

APPROVED
March 12, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #E-2-A
March 12, 2025

**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 the 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 are also required to obtain authorization for each new degree program.

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

Not-For-Profit

Rush University

- Post-Baccalaureate Certificate in Nursing Education 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 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. In addition to the approval criteria in rules, each new program was reviewed for its contributions to the goals of *A Thriving Illinois: Higher Education Pathways to Equity, Sustainability, and Growth*, which sets forth new priorities to guide Illinois higher education.

This item includes recommendations to grant degree-granting authority to one institution.

Not-For-Profit Executive Summary

Rush University

- Post-Baccalaureate Certificate in Nursing Education in the Chicago Region

Rush University (the University) is seeking authorization to offer a Post-Baccalaureate Certificate in Nursing Education in the Chicago region. The 12-credit hour program will be housed in the College of Nursing (CON) within the Office of Academic Programs and Affairs (OAPA). The program will prepare practicing nurses to function in a variety of teaching roles, either in academic or healthcare settings, by providing a rigorous and relevant curriculum grounded in culturally responsive pedagogy and emphasizing the importance of social determinates of health, social justice, and education equity. These concepts will be threaded throughout the program to heighten

students' awareness of critical issues in the education of nurses. Additionally, the National League for Nursing (NLN) Nurse Educator Competencies are embedded in the curriculum to equip nurse educators with the necessary skills to develop future nurses into highly trained expert practitioners. The proposed program will be offered in an online, asynchronous format by experts in nursing education. Upon completion of the program, graduates will have the necessary theoretical background to successfully pass the Certified Nurse Educator (CNE) examination. Rush University has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. Rush University has sufficient library, technology, and financial resources to support the program.

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Rush University authorization to grant the Post-Baccalaureate Certificate in Nursing Education 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.

Rush University
600 South Paulina Street
Chicago, IL 60612
President: Dr. Omar B. Lateef

Proposed Program Title in the Region of Authorization: Post-Baccalaureate Certificate in Nursing Education in the Chicago Region

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
75	75	75

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

Background and History

Rush University (the University) is an independent, not-for-profit institution affiliated with Rush University Medical Center as the academic unit of the Center. Rush Medical College received its charter in 1837 and became the first medical school in Chicago. Rush Medical College was affiliated with the University of Chicago from 1898 to 1941. In 1942, it closed its doors for the next 27 years following the end of the affiliation. Rush was reorganized as a brand name to represent different entities covering healthcare, education, and research enterprise including Rush University Medical Center; Rush University; Rush Oak Park Hospital; and Rush Health. The University offers certificate programs, bachelor's degrees, master's degrees, and doctoral degrees through its four colleges: Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. With dedicated faculty, students, researchers, residents, and fellows, Rush University continues the tradition of offering healthcare education, research, and community service, while also providing students with the opportunity to experience the personal attention of a small, private university.

Rush University is seeking authority to offer a Post-Baccalaureate Certificate in Nursing Education in the Chicago region. The 12-credit hour program will be housed in the College of Nursing (CON) within the Office of Academic Programs and Affairs (OAPA) and offered in an online, asynchronous format to prepare nurses to function in a variety of teaching roles, either in academic or healthcare settings, by providing a rigorous and relevant curriculum grounded in culturally responsive pedagogy and emphasizing the importance of social determinates of health, social justice, and education equity. These concepts will be threaded throughout the program to heighten students' awareness of critical issues in the education of nurses. Upon completion of the program, graduates will have the necessary theoretical background to successfully pass the Certified Nurse Educator (CNE) examination.

