

APPROVED
JUNE 8, 2021

Item #E-2
June 8, 2021

**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

Adler University

- Post-Baccalaureate Certificate in Sex Therapy in the Chicago Region

Embry-Riddle Aeronautical University (FL)

- Operating Authority in the West Suburban Region

Northwestern Memorial Hospital

- Operating Authority in the Chicago Region

Roosevelt University

- Operating Authority in the South Metro Region

Proprietary

Chamberlain University

- Master of Physician Assistant Studies 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

Adler University

- Post-Baccalaureate Certificate in Sex Therapy in the Chicago Region

Adler University requests authorization to grant the Post-Baccalaureate Certificate in Sex Therapy in the Chicago Region. The proposed hybrid program is designed to prepare post-baccalaureate students as socially responsible professionals with core knowledge of human sexuality and sex therapy training that meets the highest standards of the field including an ethical consciousness and cultural competence. Current Adler University students enrolled in licensure degree programs, students who have either enrolled in or successfully completed a clinical and license-eligible program, or students who are currently clinically licensed are qualified to apply to the program. The proposed program includes coursework on human sexuality, sex therapy, and attitudes and values, which is aligned with and approved by the American Association of Sexuality Educators, Counselors, and Therapists' (ASSECT). Students' successful program completion and independent completion of clinical hours and supervision leads to certification as a Sex Therapist by AASECT. With this application, the University requests authorization to grant a Post-Baccalaureate Certificate in Sex Therapy in the Chicago Region. 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 A.

Embry-Riddle Aeronautical University (FL)

- Operating Authority in the West Suburban Region

Embry-Riddle Aeronautical University (Embry-Riddle or the University) requests authorization to operate in the West Suburban Region to offer dual credit classes at Lyons Township (Lyons Township) High School District 204 in LaGrange, Illinois. Embry-Riddle is a private, non-profit institution founded in 1926 and based in Daytona Beach, Florida, with a mission to teach the science, practice, and business necessary to prepare students for productive careers and leadership roles in business, government agencies, and the military. On June 10, 2008, Embry-Riddle was authorized by IBHE to operate a campus in Rockford, Illinois and grant the Master of Aeronautical Science, Bachelor of Science in Professional Aeronautics, and the Bachelor of Science in Technical Management in the Fox Valley Region. Due to a decline in demand for in-person courses, the University underwent a process to teach out the students or transfer the students to its Online Campus, and subsequently closed its Rockford location on February 1, 2018.

In November 2020, Embry-Riddle administration reached out to IBHE staff after having determined that faculty were working in cooperation with the Lyons Township School District to offer dual credit coursework on site. IBHE staff have been in ongoing communication with Embry-Riddle to address their need to seek authorization by the IBHE for operating authority and to meet requirements for the same by their accreditor, Southern Association for Colleges and Schools, Commission on Colleges. Embry-Riddle immediately responded with steps towards coming into compliance with its activities in the State of Illinois. With this application, the University is seeking authorization to operate and offer dual credit courses to Lyons Township High School students in the West Suburban Region. Embry-Riddle's partnership with Lyons Township High School has been in existence since 2006 with an average annual enrollment of 35 high school students. The University signed an agreement with Lyons Township High School in 2006, prior to the effective date of the Dual Credit Quality Act (110 ILCS 27/) and its subsequent amendment limiting expansion of out-of-state providers for dual credit within the State of Illinois, effective on January 1, 2019. Administered by Embry-Riddle's Gaetz Aerospace Institute, this dual credit program allows students the opportunity to earn both college and high school credit to learn about the principles of aeronautical science, flight, and unmanned aerial systems while in high school. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide dual credit instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed dual credit programs.

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

Northwestern Memorial Hospital

- Operating Authority in the Chicago Region

Northwestern Memorial Hospital (Northwestern Memorial or the Institution) requests authorization to operate in the Chicago Region. Northwestern Memorial HealthCare (NMHC) is a non-for-profit organization and the corporate parent company of Northwestern Memorial Hospital, which sponsors various clinical academic training programs administered by NMHC. NMHC administers clinical academic education programs and offers post-secondary coursework in Radiation Therapy, Radiography, Nuclear Medicine Technology, Diagnostic Medical Sonography, and Histotechnology mostly in conjunction with several affiliated universities. Those affiliations include Benedictine University, Elmhurst, Lewis University, North Central College, Roosevelt, University of St. Francis, and the University of Wisconsin – La Crosse. With this application, Northwestern Memorial requests authorization to continue to offer instruction above the high school level for existing post-secondary coursework in Radiation Therapy, Radiography, Nuclear Medicine Technology, Diagnostic Medical Sonography, and Histotechnology to several college and university affiliates in the State of Illinois. The Institution has no plans to seek degree-granting authority in the State of Illinois. Concomitantly, NMHC is seeking authorization to operate and offer the aforementioned vocational programs as a Private Business and Vocational School under the Private Business and Vocational Act of 2012. The institution has sufficient library, technology, staff, and financial resources in place to support the proposed operation. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction.

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

Roosevelt University

- Operating Authority in the South Metro Region

Roosevelt University (Roosevelt or the University) requests authorization to operate in the South Metro Region. Roosevelt is a private, non-profit institution located in Chicago, Illinois, with a commitment to a social justice mission emphasizing fairness, equality, and integrity. With this application, the University seeks to offer limited (less than 40 percent) face-to-face instruction for existing online degree programs emanating from its main campus in partnership with the South Cook Intermediate Service Center and Joliet Junior College (JJC). The South Cook Intermediate Service Center, an organization that provides educational leadership and professional development to the 66 public school districts and five special education cooperatives in South Cook County, received an Illinois State Board of Education (ISBE) Teacher Residency Grant to work in partnership with Roosevelt to design and deliver the online Master of Arts in Elementary Education with traditional and alternative pathways beginning in July 2021. The MA in Elementary Education is already authorized by ISBE and is designed to meet the well-documented need for high quality teachers in the region. The partnership with JJC seeks to provide Associate of Arts degree completers with a focused and convenient pathway to pursue an online bachelor's degree with the option to take a select number of face-to-face courses provided by Roosevelt University on the community college campus. 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 programs.

