

**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

American Islamic College

- Operating Authority in the Chicago Region

Palmer College of Chiropractic

- Operating Authority in the Western Region

Walther Theological Seminary

- Master of Arts in Theology in the Prairie Region
- Master of Divinity in the Prairie Region

For Profit:

International Renewal Institute

- Operating Authority in the North Suburban Region

ITT Technical Institute at Oak Brook

- Associate in Applied Science in Nursing in the West Suburban Region

Kendall College

- Bachelor of Arts in Culinary Management in the Chicago Region

Midwestern Career College

- Associate in Applied Science in Diagnostic Medical Sonography in the Chicago Region
- Associate in Applied Science in Health Information Technology in the Chicago Region
- Associate in Applied Science in Non-Invasive Cardiovascular Technology in the Chicago Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

This item includes recommendations to grant operating and/or degree-granting authority to seven institutions.

American Islamic College
640 West Irving Park Road
Chicago, Illinois 60613
Interim President: Dr. Ali Yurtsever

Seeking Operating Authority: Chicago Region

Projected Enrollments: American Islamic College projects enrollments of 15 students in the first year, rising to 78 students by the fifth year. Because of this institution's prior history, particularly regarding a number of key areas including maintaining a stable student body, IBHE staff are committed to closely monitoring the institution's enrollments and student outcomes to ensure that it becomes and remains a viable higher education institution.

Institutional Accreditation: American Islamic College intends to apply for accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. American Islamic College has submitted plans to pursue initial candidacy with the HLC within 18 to 24 months of receiving Operating Authority from the Illinois Board of Higher Education (IBHE). This same plan outlines a timetable to achieve accreditation within 30 to 36 months thereafter. Because of this institution's prior history regarding accreditation (explained below), IBHE staff are committed to closely monitoring the institution's progress toward accreditation to ensure that milestones are met.

Background and History

American Islamic College (AIC or the College) is seeking authorization to operate in the Chicago Region. A previous iteration of the College had its operating authority revoked, was soon granted authorization to re-open, then subsequently had operating authority revoked again. The reorganized institution, operating under the same name at the same location but with a new administration, is requesting approval for operating authority a third time.

AIC is a not-for-profit corporation that first received authority to operate as a postsecondary institution in November 1982. In May 1984, the institution received degree-granting authorization for the Bachelor of Arts in Arabic Studies and the Bachelor of Arts in Islamic Studies, subject to the maintenance of the conditions under which authorization and approval were granted. Program review initiated by the IBHE staff led to a recommendation that proceedings be initiated to revoke operating and degree-granting authority for the institution. The IBHE revoked the institution's authority to operate and grant degrees on July 10, 1990. The revocation was based on the institution's failure to achieve and maintain conditions and standards under which its original authorizations were granted. In 1987, an IBHE review indicated serious concerns about the College including: (1) a serious shortfall from original enrollment projections; (2) a substantial reduction in the institution's financial support; (3) a significant and rapid turnover of staff and faculty; and (4) internal administrative problems resulting from a lack of stability in the institution's governing and internal organizational structures. The Board granted AIC an opportunity to rectify the issues, but by 1990 the institution chose not to contest revocation and voluntarily closed.

Upon the closure in 1990, the institution submitted applications for new operating and degree granting authorities that would reflect the institution's revised scope and new plans for achieving financial and academic viability. On November 26, 1991, the IBHE for the second time granted American Islamic College authority to operate a postsecondary educational institution at 640 West Irving Park Road, Chicago, Illinois. The Board also granted AIC authority to grant the Associate of Arts, Bachelor of Arts in Arabic Studies, and Bachelor of Arts in Islamic Studies. These authorizations were subject to the maintenance of the conditions set forth in the institution's new applications for operating and degree-granting authority and supplemental information provided as part of these applications. The institution's stated mission was to provide a high quality liberal arts education within the context of Islamic philosophy and culture. The College planned to enroll 41 degree students by its fifth year of operation (approximately ten of these would be full time) and an additional 34 unclassified students. The College further indicated that it would "move rapidly to regain candidacy status and then full accreditation from the North Central Association of Colleges and Schools."

In July 2002, three key members of the College resigned their positions, including the President and Vice President of the College, who also served as Treasurer and Secretary of the Board of Directors and as adjunct faculty. The College failed to inform IBHE staff of this change

in conditions, as is required by the Private College Act and the Academic Degree Act. Staff first learned of these resignations on October 16, 2002, by sworn statement of those members of the College who had resigned three months earlier. Under oath, these individuals also stated their joint opinion that the College's academic program had declined to a state of "almost non-existence" despite their "maximum and prolonged efforts."

An IBHE staff desk audit of data submitted by the College and information from other agencies indicated that the College failed in its mission to be a qualified degree-granting institution by failing to meet or maintain key conditions presented in the application for operating and degree-granting authority that was approved by the Board in 1991 and by graduating almost no students. As of October 30, 2003, the institution's web site continued to identify as President, Vice President, and faculty for the college individuals who had resigned more than a year earlier. On October 30, 2003, IBHE staff directed technical questions to the institution seeking information concerning the current status of the College and its programs. The institution did not respond to the staff's inquiries.

Again, by 2004, information submitted by AIC provided strong evidence that the College had failed to maintain the conditions under which approvals to operate and to grant degrees were awarded in 1991. Certain annual reports and other materials submitted by the institution documented that it had graduated no students since 2000, had not attained its original enrollment projections, and had not applied for nor received candidacy or full accreditation from the Higher Learning Commission, North Central Association. The College had also suffered a loss of key administrators, adjunct faculty, and members of its Board of Directors. In 2004, the Board once again revoked AIC's operating and degree-granting authority.

In its present request, the AIC has submitted an application for operating authority with the intention of offering degree programs at the bachelor's and master's degree levels with the goal of preparing qualified individuals for academic, and/or professional activities and careers in related fields. In its current application materials, College officials have stated that the institution will be re-opened after significant reorganization and the installation of a reformed governance structure and a new administration. The new structure, with increased local authorities, is described thusly: "AIC Board Steering Committee: On 28 May, 2011 the full AIC BOT [Board of Trustees] (12 persons) officially delegated authority to 6-US/Chicago-based members to operate as a Board Steering Committee (BSC)... which has been charged with three (3) core duties....: (a) oversight of the activities of the present Interim Executive Council (IEC) which will become the Executive Council (EC) on the granting of Operating Authority; (b) taking decisions on academic, administrative, legal and financial matters referred to it by the IEC, in keeping with strategic directives and objectives approved by the BOT; (c) following up on any other specific directives of the BOT, including defining a proposed vision, mission and strategic plan for consideration by the BOT.... It is felt that the two previous revocations of AIC's operating authority might not have been necessary if such vigilant governance and oversight mechanisms had been in place."

