE

Academic Year 2017-18	Midwestern Career College	Comparable Illinois Institutions
	46	36.5

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact

hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), US Department of Education
 Note: The national cohort default rate for fiscal year 2017 is 9.7%. A lower number is a positive indicator.

Student Loan Default Rate

The three-year cohort student loan default rate is the percentage of a school’s borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Mission and Objectives

1030.60(a)(2): The objectives of the certificate or degree program must be consistent with what the degree program title implies.

1030.60(a)(3): The requested certificate or degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is consistent with the purpose, goals, objectives, and mission of the institution. The requested degree title is in alignment with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

1030.60(a)(4): The caliber and content of the curriculum shall assure that the stated certificate or degree objectives for which the program is offered will be achieved.

Admission

All applicants to the College must be at least 18 years old and must meet the following requirements:

- Possess a high school diploma or a state recognized equivalent certificate such as the GED;
- Submit a personal statement;
- Pass an Accuplacer entrance exam with a minimum arithmetic score of 252 and reading comprehension score of 246; and
- Schedule and attend an interview with an admissions representative.

Curriculum

The AAS in Information Technology is a 60 semester hours curriculum that includes core courses, general education coursework, and optional externship.

- Information Technology core courses (face to face) – 42 hours;
- General Education course (online) – 18 hours; and
- Programming Practicum Externship (optional) – 3 hours.

Assessment of Student Learning

The proposed program has stated goals and learning outcomes that are tied to course assignments. Students' learning will be assessed through course quizzes, tests, and written assignments. Each of the graded components of any course is targeted to course goals and objectives, which in turn are targeted to the overall program objectives. Externship is optional for the AAS in Information Technology but highly recommended by the College for students to learn how to apply skills acquired during the program. The primary means of assessment is with the individual instructors of the course. During each course, the student's work is continually evaluated and assigned a grade.

Program Assessment

The College has developed an ongoing assessment plan to guide the evaluation and improvement of its academic programs. Curriculum evaluation occurs at the completion of each course. Students are requested to fill out an evaluation form upon completing their coursework. The evaluation focuses on the performance of the instructor, learning resource center and the lab's usefulness, as well as the curriculum of the course. The results are aggregated and delivered to the Director of Academic Operations as well as individual faculty. The data are used as evaluation and training materials for the faculty as well as the basis for curriculum alterations. MCC also conducts a similar evaluation process through graduate surveys. The graduates of the program are able to evaluate the programs holistically. The data are aggregated and used to assess the curriculum and to identify needs for curriculum modifications. The College will follow these existing protocols for continuous improvement.

Facilities (space, equipment, instructional materials)

1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

Existing facilities at the College are sufficient for implementing the proposed program. The classrooms have laptops and projectors for use by the faculty and also for the students to utilize during audio-visual presentations. Classrooms are equipped with whiteboards, instructor desk and a chair, video-surveillance cameras, wired internet access for the instructor computer, and wireless internet access for students.

MCC's Library Resource Center (LRC) has the resources suitable for the proposed program. The library has a collection of books, audio, and video materials relevant to the program. MCC has contracts with Gale Virtual Resource Library (GVRL) and ProQuest for a number of database packages, providing unlimited access to electronic resources for students. The College has also secured remote access privileges, which allows students to utilize the materials both from school and from other locations. Furthermore, MCC has established a partnership with Cengage that gives students the option of purchasing e-books that reduce the book cost for the program. The students use MindTap software for additional practical exercises.

Faculty and Staff

1030.60(a)(6): The education, experience and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.

MCC has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide instruction to students. The College also has established policies to evaluate faculty and provide feedback on student learning outcomes.

Fiscal and Personnel Resources

1030.60(a)(8): Fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new certificate or degree program.

The College has submitted five-year fiscal plans that indicate operational revenue will exceed expenditures for the projected five years of operation.

Accreditation/Licensure

No specialized accreditation is required. The College intends to seek approval of the Information Technology program from the Council on Occupational Education.

Program Information

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund

policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

The College submitted detailed and adequate information on the College's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments.

Staff Conclusion

The staff concludes that Midwestern Career College and its proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a post-secondary institution.