Institutional Data

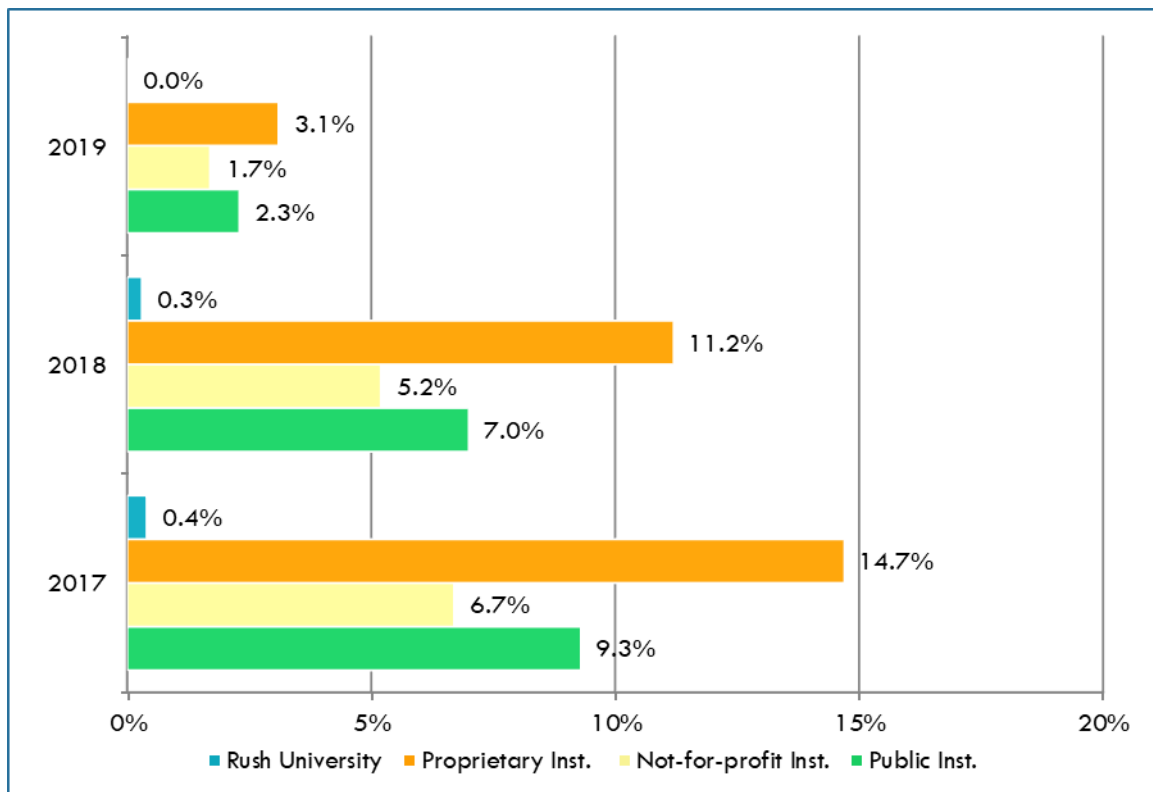
1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum,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

Three-Year Cohort Student Loan Default Rate



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

Note: Due to the pause on federal student loan payments that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal years 2020 and 2021.

A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Loan Programs 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.

Need

Public Act 102-1046, 110 ILCS 1005/4, Sec. 4 (7): That the proposed degree program is educationally and economically consistent with the educational priorities and needs of this State and meets a need that is not currently met by existing institutions and is supported by clear evidence of need. If the examination shows that the applicant has such qualifications, a certificate of approval shall be issued.

The American Association of Colleges of Nursing 2023-2024 report on enrollment and graduations in baccalaureate and graduate programs in nursing revealed that U.S. nursing schools declined 65,766 qualified applications from baccalaureate and graduate nursing programs in 2023 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Most nursing schools responding to the survey attributed faculty shortages as a top reason for not accepting all qualified applicants into their programs. In another survey on

vacant faculty positions released by the American Association of Critical-Care Nurses (AACN) in October 2023, a total of 1,977 full-time faculty vacancies were identified at 922 nursing schools with baccalaureate and graduate programs across the country. Besides the vacancies, schools cited the need to create an additional 103 faculty positions to meet student demand. Given the high number of faculty vacancies, the viability of the nurse educator role is substantial. Thus, job growth potential for nurse educators is expected to increase over the next decade.

According to the U.S. Bureau of Labor Statistics (2023), employment for nurse educators has an expected growth of 0.7 percent with a median salary of \$80,780 per year. Annual salaries range from \$49,120 to \$130,320 varying by region and educational level. Comparatively, the Illinois Department of Employment Security predicts a 1.48 percent compound job growth rate for nursing instructors between 2022 and 2032 with salaries ranging from \$46,730 to \$101,564 and a median salary of \$71,000. The proposed Post-Baccalaureate Certificate in Nursing Education at Rush University will meet the growing need for nurse faculty not only in Illinois but across the nation and provide the necessary credentials for practicing nurses to assume nurse educator roles in academic and clinical settings.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed program supports IBHE's *A Thriving Illinois: Goal 1, Equity, to close equity gaps for students who have historically been left behind*. Rush University's core values of innovation, collaboration, accountability, respect, and excellence are the roadmap for its mission and vision. Rush University's mission is to provide outstanding health sciences education in a culture of inclusion. The University's onsite and online programs attract students from across the country and the world, representing various and diverse communities from rural and urban locations. Rush University's College of Nursing has a diverse student body with nearly 20 percent of students from underrepresented groups. Over the next five years, the University aims to increase its underrepresented student population through implementing targeted recruitment efforts and holistic admission procedures along with allocating over \$4 million dollars in scholarship support.