The current College leadership has acknowledged that previous AIC administrations failed to meet critical mandates all institutions authorized to operate as colleges and universities in Illinois must meet, including gaining and maintaining appropriate accreditation. "The present AIC administration remains fully cognizant of the admitted managerial and organizational weaknesses demonstrated by the prior leadership of the AIC [that resulted in]... AIC's earlier withdrawal from the Higher Learning Commission (HLC) 'Candidacy Status' in 1989 and its failure to apply to HLC between 1996-2004." In the application materials for the current proposal to receive operating authority, College administrators have assured staff that those who

were responsible for prior failures are no longer associated with the institution and those who are currently charged with ensuring the delivery of high-quality higher education have developed and are committed to carrying out a “deliberate and well-reasoned plan for accreditation.” The plan was reviewed by staff and found to be reasonable.

During the period the College has been shut down as an institution authorized to offer college credit-bearing coursework, AIC has been offering a variety of non-credit and non-degree classes that include history, Islamic studies, art, music, and Arabic and Turkish language.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The proposal is consistent with the College’s mission “to provide students of all backgrounds with a rigorous academic training in Islamic studies that is contextualized within a broad understanding of the historical and global contexts and forces that shape intellectual debates and interpretations as well as the political and social structures of diverse contemporary Muslim societies.” In addition, AIC is “committed to promoting inter-religious and inter-cultural understanding, responsible world citizenship, and engaged social service.” The College currently provides community outreach activities to the general public, highlighting “the rich heritage and contemporary realities of Muslim cultures through academic symposia and seminars and dynamic exchange and immersion programs.”

Curriculum/Assessment

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

Admission

Applicants for undergraduate admission must meet the following requirements: (1) evidence of graduation from an accredited high school or a passing grade on the General Educational Development test and evidence of graduation in the upper quartile of their high school class; (2) a minimum composite score of 21 on the ACT or 500 on the verbal section of the SAT; and (3) high school transcripts showing a minimum grade point average (GPA) of 3.0 or higher with completion of a pre-collegiate curriculum consisting of at least three years of English, two years of social science, one year of mathematics, and one year of biological or physical sciences. In addition, students must also submit a 500-word personal statement and two letters of recommendation. Upon the recommendation of the Admissions Committee, a student not meeting these criteria might be considered for probationary admission on an individual case-by-case basis. Such students will be provided appropriate academic and/or other support services not to exceed one semester and shall demonstrate subsequent satisfactory academic progress.

Master’s level candidates will be expected to provide transcripts from recognized institutions of higher education showing a minimum 2.75 undergraduate GPA and a 3.00 GPA from graduate coursework. Applicants must have obtained a minimum score of 520 on the Verbal/GRE and 4.5/5.0 on the Analytical Writing Score/GRE or 400 on the Miller Analogies

Test (MAT). Additionally, applicants for graduate study must submit a personal essay and letters of recommendation. These forms of evidence may be supplemented by an optional interview to be used by the Admissions Committee in making a final determination about full or probationary acceptance.

International students seeking admission to undergraduate or graduate programs must demonstrate English language proficiency as evidenced by a minimum score of 550 on the Test of English as a Foreign Language. Exceptional candidates, who do not meet the minimum English language requirement, may be admitted under the condition that they enroll in a series of supplementary English as a Second Language courses at AIC. International students must also provide documentation of appropriate legal residency status a financial affidavit of support from a parent, guardian, sponsor, or government agency.

Curriculum

Once granted Board approval to operate in the Chicago Region, AIC plans to immediately pursue IBHE authorization to grant the following degrees: Bachelor of Arts in Islamic Studies, Master of Arts in Islamic Studies, Master of Arts in Islamic Chaplaincy, Certificate in Islamic Chaplaincy, and English as a Second Language Certificate.

The College is aware that its degree programs must be approved in the Chicago Region one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. The College is expressly aware that degree approvals are anchored on the full and satisfactory fulfillment of all conditions given in the operating authority proposal. An unsatisfactory demonstration, such that promissory conditions are not being met, will be grounds for revocation of authority to operate by the IBHE.

Assessment of Student Learning

AIC has established policies for assessment of the following overarching objectives for what students will know and be able to do: (1) identify and describe the significant socio-historical, theological, cultural, and related trends and contributions of Islamic civilizations; (2) demonstrate knowledge and mastery of Qur'anic and Hadith studies in both oral and written forms; (3) mastery of Islamic legal theory and applied Islamic jurisprudence in both oral and written forms; (4) read, write, and speak the Arabic language; (5) interpret and use statistical and appropriate information technologies; and (6) demonstrate inter-religious and inter-cultural understanding. The College is committed to providing critical and objective assessment of its students and their learning. Learning outcomes are identified for each program with course objectives mapped to the same. Course objectives are to be evaluated through assignments, tests, projects, and other established performance assessments. Internships, service projects, and research projects represent culminating assessment activities in all proposed programs.

Program Assessment

At the program level, the College has established policies and procedures for ongoing assessment and review. All courses are evaluated by students and the results compiled with other data about program effectiveness such as student retention and completion rates. Program assessments will be reviewed annually by faculty and used to make decisions about program improvement. The program assessment and improvement plan results will be reported to the College's administrative leadership annually.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

AIC owns its Chicago facilities, including classroom, auditorium, and student residential spaces. These facilities are equipped with appropriate learning technologies including wireless Internet access, screens and overhead projectors in each classroom, and computers. In October 2012, the classrooms, offices, conference rooms, and library in the main building were renovated. The dormitory bathrooms were also renovated and the dormitory was equipped with a fitness center, laundry facility, recreation room, student lounge, study hall, and private study rooms in order to create a more suitable environment for prospective students, staff, and faculty.