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

Proprietary Executive Summary

Chamberlain University

- Master of Physician Assistant Studies in the Chicago Region

Chamberlain University requests authorization to grant the Master of Physician Assistant Studies (MPAS) in the Chicago Region. The proposed program is designed to prepare post-baccalaureate students for the practice of general medicine under the direction and supervision of a licensed physician for clients across the lifespan in a variety of clinical settings and to sit for national certification as a Physician Assistant (PA). The 24-month 109-credit-hour PA program is designed to be completed as a full-time on-campus program and includes one 12-month didactic phase followed by a 12-month clinical phase. The didactic phase requires coursework in professional practice, evidence-based and emergency medicine, surgical and clinical skills, women's health, pediatrics, and comprehensive clinical modules in each of the bodily systems. In the clinical year, students will be engaged in clinical clerkships and associated professional practice seminars in a variety of clinical and medical settings and will complete a capstone project. Program graduates will be prepared to diagnose illness, order and interpret diagnostic tests, conduct physical examinations, develop and manage plans of care for individuals across the lifespan, prescribe medications, provide preventive health care counseling, and assist in surgery. With this application, Chamberlain requests authorization to grant a Master of Physician Assistant Studies in the Chicago Region. 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 E.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Adler University authorization to grant a Post-Baccalaureate Certificate in Sex Therapy 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.

The Illinois Board of Higher Education hereby grants authorization to Embry-Riddle Aeronautical University to operate 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 to Northwestern Memorial Hospital authorization to operate 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.

The Illinois Board of Higher Education hereby grants authorization to Roosevelt University 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 Physician Assistant Studies 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.

Adler University
17 North Dearborn
Chicago, IL 60602
President: Raymond E. Crossman, PhD

Proposed Program Title in the Region of Authorization: Post-Baccalaureate Certificate in Sex Therapy in the Chicago Region.

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
29	28	28

Institutional Accreditation: Adler University is accredited by the Higher Learning Commission (HLC).

Background and History

Adler University (Adler or the University) is a private, independent, not-for-profit institution of higher education offering 20 graduate-level degree programs in psychology, counseling, couple and family therapy, public affairs and administration, and community health and advocacy programs in Chicago, Vancouver, and online. Established in 1952, Adler University continues the pioneering work of the first community psychologist Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice. Adler University is named after Alfred Adler, a physician, psychotherapist, and founder of Adlerian (or individual) psychology, and was a pioneer community psychologist who held equality, civil rights, mutual respect, and the advancement of democracy as core values. Adler University was founded by Rudolf Dreikurs, a follower of Adler’s, in 1952 as the Institute of Adlerian Psychology. The institution has subsequently undergone several name changes: Alfred Adler Institute of Chicago (1954), Adler School of Professional Psychology (1991), and finally today’s name of Adler University. Adler University has physical campuses in Chicago and Vancouver, British Columbia, as well as an online campus.

With this application, the University is seeking authorization to offer Post-Baccalaureate Certificate in Sex Therapy (CST) in the Chicago Region. The proposed non-clinical program will be available to current Adler University students enrolled in licensure degree programs across the University’s three campuses and to students who have either enrolled in or successfully completed a clinical and license-eligible program or are clinically licensed. The proposed Certificate in Sex Therapy prepares socially responsible and culturally competent professionals with core knowledge of human sexuality and sex therapy training and enables pre-licensed and licensed professionals to build on their training.

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

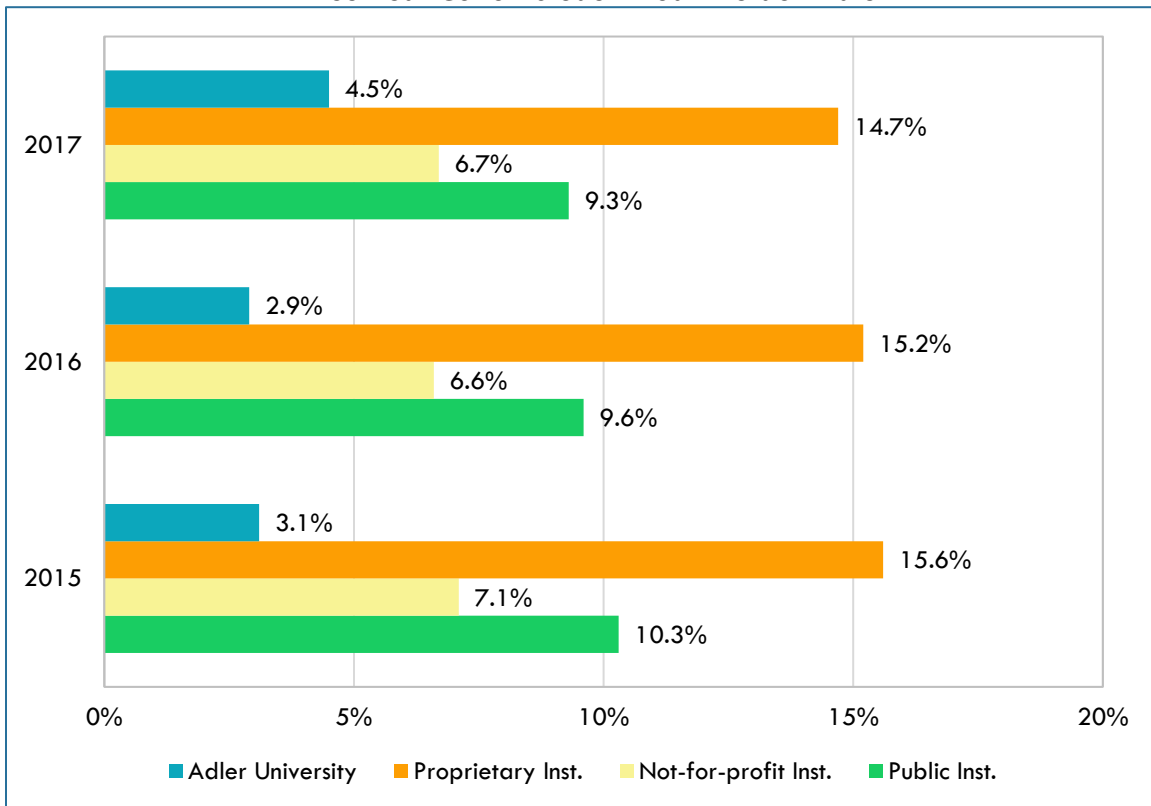


rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

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), U.S. Department of Education

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

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

Qualified professionals or students in graduate clinical training programs (that lead to licensure) may apply for the proposed program. Application requirements include the following:

- A completed clinical master's degree in couple/marriage and family therapy, medical family therapy, counseling, art therapy, psychology, social work, or other related mental health field that leads to clinical licensure. or
- Current enrollment in and good standing in a clinical master's program in any of these fields and eligible to begin practicum by the start of the certificate program.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate coursework and/or a 3.25 or higher on a 4.0 scale of all graduate coursework.
- A statement of intent specifically outlining the applicant's interest in becoming a Certified Sex Therapist with a focus on social justice.
- Language competency level and exam requirements consistent with Adler University policy.