Creating an inclusive culture of diverse faculty, staff, and administrators is essential to the mission of Rush University and the proposed program. The University's goals include diversifying faculty and student residents and increasing representation in leadership positions. The financial commitment for these University-related initiatives is over \$20 million. Additionally, Rush University Medical Center established the Racial Justice Action Committee (RJAC) in 2020 to ensure the University remains true to its commitment to diversity, equity, inclusion, and racial justice. As part of this work, the University opened the Student Multicultural Center, a welcoming place for students to celebrate diversity and engage in multicultural programming.

In alignment with *A Thriving Illinois: Goal 2, Sustainability, to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families*, Rush University provides scholarships and financial awards to make college more affordable for all students including those from underrepresented groups. Since 2017, Rush University's scholarship awards have increased 38.5 percent from \$8,986,094 to \$12,451,982 in 2023. During the 2023-2024 academic year, over 850 University students received an average award of \$14,280. Increasing scholarship support is a priority of the University's giving campaign to reduce student debt. To advance the College of Nursing's efforts to recruit more students from underrepresented groups, the College provides scholarships from dedicated sources such as endowed scholarship funds, the University Diversity Scholarship Award Program, and budgeted

CON funding.

The proposed program will contribute to *A Thriving Illinois: Goal 3, Growth, to increase talent and innovation to drive economic growth*. According to the AACN (2019), nursing programs are not producing enough graduate-prepared potential nurse educators to meet the current demand. Though national and statewide initiatives aim to alleviate the shortage by preparing more nurses with graduate degrees to assume faculty roles, it is unclear whether these nurses will possess the background in theory and the application of educational knowledge and skills. Most doctoral graduates, whether Doctor of Nursing Practice (DNP) or PhD, receive little to no background in adult learning theory, how to teach, create a course or lecture, evaluate an exam, write learning objectives, or choose learning outcome metrics. Most often, graduates learn these skills during their first academic appointment. The 2020 Registered Nurse Workforce Survey Report from the Illinois Department of Financial and Professional Regulation and the Illinois Nursing Workforce Center indicated that only 4 percent of the registered nurse population in the state is engaged in academic nursing. This equates to a substantial need for post-baccalaureate certificate programs in nursing education to train students with the essential competencies to develop and educate the next generation of nurses.

Comparable Programs in Illinois

Rush University would be the first Illinois institution to offer a Post-Baccalaureate Certificate in Nursing Education. There are similar nursing education certificate programs at four private institutions in Illinois (three not-for-profit and one for-profit) but offered at the post-master's level. The proposed program is innovative and distinctive in expanding educational pathways for nurses with bachelor's degrees who aspire to provide instruction to nursing students in academic and clinical settings. Students in the proposed program at Rush University will learn the application of essential nursing competencies, theories, and evidence-based instructional practices through a culturally responsive pedagogical lens. This is a unique philosophical approach to nursing education, yet one that is needed to ensure the next generation of nurses are prepared to provide culturally appropriate care to patients and narrow the gap in health disparities in Illinois and throughout the country. Anecdotal evidence derived from conversations with potential and current Rush University students indicates a high interest in the proposed program, particularly given its focus on culturally responsive pedagogy which will contribute to the program's popularity and viability.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with what the degree program title(s) imply.

Criterion 1030.60(a)(2) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

Rush University champions a learning environment in health and biomedical sciences through collaboration, education, research, and equity for students, faculty, staff, and the community. Supportive of this mission, the College of Nursing seeks to integrate nursing practice, scholarship, and education throughout the diverse communities it serves and to lead healthcare transformation to ensure health equity across the continuum of care. The proposed program will prepare practicing nurses to function in a variety of teaching roles, either in academic or healthcare settings, by

providing a rigorous and relevant curriculum grounded in culturally responsive pedagogy and emphasizing the importance of social determinates of health, social justice, and education equity.