Students enrolled in AIC's forthcoming programs will have full access to the College's library, which includes approximately 8,000 print items. The AIC library is an Online Computer Library Catalog member with Resource Sharing privileges that connects it to global academic libraries. The AIC has applied for Reaching Across Illinois Library (RAILS) system membership, a library system that connects major Illinois libraries, including academic ones, in order to provide inter-library loan possibilities. The College has secured agreements with Chicago-area institutions for access to their respective library resources. Agreements are in place with the Catholic Theological Union, the Lutheran School of Theology, DePaul University, Loyola University, East-West University, Chicago Theological Seminary, and Roosevelt University. An agreement is being arranged with the Metropolitan Library System.

Faculty and Staff

Criterion 1030.60(a)(6) provides that 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 College has identified policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the program. Faculty members charged with delivering undergraduate education are minimally educated at the master's level. Upon receipt of operating authority, AIC will conduct a national search to hire four to six full-time faculty members, four of whom will also function as full-time administrators in the roles of President, Vice President of Academic Affairs, Director of Islamic Studies, and Dean of Students. Because of this institution's prior history, particularly regarding a number of key areas including maintaining a strong faculty and appropriate staff, IBHE staff are committed to closely monitoring the institution's staffing to ensure that mission-critical needs are continuously met.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

AIC has submitted fiscal plans indicating that it currently has revenue from the rental of their facilities which exceeds, and will continue to exceed, operating expenditures. These fiscal plans also include the awarding of full scholarships to some students for tuition and room and board based on both need and ability. These plans, coupled with fundraising commitments,

means the institution expects to have a surplus of \$200,000 each year. Because of this institution's prior history, particularly regarding a number of key areas including maintaining financial stability, IBHE staff are committed to closely monitoring the institution's fiscal standing to ensure that solvency is maintained.

Accreditation/Licensure

Specialized accreditation of the proposed programs and licensure of program graduates are not required. However, the College does intend to seek accreditation through the Association of Theological Schools upon receipt of HLC accreditation.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree 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 admission and program descriptions submitted as part of the application provide information regarding College policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the programs. Identical information is also available on the College's website.

Staff Conclusion. The staff concludes that American Islamic College and its request for the certificate of approval and authorization to operate 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Palmer College of Chiropractic
1000 Brady Street
Davenport, Iowa 52803
President: Dr. Dennis Marchiori

Seeking Operating Authority: Western Region

Projected Enrollments: Palmer College of Chiropractic projects enrollments of approximately 50 students in its three Illinois clinics each year of the first five years of the program.

Institutional Accreditation: Palmer College of Chiropractic is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with its next renewal scheduled for 2018-2019. Palmer's Doctor of Chiropractic (D.C.) degree program is accredited by the Council on Chiropractic Evaluation and will next be reviewed for renewal by the Council in the Spring of 2015.

Background and History

The Palmer College of Chiropractic (Palmer or the College) is a not-for-profit institution of post-baccalaureate clinical chiropractic education governed by a Chancellor and Board of Trustees based in Davenport, Iowa. The three campuses of the College – Davenport, San Jose, California (the West Campus), and Port Orange, Florida, (the Florida Campus) – are operated by a Provost (Davenport) and two Presidents (West and Florida), all of whom report to the Chancellor and Board of Trustees and supervise subordinate academic and administrative staffs.

Palmer was founded in 1897 as the Palmer School and Cure in order to train persons in techniques of applying the “chiropractic principle,” by which spinal misalignment, or “subluxation”, was corrected. The techniques were pioneered by Daniel David Palmer, who founded the School and passed on the responsibility for training practitioners to his son, Bartlett Joshua Palmer, daughter-in-law Mabel Heath Palmer, and grandson David D. Palmer. The Palmer family’s governance of the institution formally ended in 1978 when David Palmer passed away. Over the years the College’s name was changed first to the Palmer School of Chiropractic and later to the Palmer College of Chiropractic. In 1980, the West Campus was established, followed by the opening of the Florida Campus in 2002. The main campus in Davenport continues to enroll the largest number of students, and the College offers its flagship degree program, the Doctor of Chiropractic, at all three campuses. The Davenport campus also awards bachelor’s and master’s degrees, and an Associate of Science in Chiropractic Technology. The modern practice of chiropractic has its origins in the work of Daniel David Palmer some 120 years ago.

The current proposal is for Operating Authority in the Western Region in order to permit Doctor of Chiropractic candidates to carry out their clinical training in three clinics in Illinois in the Quad Cities area. Approximately 50 students per year will be assigned to these clinics, which include the Palmer Moline Clinic and the Moline Salvation Army Clinic in Moline, Illinois, and the Rock Island Community Health Care Clinic in Rock Island, Illinois. All degree candidates working and studying in these clinics will carry out only clinical activities there. All other coursework and training will take place on the Davenport campus.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The College’s mission is to “promote learning, deliver health care, engage [the College’s] communities and advance knowledge through research.” More specifically, Palmer’s mission guides it to “educate and prepare students to become Doctors of Chiropractic qualified to serve as direct access primary health care providers and clinicians, competent in wellness promotion, health assessment, diagnosis and the chiropractic management of the patient’s health care needs.” The College’s goals are to: (1) advance the understanding of chiropractic through research; (2) provide service to the field of chiropractic, including continuing education; and (3) serve humanity through patient care and community education.

The College’s goals are consistent with the institutional objectives and mission. The proposal is appropriately aligned with programmatic and institutional objectives and mission.

Curriculum/Assessment

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

Admission

Candidates for admission to the Doctor of Chiropractic must have completed 90 semester credit hours of postsecondary education and have earned a cumulative grade point average of 2.75 on a 4.0 scale. These are the requirements imposed on accredited institutions by the Council on Chiropractic Education, which accredits Palmer's D.C. program. No specific undergraduate course of study is required, as Palmer considers applicants from a broad variety of academic backgrounds, but a large fraction of the College's incoming class each year has completed bachelor's degrees in traditional scientific and pre-professional fields relevant to post-baccalaureate health education. Palmer encourages students considering applying to its D.C. program to have completed a well-rounded degree program which includes at least 24 semester hours in biological, chemical, and physical sciences, half of which are associated with a laboratory component.