Students may not transfer coursework because the program has been designed to meet American Association of Sexuality Educators, Counselors, and Therapists (AASECT) requirements.

Curriculum

The proposed Post-Baccalaureate Certificate in Sex Therapy requires 10 credit hours over a one-year period of either two semesters or three semesters, depending on the student's part-time or full-time status:

- Developmental Sexuality Across the Lifespan (three credit hours)
- Sexual Attitudes Reassessment (one credit hour)

- The Landscape of Sex: Socio-Cultural Factors in Sexuality, Diversities in Sexual Expression and Lifestyles, Sexual Technology and Ethical Implications in Sex Therapy (three credit hours)
- Assessment, Diagnosis, and Treatment of Psychosexual Issues and Dysfunction: Theories and Techniques (three credit hours)

Graduates are responsible for independent achievement of clinical hours and supervision as specified and required by the American Association of Sexuality Educators, Counselors, and Therapists for designation of a Certified Sex Therapist.

Assessment of Student Learning

Adler University has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout each academic program. The specific means of competency measurement used to assess learning outcomes include but are not limited to the following:

- faculty ratings of students' performance via examinations and assignments.
- faculty referrals to the student review committee.
- faculty ratings of student performance via course rubric evaluations; and/or
- students' own satisfaction ratings via the Noel Levitz - Adult Student Priorities Survey.

Student persistence, program completion, and cohort completion rates are tracked by the University. Data from course assessment rubrics is collected at the programmatic and institutional level and reviewed as part of Adler University's annual Student Learning Outcome Assessment Program, which is administered by each program collaboratively with the Executive Dean.

Program Assessment

Adler University requires programs to conduct periodic comprehensive program reviews to assess students' acquisition of competencies. Program Review reports are developed by program faculty and the program chair to formulate action plans for program, curriculum, outcome, and experiential improvements. Program Review includes the following measures:

- admission data and enrollment trends
- graduation rates
- retention rates
- students' own satisfaction ratings via the Noel-Levitz "Priorities Survey for Online Learners"
- alumni surveys
- employment of graduates
- external review

Program Reviews are presented to the Adler University Board of Trustees, which assesses relative to other programs at the University, fit with the University mission, quality of the faculty, student resources, and funding for further development of program. Program Review reports will be posted on the University website to inform students, potential applicants, and the public about the program performance. Additionally, the program will be assessed biannually for renewal of AASECT's Organizational Provider II status.

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.

The University has adequate and suitable space, equipment, and instructional materials to support the proposed program.

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.

Adler 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 revenues will exceed expenditures beginning in the first year.

Accreditation/Licensure

No programmatic or specialized accreditation is required. The American Association of Sexuality Educators, Counselors, and Therapists offers certification for professionals seeking to become sex therapists.

Adler University has been approved as an Organizational Provider II by American Association of Sexuality Educators, Counselors, and Therapists enabling the University to offer continuing education credits that lead to ASSECT certification as a Sex Therapist. The specific ten credits for the proposed Certificate in Sex Therapy are pre-approved for 160 continuing education units by AASECT.

Graduates of the certificate will need to complete the requisite clinical hours under supervision as required by AASECT. Adler will publish this certification disclosure information on the University website. If approved, course and certificate descriptions will contain the following language:

This program meets the requirements for the American Association of Sexuality Educators, Counselors and Therapists and is approved for 160 CE credits. Completion of this program does not ensure or guarantee AASECT Certification. For further information please contact ce@asect.org.

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.

Adler 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 Adler 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.

Embry-Riddle Aeronautical University
1 Aerospace Boulevard
Daytona Beach, FL 32114-3900
President: P. Barry Butler

Seeking Operating Authority: West Suburban Region

Institutional Accreditation: Embry-Riddle Aeronautical University is accredited by the Southern Association for Colleges and Schools, Commission on Colleges.

Background and History

Embry-Riddle Aeronautical University (Embry-Riddle or the University) is a private, non-profit institution founded in 1926 and based in Daytona Beach, Florida, with a mission to teach the science, practice, and business necessary to prepare students for productive careers and leadership roles in business, government agencies, and the military. On June 10, 2008, Embry-Riddle was authorized by IBHE to operate a campus in Rockford, Illinois and grant the Master of Aeronautical Science, Bachelor of Science in Professional Aeronautics, and the Bachelor of Science in Technical Management in the Fox Valley Region. Due to a decline in demand for in-person courses, the University underwent a process to teach out the students or transfer the students to its Online Campus, and subsequently closed its Rockford location on February 1, 2018.

In November 2020, Embry-Riddle administration reached out to IBHE staff after having determined that faculty were working in cooperation with the Lyons Township School District to offer dual credit coursework on site. IBHE staff have been in ongoing communication with Embry-Riddle to address their need to seek authorization by the IBHE for operating authority and to meet requirements for the same by their accreditor, Southern Association for Colleges and Schools, Commission on Colleges. Embry-Riddle immediately responded with steps towards coming into compliance with its activities in the State of Illinois. With this application, the University is seeking authorization to operate and offer dual credit courses to Lyons Township High School students in the West Suburban Region. Embry-Riddle's partnership with Lyons Township High School has been in existence since 2006 with an average annual enrollment of 35 high school students. The University signed an agreement with Lyons Township High School in 2006, prior to the effective date of the Dual Credit Quality Act (110 ILCS 27/) and its subsequent amendment limiting expansion of out-of-state providers for dual credit within the State of Illinois, effective on January 1, 2019. Administered by Embry-Riddle's Gaetz Aerospace Institute, this dual credit program allows students the opportunity to earn both college and high school credit to learn about the principles of aeronautical science, flight, and unmanned aerial systems while in high school.

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.