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 Requirements

The admissions committee conducts a holistic review of each applicant's suitability and preparedness for graduate study. This process is designed to identify students who will contribute positively to the academic community. Admission to the Post-baccalaureate Certificate in Nursing Education program requires the completion of a baccalaureate degree or higher in nursing. Applicants must hold at least one degree in nursing to be considered for admission and hold an unencumbered license to practice as a registered nurse (RN) in their resident state. Additionally, applicants should have a cumulative GPA of 3.0 or higher for all previous college-level coursework. Applicants must submit official transcripts from all colleges or universities attended and a 300-word essay describing why they are seeking a nurse educator certificate. Prior courses in nursing education will not be accepted for transfer credit. Proficiency in English is required. The College of Nursing has policies related to TOEFL scores for non-native speakers.

Curriculum

The proposed Post-baccalaureate Certificate in Nursing Education program requires 12 credit hours and will be offered in an online, asynchronous format featuring a unique curriculum grounded in culturally responsive pedagogy and NLN Nurse Educator competencies to prepare students to assume nurse educator roles in academic and clinical settings. The curriculum consists of five courses including a praxis course which requires students to complete a capstone project. The certificate program is designed as a part-time, online program but students may elect for full-time enrollment after consulting with their advisor. The online format allows for more flexible scheduling and enhanced accessibility for students capitalizing on the College of Nursing's success in delivering online education for over 20 years. All online courses are developed in collaboration with an instructional designer who is an expert in online course design and all faculty must successfully complete an online teaching course prior to being assigned an online course. Students have two years to complete the program. Graduates will have the necessary theoretical background to successfully pass the CNE examination. Exam support services and resources will be provided to enhance student success and support the achievement of learning outcomes. Across all CON programs, the overall retention rate is 92 percent and the graduation rate is 93 percent. This is attributable to the specialized attention students receive in the advising process and other academic support services provided to students.

Academic advising is managed at the College and program level, with advisors assigned based on student interests and discipline-specific tracks. CON advisors are assigned at the time of

enrollment. Advising procedures for distance education students are identical to those for onsite students. All students will be advised by faculty teaching in the proposed program. Academic support is largely the responsibility of faculty who are readily available to answer questions as they arise. Among other activities, faculty advisors monitor students' academic progress, inform advisees regarding relevant matriculation and progression procedures, and provide career counseling. Advisors refer students to services offered by Rush University, such as the Center for Academic Excellence (CAE) and the Center of Clinical Wellness. The CAE provides holistic, targeted learning support for Rush University students focusing on writing, math and statistical data, and academic coaching. The Center for Clinical Wellness provides students with free, confidential counseling, coaching and other wellness-oriented services. Trained mental health professionals are available to support students with both onsite and telehealth appointments.

Assessment of Student Learning

Student learning outcomes for the proposed program include applying philosophical and theoretical frameworks to design, implement, and evaluate nursing curricula; using best educational practices to develop evidence-based and culturally responsive pedagogies in academic or healthcare settings; and demonstrating professional and scholarly growth in the nurse educator role. Student learning outcomes will be mapped to program outcomes and NLN Nurse Educator competencies. The College of Nursing has established formal policies and procedures for measuring students' progress and achievement through formative and summative assessments. Student learning outcomes will be assessed using several methods across all courses including discussion posts, group assignments, presentations, and papers as appropriate to the course. Rubrics will be used for all assignments to ensure consistency in grading and the ability to relate assessments to demonstrable learning outcomes. Students must complete a summative capstone project at the end of the program to demonstrate their synthesis of course material and learning outcomes. Student progress will be monitored throughout the semester. Appropriate and timely interventions will be used to help students stay on track academically and receive wraparound support for emerging needs. Upon completion of the program, students will be eligible to take the CNE examination further validating their knowledge and attainment of the program's student learning outcomes.

Program Assessment

Courses, whether in person or online, undergo a rigorous assessment process. In addition to the review of student course evaluations, which occur at the end of every term, each course is reviewed annually using a comprehensive process that includes input from the course director(s), curriculum committee, and evaluation committee of the College of Nursing. This process includes the review of all student course evaluations; an examination of evaluation metrics for courses and assignments; and the alignment of course objectives with program outcomes, professional standards, and NLN Nurse Educator competencies.

Rush University has a robust program evaluation plan for examining student learning outcomes data and recommending program improvements as needed to ensure student success. The College of Nursing's program evaluation plan is guided by the Commission on Collegiate Nursing Education (CCNE) standards for accreditation. The plan is ongoing, comprehensive, and delineates the frequency of assessment. Among other metrics, the plan measures student progress, feedback, and the effectiveness of curriculum and grade distributions. Reviews are conducted every three years (at minimum) to evaluate and improve curriculum delivery and the quality of learning and teaching.