Curriculum

Palmer's program leading to the Doctor of Chiropractic consists of 184 trimester credit hours of coursework, totaling 4,620 contact hours in lecture, laboratory, and clinical components. The degree program is normally completed over ten trimesters, and it will be in the last three trimesters that students learning in the Illinois clinics will carry out their assigned training. The clinical courses are designated Clinic I, Clinic II, and Clinic III; the first two courses are each worth seven trimester hours, and Clinic III counts for ten. The other courses of the curriculum, which students will complete on the Davenport campus, include basic sciences such as anatomy, physiology and biochemistry, diagnosis and chiropractic technique, radiology, rehabilitation, research, the philosophy of healthcare and chiropractic's role in its provision, and clinical practice business management.

In each of the clinical courses, students are given opportunities to interview patients, diagnose chiropractic illness, and apply the techniques they have learned to the treatment of that illness, under the close supervision of the Palmer faculty members assigned to deliver that course. In the Clinic III course, students are offered the opportunity to work with local chiropractors, not on the College faculty, in those practitioners' offices as a means of seeing more patients and diversifying the instruction they receive. Whether in the Palmer clinic or the external preceptor's office, each encounter of a student with a patient is evaluated by the supervising chiropractor in the form of a Qualitative Evaluation (QE), a document completed by the chiropractor and shared with the student, in order to assist the student in making immediate improvements to his practice.

Assessment of Student Learning

In order to accomplish the objectives of the Doctor of Chiropractic program, Palmer has identified 17 specific skills, termed Palmer Competencies, whose mastery gives rise to the appropriately trained chiropractor. These 17 skills overlap with seven "meta-competencies" developed by the Council on Chiropractic Education, which Palmer faculty continually assess in their students as well, throughout the curriculum. The cornerstone of assessment of students' clinical competence resides in the Qualitative Evaluations, conducted daily by supervising faculty

and preceptors (private chiropractors) in the clinics and assessment activities in the clinical courses are focused on improving student performance as chronicled by the QEs.

Program Assessment

Improvements to the Doctor of Chiropractic program are driven by the College's assessment plan, which includes collecting data on student performance, refining the descriptions of desired outcomes in order to eliminate deficiencies, developing and refining the methods employed in student assessment, identifying and improving minimum standards for success, training faculty in assessment practices, refining standards for reporting outcomes, and improving the systematic use of data collected to make program modifications. A Learning Outcome Council is constituted of faculty and administrators in the D.C. program and meets to examine data and input from interested parties in order to decide on a course of action. The Council then issues instructions to the responsible individuals administering the program and its coursework, guiding them in implementing the improvements.

Facilities (Space, Equipment, Instructional Materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment, and instructional materials to provide education of suitable quality.

All three Illinois clinics are in spaces leased from third parties. The Rock Island facility is within a general purpose medical clinic providing a variety of healthcare services. Each clinic space contains the necessary examination rooms, specialized furniture, facilities for viewing X-ray images, computers for diagnosis and treatment support, and a video screen for group instruction. Because faculty are actively involved in research, facilities are additionally used to assist faculty in collecting and processing patient data. The clinics' computer networks have access to the central campus network in Davenport so that students are able to use library and other electronic resources. The College does not plan to purchase supplementary resources or instructional materials for the Illinois clinics because resources are available to support students' education.

Palmer's central library on the Davenport campus contains a collection of 22,345 paper books in the area of chiropractic and relevant medical and biological sciences; 10,739 scientific and medical electronic books available through the library's *EBSCO* subscription; 942 professional journals in paper form, and; 31,330 electronic journals available through the library's subscription packages. The Palmer library belongs to a network of nearby libraries and is able to borrow most resources it does not possess through national interlibrary-loan channels such as the National Library of Medicine's *DOCLINE* and the Online Computer Library Center.

Faculty and Staff

Criterion 1030.60(a)(6) provides that 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.

Palmer has designated five faculty members to administer each of the Clinic I, II, and III courses in Illinois. Each faculty member has an earned D.C. degree, which is the standard academic credential for a practicing chiropractor and the terminal degree in the field. All five instructors are full-time, regular faculty of the College. Faculty are evaluated by students in every course and by themselves and their supervisors annually. The College has developed a program to use evaluation data from these three sources and other objective data on student success to improve faculty performance.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

The planning and budget information the College has submitted indicates that tuition and fee revenues currently exceed operating expenditures and will continue to do so. The cost to Palmer of operating the three Illinois clinics constitutes slightly less than 0.2 percent of the total operating costs of the College.

Accreditation/Licensure

Palmer has been accredited as an institution of higher education by the Higher Learning Commission of the North Central Association of Colleges and Schools continuously since 1984. Its Doctor of Chiropractic program has been accredited by the Council on Chiropractic Education since 1979 on the Davenport campus, since 1985 on the West Campus, and since 2004 on the Florida Campus.

On completion of the degree of Doctor of Chiropractic, graduates will be prepared to sit for the national board examination administered by the National Board of Chiropractic Examiners and to begin the licensing procedure for new chiropractors in the State of Illinois.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree 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 admission and program information submitted in Palmer's proposal to acquire Operating Authority included information regarding the College's policies, fees, and related facts necessary to enable prospective students to make an informed decision to enroll in the program. This information is also available on the Palmer website.

Staff Conclusion. The staff concludes that Palmer College of Chiropractic and its request for the certificate of approval and authorization to operate 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 Illinois Board of Higher Education's policies pertaining to assessment and accreditation for licensure.

Walther Theological Seminary
2155 North Oakland Avenue
Decatur, Illinois 62526
Chief Executive Officer: Mr. William Brock Abbott

Proposed Program Title in Region of Authorization: Master of Arts in Theology in the Prairie Region

Projected Enrollments: Walther Theological Seminary projects an enrollment in this program of two students the first year and two additional students each year following for the first five years of operations.

Proposed Program Title in Region of Authorization: Master of Divinity in the Prairie Region

Projected Enrollments: Walther Theological Seminary projects an enrollment in this program of one student the first year and one additional student each year following for the first five years of operations.

Institutional Accreditation: Walther Theological Seminary (the Seminary) plans to seek accreditation with The Association of Theological Schools in the United States and Canada. The Seminary may not apply for accreditation until it has granted degrees, so the process will take approximately six years.