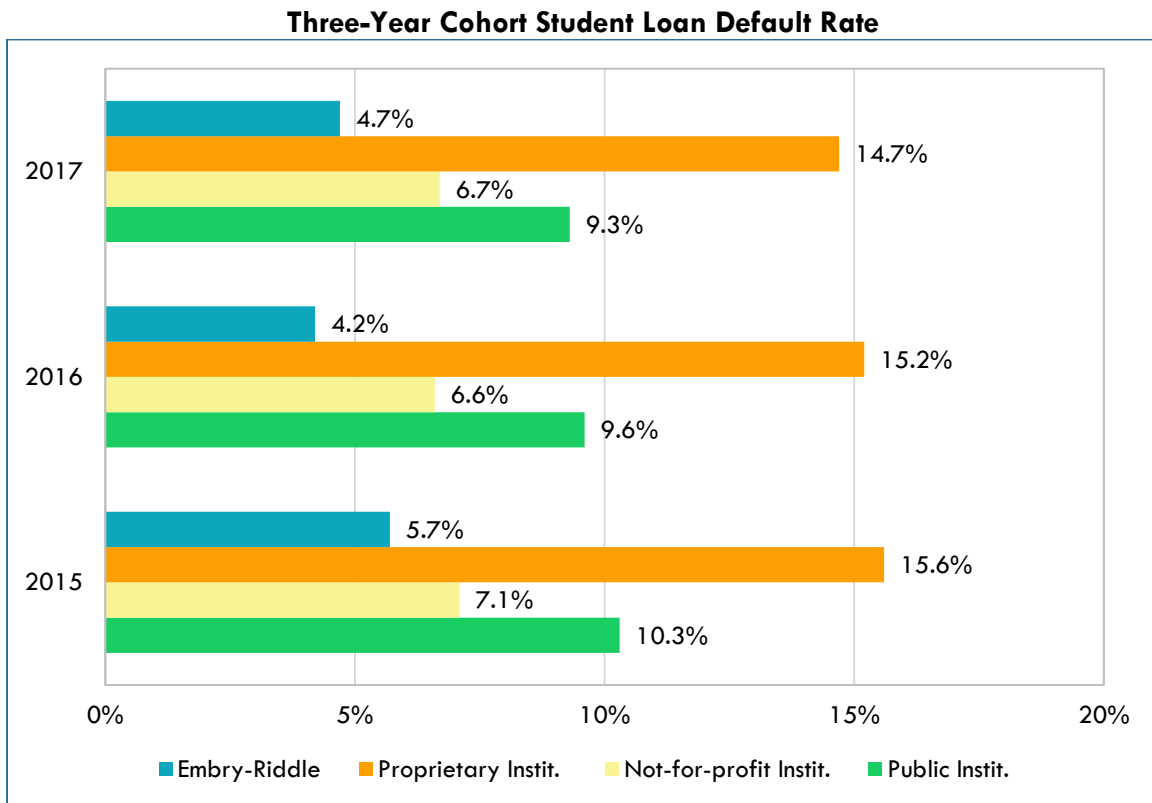
1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies.

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 comparison data is not provided because the University will not be offering degree programs.



Source: National Center for Education Statistics (NCES), U.S. Department of Education

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

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

Applicants for admission to the dual credit program must have completed ninth grade and have at least a 2.5 cumulative GPA. Applicants must begin by completing an online application. An additional required paper consent form, signed by the student's parent/guardian and school guidance counselor, documents that the student meets both the grade level and GPA requirements.

Curriculum

Upon approval of operating authority, Embry-Riddle proposes to offer two Aeronautical Science (AS) courses at Lyons Township High School.

- Principles of Aeronautical Science (three credit hours)
- Private Pilot Operations (five credit hours)

The courses will be taught in a face-to-face format by a qualified high school instructor hired as an adjunct faculty member. Embry-Riddle does not have plans to offer degrees in Illinois.

Assessment of Student Learning

Embry-Riddle dual credit program expectations, master course objectives, and assessment methods mirror those for the same courses offered at the University. Student learning is measured through written and project-based assessments. Dual credit high school students experience the content, rigor, grading, and assessment methodologies of on-campus courses. Faculty course monitors provide course syllabi to the dual credit instructors that follow the Master Course Outcomes identified by the individual university departments. In addition, professional development training reinforces the achievement standards required for dual credit courses.

Program Assessment

The University has a standard process for assessing dual credit programs. Faculty course monitors provide curriculum and syllabus updates when implemented and they monitor test scores to ensure course curricula and syllabi are followed closely. Instructors receive content-specific training by subject area experts through in-person professional development training, as well as through virtual meetings with faculty course monitors throughout the year. Faculty course monitors

additionally track academic progress through performance evaluations, site visits, and follow-up meetings with high school instructors.

Facilities (space, equipment, instructional materials)

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

Dual credit courses will be taught at Lyons Township High School located at 100 South Brainard Avenue, LaGrange, Illinois 60525. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program. Lyons Township High School is responsible for providing all the technology, equipment, and instructional materials necessary to offer the dual credit courses. The school has a dedicated classroom space with technology and computers available to students including a flight simulator to assist students in their aviation studies.

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.

Embry-Riddle will use qualified high school instructors to teach their dual credit courses. The University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instruction to students as outlined in the Illinois Dual Credit Quality Act (110 ILCS 27/). 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

The University has submitted five-year fiscal plans that show operational revenue will exceed expenditures beginning in the first year of operation.

Accreditation / Licensure

Embry-Riddle Aeronautical University is accredited by the Southern Association for Colleges and Schools, Commission on Colleges. In addition, the Aeronautics program holds programmatic accreditation from the Aviation Accreditation Board International.

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.

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 Embry-Riddle Aeronautical University meets the criteria in Section 1030.30 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.

Northwestern Memorial Hospital
541 N. Fairbanks Ct., Suite 950
Chicago, IL 60611
President: Dean M. Harrison

Seeking Operating Authority: Chicago Region

Institutional Accreditation: Northwestern Memorial Hospital

Background and History

Northwestern Memorial Hospital (Northwestern Memorial or the Institution) requests authorization to operate in the Chicago Region. Northwestern Memorial HealthCare is a not-for-profit organization and the corporate parent company of Northwestern Memorial Hospital, which sponsors various clinical academic training programs administered by NMHC. Northwestern Memorial Hospital was created on September 1, 1972, by the consolidation of two of Chicago's oldest established hospitals - Passavant Memorial (founded in 1865) and Wesley Memorial (founded in 1888). NMHC administers clinical education and post-secondary coursework in Radiation Therapy, Radiography, Nuclear Medicine Technology, Diagnostic Medical Sonography, and Histotechnology with six university affiliates located in Illinois including Benedictine University, Elmhurst University, Lewis University, North Central College, Roosevelt University, and University of St. Francis. With this application, Northwestern Memorial requests authorization to continue to offer instruction above the high school level for existing post-secondary coursework in Radiation Therapy, Radiography, Nuclear Medicine Technology, and Diagnostic Medical Sonography, and Histotechnology to several college and university affiliates in the State of Illinois. The Institution has no plans to seek degree-granting authority in the State of Illinois. Concomitantly, NMHC is seeking authorization to operate and offer the aforementioned vocational programs as a Private Business and Vocational School under the Private Business and Vocational Act of 2012.