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.

Existing facilities are sufficient to implement the proposed program. Although the program is fully online, students will have access to campus facilities. Rush University is located at 600 S. Paulina Street in Chicago occupying approximately 137,000 square feet in the Armour Academic Center (AAC). The AAC contains: 22 classrooms, 24 labs, the Rush University Library, the Center for Teaching Excellence and Innovation (CTEI), the McCormick Educational Technology Center, an anatomy laboratory, scientific learning laboratories, the bookstore, cafeteria, offices, conference rooms, student study spaces, and student lockers. Classrooms are equipped with computers, whiteboards, and audiovisual equipment. The College of Nursing uses Canvas as its learning management system (LMS). Canvas integrates course learning materials, access to eReserves of the Rush University Library, access to Zoom, and Studio. The LMS also integrates its gradebook with the University's grade entry software to allow for efficient and accurate transmission of grades. Canvas is supported by the CTEI, which provides instructional design consultation and collaboration in creating effective and evidence-based technology to ensure high-quality online education. CTEI is an indispensable resource for students, faculty, and staff to support teaching excellence.

The Rush University Library provides access to resources and services that support the learning, scholarship and research of students, faculty, and staff. The library's extensive collection of print and electronic resources is accessible to onsite and distance education students. The library's electronic resources include 115 databases (e.g., CINAHL, Ovid, PsycINFO, Scopus) and an extensive online collection of 9,200 full-text electronic journals and 8,200 electronic books. The library has subscriptions to nursing education journals, including the Journal of Nursing Education, Nurse Educator, and Nursing Education Perspectives. In addition, the library is a member of the Consortium of Academic and Research Libraries of Illinois (CARLI), whose benefits include an integrated library system (I-Share) that serves 88 institutions, provides electronic resource brokering, and free access to a collection of EBSCO host databases. With I-Share, students, faculty and staff can request materials online directly from other CARLI member libraries or check out materials in person using a Rush ID card. Library staff are available to answer questions and reference librarians support clinical research and education by providing personalized research services to all members of the Rush community.

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.

The proposed program will be housed in the College of Nursing within the Office of Academic Programs and Affairs overseen by the associate dean. The office is responsible for the overall quality and integrity of all academic programs in the CON. Initially, the office will have direct oversight of the proposed program for the first two years then oversight will be transferred to a track director, similar to CON's administrative structure for its DNP and Master of Science in Nursing (MSN) programs. Four existing faculty members will provide instruction for the proposed program. All faculty are experienced nurse educators and will assist with advising students. The University has identified institutional policies that ensure faculty and staff possess the training,

credentials, and other related qualifications to provide instruction and program implementation. A formal faculty evaluation process and reward structure is in place. The College of Nursing has developed a faculty diversity, equity, and inclusion (DEI) plan seeking individuals for faculty roles whose personal, educational, and scholarly backgrounds will bring diverse life experiences and perspectives to the College. In the last four years, the College has hired eight individuals in either faculty or staff roles who are from underrepresented groups or from other backgrounds with a commitment to scholarship and service of underrepresented communities. Additionally, the CTEI provides faculty with opportunities to develop as educators and explore new technologies and innovative ideas through workshops, online tutorials, one-on-one consultations, and resources. The CTEI employs a staff of instructional designers who consult with and assist faculty in the construction and design of online, blended, and face-to-face courses.

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.

Rush University has submitted fiscal plans indicating that revenue will exceed operating expenditures over the next five years. The University has adequate faculty, staff, and other instructional resources to administer the proposed program. The University's operational costs will be mainly supported by tuition revenue.

Accreditation / Licensure

Rush University will seek accreditation for the proposed program from the Commission on Nursing Education Accreditation (CNEA). The University will apply for pre-accreditation status upon enrollment of the first cohort and subsequently seek full accreditation when eligible. Graduates of the proposed program will have the necessary theoretical background to take the Certified Nurse Educator examination offered by the National League for Nursing; however, only students with a graduate degree may sit for the examination. Although the proposed program will admit nurses with a minimum of a baccalaureate degree in nursing, a graduate degree is required for the CNE examination. Rush University will inform students of this caveat before admission.

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.

Detailed information about the proposed program including a description of the admission policies, institutional policies, tuition, fees, and curriculum will be published on the University's website.

Staff Conclusion

The staff concludes that Rush University and its proposed Post-Baccalaureate Certificate in Nursing Education 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 postsecondary institution.