Background and History

In 2004 the members of Pilgrim Lutheran Church in Decatur, Illinois, (Pilgrim) voted to leave the Lutheran Church-Missouri Synod in order to become an independent Lutheran congregation. A year later, Pilgrim co-founded the United Lutheran Mission Association, a not-for-profit corporation that directs the resources of existing Lutheran congregations in order to establish new independent Lutheran congregations throughout the United States. As Pilgrim looked to its own future and the future of the association, it realized the need for training pastors and missionaries. In 2009, legal counsel was sought to determine the requirements to properly establish a seminary that would be recognized as credible and would afford its graduates degrees. A Seminary Exploratory Committee was created to determine the feasibility of a seminary at Pilgrim. Walther Theological Seminary was organized as a not-for-profit corporation in 2010. In August 2012, Walther Theological Seminary was granted operating authority in the Prairie Region by IBHE.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The degree proposals are consistent with the Seminary's mission of being "a Lutheran institution dedicated primarily to the training of pastors and missionaries."

Curriculum/Assessment

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

Admission

Applicants for the Master of Arts in Theology degree program are required to complete an admission form and a background check authorization form; submit transcripts from any previous college or theological seminary; submit Graduate Record Examination scores; submit three letters of recommendation, one from a pastor of a home congregation, and one from a lay leader from the home congregation; and pay a \$50 application fee. In addition, they must possess a bachelor's degree from an accredited college or university with a minimum cumulative grade point average (GPA) of 2.25 on a 4.0 scale.

Male applicants for the Master of Divinity degree program are required to complete an admission form and a background check authorization form; submit transcripts from a previous college or theological seminary; submit Graduate Record Examination scores; submit two letters of recommendation, one from a pastor of a home congregation, and one from a lay leader from the home congregation; and pay a \$50 application fee. The Seminary will not admit or enroll women into this degree program. A male who wishes to enroll must possess a bachelor's degree from an accredited college or university with a minimum GPA of 2.25 on a 4.0 scale. He must be a member in good standing of an orthodox Lutheran congregation for at least three years. If married, his wife must also be a member of the same church and supportive of his application and desire to be a pastor in the Lutheran church.

Curricula

Master of Arts of Theology

The Master of Arts in Theology degree program requires students to complete 68 quarter hours of coursework beyond the bachelor's degree, including 30 hours of coursework in Exegetical Theology, 18 hours of coursework in Systematic Theology, 12 hours of coursework in Historical Theology, 4 hours of coursework in Pastoral Theology, and 4 hours of Master's Thesis. It is designed to increase proficiency in Lutheran theology, as well as prepare students for positions within the church, including parochial school teacher, deacon or deaconess, and director of Christian education.

Master of Divinity

The Master of Divinity degree program requires students to complete 156 quarter hours, including 54 hours of coursework in Exegetical Theology, 36 hours in Systematic Theology, 24 hours in Historical Theology, 32 hours in Pastoral Theology, and 10 hours of Field Education. It is especially designed to equip qualified males who desire to be ordained into the ministry of the Evangelical Lutheran Church.

Assessment of Student Learning

The Seminary has established policies and practices for the assessment of student learning outcomes. Learning objectives have been developed for both programs. Instructors play the most important role in the objective evaluation of student progress and achievement. Students are evaluated formally by traditional academic tools such as examinations, papers, and workshop activities. They are also formally evaluated by their field education supervisor.

Program Assessment

The Seminary has established policies for its program assessment and review. In order to achieve successful program and student outcomes, the Seminary believes faculty and students must be evaluated and understood in such a way that a bridge will form between the two which will facilitate mutual improvement and overall excellence. Before each academic year, faculty will be required to go through an orientation which will consist of an overview of the student population, the logistics of the year, the importance of what they are doing, the attitudes they are to convey, and their obligations. Faculty members are required to mentor and tutor their students according to individual needs. At the end of each year, faculty will be required to attend a debriefing where their reflections and feedback will help chart the next year. At the end of the first year and every three years following, faculty will be evaluated by an evaluation team that will review instructional methods, faculty-student relationships, and professionalism. Students will be invited to relate their experiences and give their suggestions for the next year. Ongoing feedback beyond the academic years will continue as congregations continue to relate to the Board of Trustees the strengths and weaknesses of Seminary graduates.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The Seminary's facilities include 12 classrooms (4,000 square feet); one library (368 square feet); and a student activity space (6,715 square feet). The facility is in compliance with all local, state, and federal ordinances for use as an educational facility, including the Americans with Disabilities Act.

Library resources will be provided to the students through both physical and electronic means. Currently, the Seminary's physical library has 2,013 books as well as access to ten periodicals and 84 media items. The electronic library, which will include the purchase of laptops, tablets, and additional software and Internet access, will add an additional 1,500 books and onsite access to other Internet resources. In addition, the Seminary's students will have access to the library at Millikin University. This library has an extensive section on theology that incorporates Lutheran theology with many alternative viewpoints, as well as holdings in history, philosophy, music, psychology, and sociology.

Faculty and Staff

Criterion 1030.60(a)(6) provides that 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 Seminary has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, in order to provide instruction at the Seminary. A faculty evaluation process is in place at the Seminary.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

The Seminary has submitted fiscal plans indicating revenues will exceed operating expenditures in the first year of the proposed programs.

Accreditation/Licensure

Master of Arts of Theology

Neither specialized accreditation of the program nor licensure of graduates is required.

Master of Divinity

Neither specialized accreditation of the program nor licensure of graduates is required.

Program Information

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

The Seminary's catalog provides clear and accurate information regarding policies, admissions procedures, tuition, fees, and refund policies. The materials identify mission statement, objectives, and program and course requirements.

Staff Conclusion. The staff concludes that Walther Theological Seminary and its proposed degree programs 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

International Renewal Institute
310 Keystone Court
Glencoe, Illinois 60022
President: Ms. Kathleen Bellanca

Seeking Operating Authority: North Suburban Region

Projected Enrollments: International Renewal Institute projects an enrollment of 182 students the first year and 445 students by the fifth year.

Institutional Accreditation: Pending approval of degree-granting authority, International Renewal Institute plans to pursue accreditation through the Higher Learning Commission.