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.

Because this Institution does not yet have operating authority, data are not available for traditional measures of student success. However, the Institution has provided information on passage rates and has 100 percent exam pass rates for Academic Years 2018 to 2020 for all the clinical-based programs.

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

The admission requirements to Northwestern Memorial through affiliate universities include a pathway for students to complete the prerequisite coursework at their home institution and, upon acceptance to their program of choice, complete one – two years of program-specific coursework at Northwestern. The admission requirements include pathways for students enrolled at affiliated and students who already possess a college degree.

Radiography program applicants must have an associate degree or higher or be enrolled in a two-plus-two-degree program at an affiliated university/college with satisfactory completion (grade of C or higher) in the following prerequisite courses: human anatomy and physiology, college algebra or statistics, medical terminology, written communication, and verbal communication. A minimum degree GPA of 2.7 is required. Applicants must also submit three letters of recommendation, personal statement, and interview with program faculty.

Radiation Therapy program applicants must have a bachelor's degree, be enrolled in a three-plus-one-degree program at an affiliated university/college or have an associate degree in Radiography with current certification with satisfactory completion (grade of C or higher) in the following prerequisite courses: anatomy and physiology I and II, pre-calculus mathematics, written communication, verbal communication, general physics I and II, and research methodology. A minimum degree GPA of 2.5 is required. Applicants must also submit three letters of recommendation, personal statement, and interview with program faculty.

Diagnostic Medical Sonography Program applicants must have a bachelor's degree or have graduated from a two-year accredited patient-care related program, registered and in good standing in the medical profession, or be enrolled in a 3-plus-1.5-degree program at an affiliated university/college with successful completion of (grade of C or higher) in the following prerequisite courses: human anatomy and physiology, college algebra, general physics I, medical terminology,

and English composition. A minimum degree GPA of 2.5 is required. Applicants must also submit three letters of recommendation, personal statement, and interview with program faculty.

Nuclear Medicine Technology Program applicants must have a bachelor's degree or be enrolled in a three-plus-one-degree program at an affiliated university/college with satisfactory completion (grade of C or higher) in prerequisite courses including: human anatomy and physiology, college algebra, statistics, general physics I and II, general chemistry I and II, and written communication. A minimum degree GPA of 2.5 is required. Applicants must also submit three letters of recommendation, personal statement, and interview with program faculty.

Histotechnology program applicants must be enrolled in the three-plus-one-degree program at Roosevelt university with satisfactory completion (grade of C or higher) in prerequisite courses including biology, chemistry, and general physics I and II. The minimum GPA requirement is 2.75. Applicants must also submit a professional letter of recommendation, personal statement, and interview with program faculty.

Curriculum

Northwestern Memorial provides the post-secondary level instruction above the high school level for five of its clinical-based academic programs with six university affiliates located in Illinois including Benedictine University, Elmhurst University, Lewis University, North Central College, Roosevelt University, and University of St. Francis. Those programs include Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiography, Radiation Therapy, and Histotechnology. These academic clinical-based programs are directly embedded into the university affiliates' bachelor's level programs in health sciences or allied health through a Memorandum of Understanding. Upon completion of Northwestern Memorial's program-specific requirements and affiliate university requirements, students earn a bachelor's degree through the university affiliate.

In terms of the curricula, each program has a clinical focus and requires enrollment as a full-time student in partnership with the university affiliate. Diagnostic Medical Sonography requires completion of the 18-month, 47 credit hour clinical-based academic program. Nuclear Medicine Technology requires completion of the 13-month, 36 credit hour clinical-based academic program. Radiography requires completion of the 21-month, 83 credit hour clinical-based academic program. Radiation Therapy requires completion of the 14-month, 58 credit hour clinical-based academic program. Additionally, the Northwestern Memorial Hospital Department of Pathology offers a 12-month, 36 credit hour clinical-based program in the field of histotechnology as a clinical education affiliate of Roosevelt University.

Assessment of Student Learning

The Institution has established policies for assessment of student learning outcomes. Assessment of student learning outcomes occurs at the program level and each program is subject to specialized accreditations standards. Each program uses a variety of methods to assess student learning outcomes, including the use of embedded course assessments, rubrics, and surveys. Experiential learning is a key component of the clinical academic programs and throughout enrollment, students participate in clinical rotations that are structured to build technical and professional skills and increased proficiency in the requisite procedures. Each program adheres to clinical and didactic requirements defined by the relevant certifying agency and each student must

demonstrate competence in required clinical, patient care, and quality procedures to graduate from the program.

Program Assessment

The Institution has established policies for reviewing programs for continuous improvement. All programs monitor and report the following key outcomes on an annual basis: certification examination pass rate, job placement rate, graduate and employer satisfaction, and program completion rate. These outcomes are assessed through credentialing agency reports, graduate and employer surveys, and program records. If a program does not meet its benchmark for a specific outcome, the program must implement an action plan that identifies the gap, allows for data trending, and identifies areas for improvement. The action plan must be reassessed annually until the performance issues are addressed.

Facilities (space, equipment, instructional materials)

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

Northwestern Memorial has adequate facilities to administer its clinical academic education programs. Each program has dedicated classroom, on-site computer laboratories, lunchroom, and secure storage. Students and faculty have access to a variety of library resources, clinical laboratory space, and instructional materials, including anatomic models, multimedia resources, and textbooks. Clinical training takes place primarily at Northwestern Memorial Hospital in the Departments of Radiation Oncology, Ultrasound, Nuclear Medicine, Radiography, and Anatomic and Surgical Pathology. Histotechnology instruction is administered by the Department of Pathology. These clinical departments provide sustainable learning landscapes for students and hands-on, career relevant training. Students and faculty have access to library resources through Northwestern Memorial HealthCare's Health Learning Center, which has resources appropriate for the breadth of enrollment in the institution's educational programs. The Health Learning Center's physical/print holdings include 1500 books, journals, DVDs, and anatomic models. In addition, the Health Learning Center provides students and faculty with online resources that include various licensed databases, e-books, and full text articles. Document delivery and interlibrary loan services are available for students and faculty who need access to additional non-subscription resources. The Health Learning Center also provides access to online resources through multiple computer workstations with current software and internet access.

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.

Northwestern Memorial Hospital has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide instructions to students. The Institution 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

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

Accreditation / Licensure

Northwestern Memorial Hospital has submitted plans to seek institutional accreditation from the Accrediting Bureau of Health Education Schools. All the programs already hold programmatic accreditation with the exception of the Histotechnology program. The Diagnostic Medical Sonography program is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the Nuclear Medicine program is accredited by Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). The Radiation Therapy and Radiology programs are accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT). No programmatic accreditation is required for the Histotechnology program in order for students to sit for the American Society for Clinical Pathology certifying examination in histotechnology.

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.

Northwestern Memorial 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 Northwestern Memorial Hospital meets the criteria in Section 1030.30 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.

Roosevelt University
430 S. Michigan Avenue
Chicago, Illinois 60605
President: Ali Malekzadeh

Seeking Operating Authority: South Metro Region

Institutional Accreditation: Roosevelt University is accredited by the Higher Learning Commission (HLC).

Background and History

Roosevelt University (Roosevelt or the University) is a private, non-profit institution founded in 1945 and located in Chicago, Illinois, with a commitment to social justice and a mission emphasizing fairness, equality, and integrity. With this application, the University seeks to address the well-documented teacher shortage and issues of educational equity by making its programs more widely and conveniently available. The requested Operating Authority would allow the University to offer a select number of courses for online degree programs emanating from its main campus in a face-to-face format at the South Cook Intermediate Services Center (SCISC) and Joliet Junior College. SCISC received a three-year grant from the Illinois State Board of Education in October 2020 to work in partnership with Roosevelt to offer its online Master of Arts (MA) in Elementary Education with traditional and alternative licensure pathways beginning July 2021. This agreement will allow educators in the 66 public school districts served by SCISC to pursue their MA in Elementary Education, for which 40 employees in the partner districts already have expressed interest.

With this application, the University's requests authorization to offer select face-to-face courses for their Bachelor of Arts in Elementary Education, Criminal Justice, and Health Science Administration at JJC stems from their goal to expand their bachelor's degree completion partnerships with Illinois community colleges. In the spring of 2018, Roosevelt successfully launched a pilot degree completion program with these same three degrees at Harper Community College. Roosevelt plans to replicate this partnership at JJC with a tuition rate close to that of community colleges as well as the convenience of accessing JJC library, classrooms, and other resources while completing their bachelor's degree. As such, online students will have greater access to personalized services associated with higher retention and completion rates.

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.

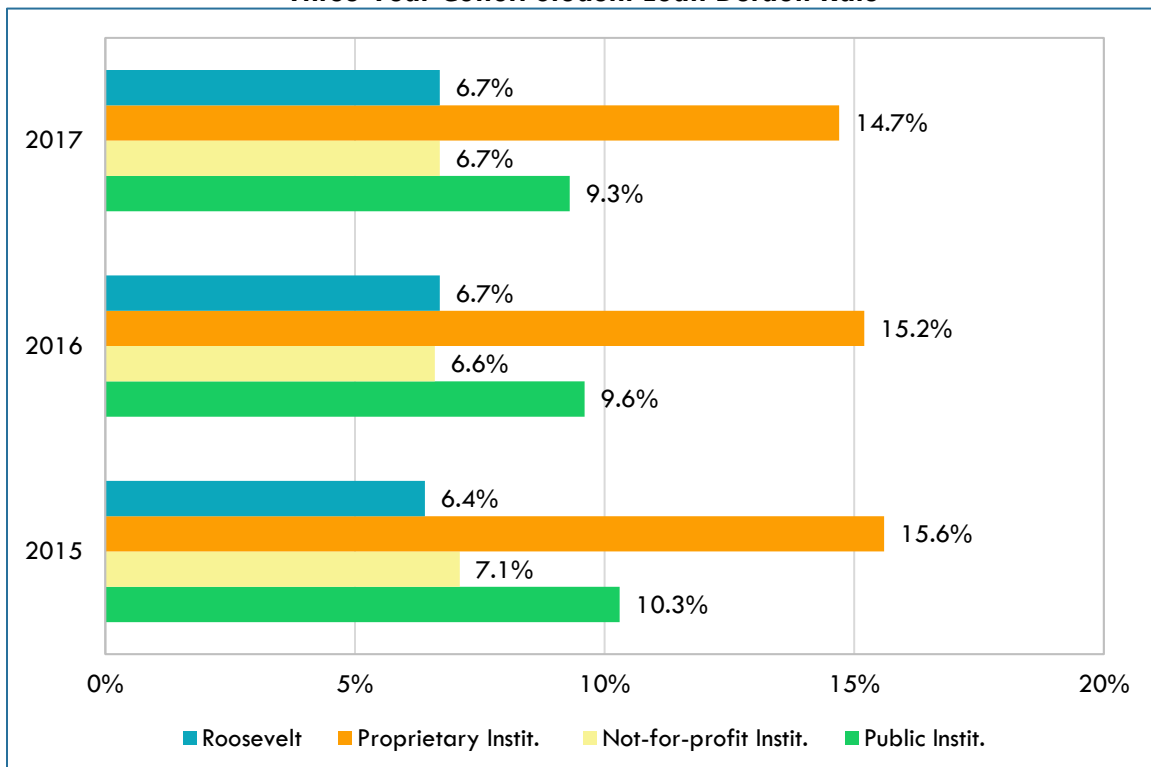
i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators.

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.

Graduation and retention rates are not provided because all the proposed coursework is either graduate level or requires the completion of an associate of arts degree, and those indicators are based on freshmen cohorts.

Three-Year Cohort Student Loan Default Rate



Source: National Center for Education Statistics (NCES), U.S. Department of Education

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

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

MA in Elementary Education

Admission to the MA in Elementary Education requires a BA degree in any academic area with a grade point average of at least 2.7 on a 4.0 scale and 120 credit hours of undergraduate courses from an accredited college or university. At the time of admission, an advisor will review transcripts and evaluate all coursework completed at other colleges or universities to create an advising plan to address deficiencies when necessary. Specifically for the alternative path to licensure, applicants must also:

- Submit evidence of a minimum of two years of classroom-based work experience in a public or private school,
- Participate in a group interview to assess their leadership and communication skills and disposition for working with diverse student populations,
- Submit evidence of having completed a 32-credit hour major in reading, English/language arts, mathematics, or one of the sciences, and
- Pass the Illinois Licensure Testing System Elementary Education content exam.