Background and History

In 1982, the Illinois Renewal Institute (IRI) was founded as a not-for-profit Illinois corporation. Its mission was to provide teachers with world-class educational training programs. IRI offered educational consulting services, training workshops, and also partnered with Elmhurst College to offer practical graduate education courses for teachers. In 1987, IRI Group Inc. was formed as a for-profit Illinois corporation. In 1991, IRI expanded its partnership with Saint Xavier University by receiving approval from the Illinois Board of Higher Education to begin offering field-based cohorts for the Saint Xavier Master of Arts in Teaching and Leadership Program. In 1993, the company changed its name to IRI/Skylight Training and Publishing and was later sold in 1997, ending the partnership with Saint Xavier University. In 1998, a new company, IRI Inc. was formed as a for-profit Illinois corporation and was registered as the North American Center for Enhanced Learning Potential. The center is an international education, training, and research center dedicated to the task of teaching individuals how to learn. In 2005 IRI, Inc. changed the name of the company to IRI Inc., doing business as International Renewal Institute. In 2009, International Renewal Institute and Saint Xavier University re-established their partnership to once again offer graduate education courses and field-based master's degree programs. At present, IRI is seeking operating authority to offer graduate education courses to teachers. IRI continues to offer trainings and educational consulting services.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposal presented is consistent with IRI's mission to provide certified classroom teachers with high quality, geographically convenient and affordable, advanced professional development courses.

Curriculum/Assessment

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

Admission

As the IRI's mission is solely centered around providing certified classroom teachers with high-quality professional development courses, all students must present evidence of having achieved an undergraduate degree from a regionally accredited college or university as well as show evidence of current certification and employment.

Curriculum

Once granted Board approval to operate in the North Suburban Region, IRI plans to pursue the Illinois Board of Higher Education's (IBHE) authorization for a degree program. This program will focus on expanding the instructional and assessment repertoires of teachers with the practical knowledge, skills, and guided practice to implement 21st Century skills in their Common Core-aligned classrooms. This will be accomplished in ten, three credit hour classes (45 plus contact hours) which utilize project-based learning as the key model of instruction. IRI is aware that its degree programs must be approved in the North Suburban Region for one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. IRI is expressly aware that degree approvals are anchored on the full and satisfactory fulfillment of all conditions given in the operating authority proposal. An unsatisfactory demonstration, such that promissory conditions are not being met, will be grounds for revocation of authority to operate by the IBHE.

Assessment of Student Learning

IRI has policies and practices in place for the direct assessment of student learning. For each course, the institution has designated learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, case analyses, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning. Student evaluations also play an integral role in the assessment of courses offered. Students will complete a confidential evaluation after each course. Specific areas to be evaluated are: clarity of outcomes for the course; instructor knowledge of subject matter; demonstrated time for collaboration and interaction among students; clear, relevant, and appropriate course assignments with feedback given for those assignments; active engagement of students with strategies for practical application of learned concepts and skills; meaningful and authentic assessment of course information and material; appropriate instructional materials; adequate time available to meet with students regarding course matters; and overall degree of satisfaction of both the course and instructor. Instructors will receive a comprehensive annual report summarizing the evaluation results of each course they have taught. Data will be collected from student evaluations and tabulated into this report. Instructors will also receive confidential summaries of student evaluations after each course taught with summative feedback from the Vice President of Student and Academic Affairs.

Program Assessment

IRI has established policies and procedures for ongoing institutional and program-level assessment and review. To ensure the academic integrity of the program and to make sure all students are receiving the best possible educational experience, the vice president will conduct an annual review of all courses and programs. Using data collected from the annual reports, the vice president will guide an annually constituted faculty committee to review the courses and

programs and will make suggestions and recommendations that will be submitted to the Board of Governors. The committee may call upon additional faculty or gather additional data as needed to ensure that all issues identified are addressed.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

IRI operates without a dedicated campus or space to conduct classes. Instruction is held at selected field-based locations within approved regions. Facilities can include available space at educational institutions, hotel conference rooms, or Regional Offices of Education, and IRI remunerates the facility a rental fee for the space and for any use of audio-visual or instructional equipment needed to conduct its classes. IRI offers only one course at a time per facility, and requires that all facilities have adequate seating with rooms designed for collaborative learning and instruction. IRI maintains the necessary agreements with its field-based locations and all facilities used for instructional purposes are in compliance with local, state, and federal laws including the Americans with Disabilities Act.

IRI does not have a physical library and will be contracting for these services with EBSCO Publishing. EBSCO is a leading provider of comprehensive technology and research databases services for schools, public libraries, universities, hospitals, corporations, and government agencies. They have more than 375 full-text and secondary research databases and more than 300,000 eBooks and audio books. IRI has selected the EBSCO Academic Search Complete and Education Source databases as it provides the information, systems, and support services that will best meet the needs of its students. Its Academic Search component provides resources on topics such as astronomy, biology, chemistry, ethnic and multi-cultural studies, geology, materials science, mathematics, music, physics, psychology, women's studies, zoology, and many other fields. Education Source is the latest, most comprehensive resource for the study of education. This bibliographic and full-text database covers scholarly research and information to meet the needs of all education students. This complete source of education scholarship covers all levels of education from early childhood to higher education as well as educational specialties such as multilingual education, health education, and testing. Education Source also includes the Education Research Complete database which includes over 1400 full-text journals dating back to the 1930's. There are 930 journals and more than 550 books and monographs. Pending approval for operating authority, IRI will hire a full time resource librarian that will be responsible for the implementation, management, and support of these services for its students.

Faculty and Staff

Criterion 1030.60(a)(6) provides that 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.

IRI has identified institutional policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

IRI has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the first year of operations.

Accreditation/Licensure

As pursuant to this application for Operating Authority, neither specialized accreditation nor licensure is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree 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 admission and other institutional descriptions submitted as part of the application provide information regarding IRI's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll. Identical information will also be available on the institution's website.

Staff Conclusion. The staff concludes that International Renewal Institute and its request for the certificate of approval and authorization to operate 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

ITT Technical Institute at Oak Brook

800 Jorie Boulevard

Oak Brook, Illinois 60523

Director: Ms. Lisa Breitenberg

Proposed Program Title: Associate in Applied Science in Nursing in the West Suburban Region

Projected Enrollments: The Institute projects enrollments of 90 students in the first year leveling to 220 students by the fifth year.