Applicants who do not meet these additional requirements will be referred to the traditional MA in Elementary Education program.

Admission to the undergraduate programs requires applicants to have earned 15 or more semester hours of transferable college credit since receiving their high school diploma with a minimum cumulative GPA of 1.85. Applicants must submit official transcripts from each institution attended and a personal statement. Additional requirements for each program follow.

Bachelor of Arts in Criminal Justice

- AAS in Law Enforcement and Justice (LEJ) or AA with LEJ courses
- LEJ 201 and 210 or equivalent

Bachelor of Arts in Elementary Education

- AA degree
- Minimum GPA of 2.7
- MTH 103, 130, 131, and 165; History 111 and 112; Biology 104; Geography 111; Political Science 101; Early Childhood Education 102; Education (EDUC) 201, 211, 219, and 220; or equivalents with grades no lower than C-

Bachelor of Arts in Health Science Administration

- An Associate of Applied Science degree (AAS) in Healthcare Careers or Associate of Arts (AA) or Associate of Science (AS) with science courses
- Minimum GPA of 2.0
- Math (MTH) 165 or equivalent

Curriculum

The courses listed below are those that are planned to be offered face to face at South Cook Intermediate Service Center (MA in Elementary Education) and Joliet Junior College (BA in Criminal Justice, Elementary Education, and Health Science Administration).

Master of Arts in Elementary Education

- Exceptional Children and Youth
- Elementary Education Foundations and Community
- Methods of Teaching Reading in K-8 Education
- Integrating Health, Arts, and Physical Education Across the Curriculum
- Methods of Teaching Mathematics and Science in K-8 Education

Bachelor of Arts in Criminal Justice

- Criminal Justice Research Methods
- Police & Society
- Special Topics
- Special Topics

Bachelor of Arts in Education

- Foundations and Community
- Individualized Coaching and Field Experiences 1
- Methods of Teaching Reading in K-8 Education
- Integrating Health, Arts, and Physical Education Across the Curriculum
- Individualized Coaching and Field Experiences 2
- Individualized Coaching and Field Experiences 3
- Student Teaching in Elementary Education

Bachelor of Arts in Health Science Education

- Health Science Administration Introduction to Health Services
- Health Policy
- Health Disparities
- Health Science Informatics & Data Science

Assessment of Student Learning

Roosevelt University has an evaluation system in place to assess student learning using direct and indirect methods. Direct methods include tests, quizzes, writing assignments, observations in the field, and licensure test scores. Indirect methods include pre/post surveys aligned with course learning outcomes that students complete in transfer success courses and other required courses. The University learning goals, and program learning outcomes are included in the University Syllabus Template. Student learning outcomes are entered into an online assessment management software, and a yearly assessment plan is developed for each program. Following collection and analysis of assessment data, program administrators recommend action to be taken to the Office of Academic Affairs.

Program Assessment

At Roosevelt University, program assessment occurs continually within the College Curriculum Committees, College Councils and Deans, Undergraduate and Graduate Councils, and the Office of the Provost to assess the extent to which program outcomes align with the University's learning goals. Specifically, licensure programs offered by the College of Education are evaluated through a teacher preparation quality assurance system that uses multiple assessment sources including (1) the Illinois Licensure Testing System, (2) professional education faculty, (3) clinical site mentor teachers, (4) candidates, (5) the University's Office of Institutional Research, and (6) program completers. Faculty and administrators use the data to make decisions about admissions, entry to student teaching, and program improvement. Furthermore, data are disaggregated by delivery model to provide insight as to whether students in face-to-face and online programs are achieving learning outcomes in equivalent and consistent ways. Finally, the University submits key performance data to ISBE as part of the Annual Program Reporting process.

Facilities (space, equipment, instructional materials)

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

Roosevelt University and the South Cook Intermediate Service Center have entered into an agreement through which Roosevelt will deliver a select few face-to-face courses for its online MA in Elementary Education at the Chicago Heights facility owned by SCISC. The Center has two classrooms outfitted with Wi-Fi, wireless remotes, and presentation screens available for this purpose.

The University and Joliet Junior College have entered into an agreement through which Roosevelt will deliver select face-to-face coursework for three undergraduate online degree programs. Per this agreement, Roosevelt will have access to an instructional space at JJC's

Romeoville campus including classrooms with all technology needed for instructional presentations and a workspace with computers, software, a laser printer, and a photocopier.

All students will have access to Roosevelt's Murray-Green Library and its collection of books, electronic media, journals, and aggregated databases as well as the University's learning support services.

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.

Roosevelt 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 / 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

The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures from the first year of operation of the proposed programs.

Accreditation / Licensure

Roosevelt University is accredited by the Higher Learning Commission. Graduates of the Bachelor of Arts in Education and Master of Arts in Education programs will be eligible to seek the Professional Educator License through the Illinois State Board of Education.

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.

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 Roosevelt University 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 Physician Assistant Studies in the Chicago Region.

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
28	84	42

Background and History

Chamberlain University (Chamberlain or the University) 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 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, as well as post-baccalaureate and post-master’s certificates primarily in health- and social service-related programs.

With this application, the University is seeking authorization to offer a Master of Physician Assistant Studies in the Chicago Region. The proposed on-campus program is designed to prepare post-baccalaureate students for the practice of general medicine under the direction and supervision of a licensed physician for clients across the lifespan in a variety of clinical settings and to sit for national certification as a Physician Assistant (PA). The 24-month 109-credit-hour PA program is designed to be completed on a full-time basis only and includes one 12-month didactic phase followed by a 12-month clinical phase to provide students in-depth preparation for the provision of medical care. Upon successful completion of all degree requirements, graduates will be eligible to take the national certification examination administered by the National Commission on Certification of Physician Assistants (NCCPA), a requirement for registration/licensure to practice in all states.

Institutional Data

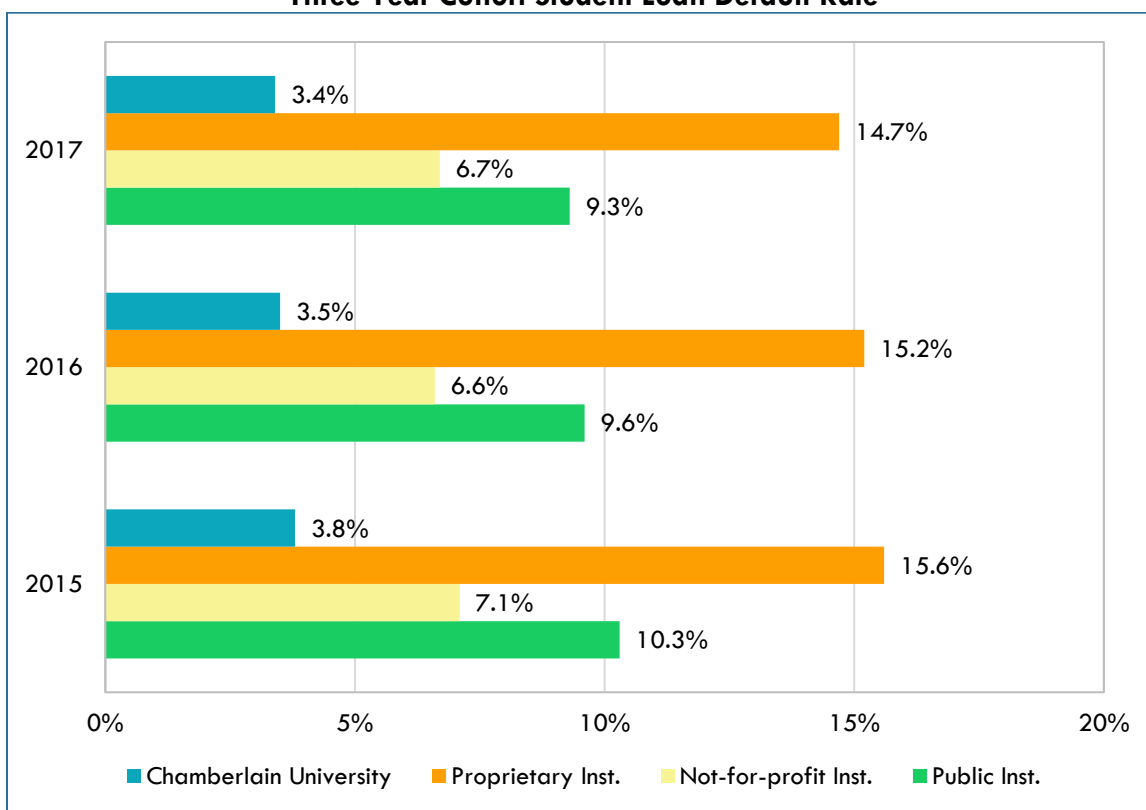
1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum,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

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), U.S. Department of Education

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

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

The Chamberlain University Master of Physician Assistant Studies admissions process occurs in two phases: academic eligibility and clinical clearance. Applicants must complete both to be eligible for admission. Minimum criteria for academic eligibility and admission to the proposed Master of Physician Assistant Studies include the following:

- Bachelor's degree in any major from a federally or Council for Higher Education Accreditation (CHEA) approved institutional accreditor.
- Minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale
- Completion of prerequisite undergraduate courses with a grade of C or better
- GRE test scores earned within the last ten years.
- Official scores from the Central Application System for Physician Assistants (CASPA) Situational Judgment Test scores from the current application year
- Three letters of recommendation including one from a professor and one from a healthcare experience supervisor.
- Completion of an invitation-only on-campus interview with the PA program admission committee

Once academic eligibility has been determined, applicants must complete pre-enrollment clinical clearance drug screen and background and fingerprint checks with satisfactory results within 120 days of semester start.

Curriculum

The proposed Master of Physician Assistant Studies curriculum requires 68 credit hours in the first 12 months of the program (didactic phase) and 41 credit hours in the second 12 months of the program (clinical phase):

Didactic Phase (68 credit hours)

- PA Professional Practice Seminar I and II
- Behavioral Medicine I and II
- Essential Foundations in Clinical Medicine

- Interviewing and Documentation
- Evidence-Based Medicine
- Emergency Medicine
- Surgical and Clinical Skills
- Women's Health
- Pediatrics
- And Comprehensive Clinical Modules

Clinical Phase (41 Credit Hours)

- PA Professional Practice Seminar III, IV, V, VI
- Transition to Practice I and II
- Clinical Clerkships
 - Family Medicine
 - Internal Medicine
 - Emergency Medicine
 - Surgery
 - Pediatrics
 - Women's Health
 - Behavioral health
 - Underserved Population
 - Elective Clerkships I and II
- Capstone Project

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 (but are not limited to) 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
- 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.

The University has adequate and suitable space, equipment, and instructional materials to support the proposed program. The clinical portion of the proposed program will be established and developed by the Clinical Director and Clinical Coordinator in collaboration with the institution's Clinical Shared Services department. The Clinical Director and Clinical Coordinator will be responsible for assigning students to clinical sites and preceptors to meet each of the proposed program's required clinical clerkships and clinical experiences and coordinating student clinical evaluations. Administration of the proposed program will be conducted from the Chamberlain National Management Office located in Downers Grove, 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 three years of program operation. During this period of deficit operations for the proposed program, Chamberlain University's parent company, Adtalem Global Education, Inc., which has sufficient revenue streams and total unrestricted cash balances to fund current operations and future expansion of operations, will subsidize the proposed program until it generates sufficient tuition

and fees to cover expenses fully. Chamberlain projects that revenues will exceed expenditures beginning in the fourth and fifth years.

Accreditation/Licensure

Chamberlain University will seek programmatic accreditation for the proposed Master of Physician Assistant Studies from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), an independent accrediting body authorized by the Council for Higher Education Accreditation (CHEA) to accredit qualified Physician Assistant educational programs leading to the professional PA credential. ARC-PA has determined that Chamberlain University's proposed MPAS is qualified to seek ARC-PA accreditation. The first step is achieving Provisional Accreditation status; the proposed program is on the ARC-PA's March 2022 Provisional Accreditation agenda with plans to seek full accreditation in March 2027.

The Illinois Department of Financial and Professional Regulation (IDFPR) oversees Physician Assistant licensure in the state. The IDFPR recognizes PA programs that have obtained accreditation, including Provisional status, from ARC-PA. As well, IDFPR requires physician assistant candidates to pass the Physician Assistant National Certifying Exam (PANCE), which requires graduation from an ARC-PA-accredited (including Provisional status) program. Therefore, students graduating from Chamberlain's provisionally accredited MPAS would be eligible to take the PANCE and become licensed PAs in Illinois.

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 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.