Institutional Accreditation: ITT Technical Institute at Oak Brook is accredited by the Accrediting Council of Independent Colleges and Schools.

Background and History

ITT Technical Institute (the Institute) is a private for-profit postsecondary institution with over 100 technical institutes operating in over 30 states. Four ITT Technical Institutes have been granted approval to operate and offer degrees in Illinois. The Oak Brook campus, originally located in Burr Ridge, was approved in 1999.

ITT Technical Institute at Oak Brook is seeking approval to offer the Associate in Applied Science in Nursing in the West Suburban Region. The Fall 2012 enrollment at the campus was 367 students. The Spring 2013 enrollment was 348 students.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, 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, degree completion rates, retention rates, and pass rates for licensure and certification. (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.

ITT Technical Institute at Oak Brook is in the primarily associate granting, selective admission comparison group in Illinois. This cohort is based on those seeking an associate's degree or undergraduate certificate only. ITT Oak Brook's data for undergraduate completions per 100 FTE place it on the border of the lower quartile for the cohort. Staff recommends approval of the proposed program due to the small size of the comparison cohort and the cohort graduation rate above the lower quartile. In addition, the proposed program is identical to that approved by the Illinois Board of Higher Education (IBHE) in February 2013 for the ITT Mount Prospect campus.

Cohort Graduation Rate	Group Mean	Group Median	Rank
42%	47.5%	45%	7/11
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
24	30.5	30	9/11

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed program is consistent with ITT Technical Institute's mission of "Offering quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests, and abilities."

Curriculum/Assessment

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

Admission

Applicants must possess, before the start of the first quarter of attendance, either a high school diploma or a General Educational Development (GED) Certificate. If an applicant is a U.S. Service member, he or she must also meet one of the following criteria: a minimum score of 17 on the American College Test (ACT), a score of 400 on both the critical reading and math portions of the Scholastic Aptitude Test (SAT), a college-level assessment score on the Wonderlic Scholastic Level Examination, or 36 quarter or 24 semester hours with an overall cumulative grade point average of 2.0 at an accredited postsecondary educational institution. In addition, for admission to the Nursing program, the applicant must possess the necessary physical ability to perform the functions of a nurse and must obtain an overall cumulative average score of at least 70 percent on the following seven content sections of the Health Education Systems, Inc. Admission Assessment ("HESI A2") examination: math, reading comprehension, vocabulary, grammar, biology, anatomy and physiology, and chemistry.

Curriculum

The objective of the Associate in Applied Science in Nursing program is "to help graduates prepare to become licensed Registered Nurses." Students are required to complete 104 quarter hours of coursework, including 36 hours of general education coursework, 4.5 hours of technical basic coursework, and 63.5 hours of core coursework with 608 associated clinical/practicum hours. Core courses include: Nursing Roles I and II, Clinical Nursing Concepts and Techniques I and II, Medical Terminology/Dosage Calculations, Adult Nursing I and II, Pharmacology, Gerontological Nursing, Mental Health Nursing, Maternal Child Nursing, and a Nursing Capstone course.

Assessment of Student Learning

ITT Technical Institute has established policies for assessment of student learning outcomes. The Institute requires that objectives be identified for each class and that all course objectives be evaluated through a combination of tests, labs, projects, assignments, simulation scenarios, and clinical evaluations within the courses. The nursing program uses HESI exams as course-level assessments as one means of assessing student learning. The HESI exams produce remediation plans customized to the student's weakness as exposed by the exam. On a quarterly basis all HESI scores are pulled and analyzed for all colleges in the ITT Technical Institute system. The colleges that have the best results are polled to determine if a best practice has been uncovered and if so, that practice is disseminated throughout the system. The current system is to provide remediation for students who test near passing and allow a retake following remediation. Students who test below a pre-established cut score retake the course on audit student status.

Program Assessment

ITT Technical Institute has established policies for program assessment. Performance-based course objectives are linked to program outcomes as part of the Nursing Program Systematic Evaluation Plan. The Program Chair and faculty will be engaged in continuous program and curriculum improvement under the Nursing Program Systematic Evaluation Plan. Within the Nursing Faculty Organization, there will be a Curriculum Committee and an Admission, Progression, and Graduation Committee. Program assessment data and feedback are obtained from instructors, students, graduates, ITT/Educational Services, Inc. (ITT/ESI) Curriculum Committees, local Advisory Committees, employers of graduates, NCLEX-RN (National Council Licensure Examination) results and outside consultants hired by the corporate office. Student success rates are reviewed monthly by the Academic Affairs Department, the Operations Department, and the Curriculum Department.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Existing campus space is sufficient for the proposed program. Rededicated lab facilities have been identified that are satisfactory for the addition of the program at the Oak Brook Campus. Necessary equipment and instructional materials have been identified and resources budgeted to meet these needs. The Clinical Nursing Skills Laboratory will be equipped with new furnishings, Vital-Sim® simulation mannequins, patient care technical equipment and clinical teaching supplies. In the second year of the program, additional budgeting is provided for simulation equipment to support the maternal-child and critical care courses, including the birthing simulation torso and monitoring equipment.

Library facilities are adequate for the proposed program. In addition to materials available onsite through the Learning Resource Center (LRC), ITT Technical Institute provides its students and faculty with library resources through the ITT Technical Institute Virtual Library. The Virtual Library currently provides access to approximately 46,000 online books, including 3,200 nursing texts, databases offering access to over 12,000 periodicals and professional journals, including the Cumulative Index to Nursing and Allied Health Literature (CINAHL), and data bank access to full-text articles. The ITT Technical Institute Illinois campuses are members of the statewide ILLINET/OCLC system of libraries providing ITT students access to the interlibrary loan services available through member libraries.

Faculty and Staff

Criterion 1030.60(a)(6) provides that 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.

ITT Technical Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the Institute. The Institute adheres to a faculty credential hiring requirement of a master's degree in the field of instruction for faculty teaching general education courses and at least a Master of Science in Nursing for faculty teaching nursing courses.

Fiscal and Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

The Associate in Applied Science in Nursing is consistent with existing programs offered at the Institute. ITT Technical Institute has submitted fiscal plans indicating revenue will exceed operating expenditures in the second year of operation for the proposed degree program.

Accreditation/Licensure

ITT Technical Institute will apply for nursing accreditation through the National League for Nursing Accrediting Commission (NLNAC). Pending program approval by the Illinois Board of Nursing, graduates of the program will be eligible to take the NCLEX-RN (National Council Licensure Examination), which leads to licensure as a Registered Professional Nurse.

Program Information

Criterion 1030.60(a)(7) provides that the information which the institution provides for students and the public shall accurately describe the degree 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. Such information shall be available to prospective students prior to enrollment.

The Institute's catalog provides accurate information regarding the Institute's policies, admissions procedures, tuition, fees, and refund policies. The material provided on the proposed program is in keeping with the other programs offered by the Institute. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that ITT Technical Institute at Oak Brook and its proposed degree 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Kendall College
900 North Branch Street
Chicago, Illinois 60642
President: Ms. Emily Williams Knight

Proposed Program Title in Region of Authorization: Bachelor of Arts in Culinary Management in the Chicago Region

Projected Enrollments: Kendall College projects enrollments of 22 students in the first year, rising to 165 students by the fifth year.

Institutional Accreditation: Kendall College is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association of Colleges and Schools.

Background and History

Kendall College (the College) is a for-profit higher education institution offering programs in hospitality management, culinary arts, business, psychology, and early childhood education. Founded in 1934 through the merger of two seminary institutions in downtown Evanston, it was named the Evanston Collegiate Institute (the Institute). Its original purpose was to provide two years of college education to young people with a focus on learning and work experience for employment. In 1950, Evanston Collegiate Institute changed its name to Kendall College to honor the late Curtis P. Kendall and the Kendall family, long-time supporters of the Institute. Kendall College added four-year degrees in 1977 and gained full accreditation as a baccalaureate degree-granting institution in 1979 from the HLC. In keeping with the mission to provide education for employment, the School of Culinary Arts was launched beginning with an Associate Degree in Applied Sciences (AAS) in 1985.

From 1934 to 2004 the College was located on a single square block in the city of Evanston. Having reached capacity for that facility, the College acquired the Riverworks site in downtown Chicago. In January 2005, construction on the modern facility was completed, and the entire College was moved to its present location in downtown Chicago.

In July 2008, the school became a member of Laureate International Universities, a global network of over 55 institutions of higher learning in 28 countries offering multiple career-focused undergraduate, master's, and doctorate degree programs to more than 600,000 students. Through this partnership, Kendall students have access to study abroad programs, internships, and professional opportunities in Europe, Latin American, Asia, and Australia.

With this proposal, the College is seeking approval to offer the Bachelor of Arts in Culinary Management in the Chicago Region.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, 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, degree completion rates, retention rates, and pass rates for licensure and certification. (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.

Kendall College is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
49%	52%	53%	48/82
Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
27	24	23	16/85

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives for the degree program must be consistent with what the degree program title(s) implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The College's mission is to "cultivate students' passions into rewarding professions through rigorous learning experiences in the classroom, local communities, and the world." The College nurtures a student-centered environment that focuses on academic excellence and real-world experiences designed to prepare employment-ready professionals poised for leadership roles in the service sector. The proposed program is consistent with the mission, goals, and objectives of the College. The requested degree title is congruent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

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

Admission

The proposed degree program is a plus-two completion program. Therefore, applicants for admission must hold an associate's degree in some form of culinary arts or baking and pastry from an accredited institution. In addition, applicants must demonstrate academic and/or professional experience indicating probable success at Kendall College based on the following forms of evidence: (1) a personal interview conducted via phone or as part of a campus tour; (2) an official high school transcript documenting a grade point average of at least 2.0 on a 4.0 scale or official documentation of a passing General Educational Development Certificate score; (3) official transcripts from all postsecondary institutions attended; (4) standardized test scores; and (5) a personal statement. Preference will be given to adult students with culinary work experience and at least a 2.0 grade point average on a 4.0 scale for postsecondary work. Upon acceptance, students may request review of transfer credits toward degree completion.

Students who demonstrate the potential for success at Kendall but do not meet the admissions standards may be admitted with recommended provisions. The provisions will be designed to help the student be successful at Kendall College and may include reduced course loads, developmental coursework, appointments with the Academic Success Center, or provisional acceptance into the College's Bridge program. All students are required to meet Kendall College standards for satisfactory academic progress.

Curriculum

The Bachelor of Arts in Culinary Management (BACM) degree builds upon a student's associate degree in any form of culinary arts by focusing on management within foodservice. Students in the program are prepared through their already-obtained associate's degree with the prerequisite cooking and preparation skills. The BACM degree is designed to help students develop an administrative skill set to manage restaurant chains, foodservice companies, and institutional facilities including culinary management facets of healthcare, education, sports and entertainment complexes, senior living, and the food service contractors that supply them. All students in the BACM program, upon graduation, will demonstrate foundational skills in accounting, human resources management, managed food service, marketing, and legal issues. Students will demonstrate these competencies and apply classroom knowledge to real world situations. Graduates will be prepared for entry or mid-level positions in a variety of managed foodservice areas.

The BACM program is 90 hours in length, based on a quarter credit hour system. The program is comprised of 28 hours (7 courses) in general education, 34 credit hours (10 courses) in culinary management, 24 credit hours (six courses) in entrepreneurship and small business/franchise management to serve those who desire to build their own culinary business, and four credit hours (one course) as an elective. It will be delivered online with the option for students in proximity to the College to take courses on site. The BACM program adheres to the recommended curriculum and culinary management domains recommended by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC).

Assessment of Student Learning

Assessment of student learning in the proposed BACM program is designed around the following outcomes for what graduates should know and be able to do: (1) appropriately frame business problems across multiple management areas including marketing, operations, and legal issues; (2) apply general business principles to real or simulated situations in culinary related business; (3) demonstrate operational efficiency and effectiveness in food-based industry environments; (4) recommend best practices for safely managing food service operations by synthesizing industry knowledge gained in multiple courses; (5) examine how personal and professional actions can impact the environment; (6) compile and assess numerical information to determine profit or loss for the business of food service; and (7) evaluate styles of leadership and develop skills in human relations and personnel management. These core competencies are embedded within an overall assessment plan for student learning. Examples of assessments include class participation, projects, exams, problem-based learning tasks, reflective assignments, and portfolios. Instructors use these and other methods to evaluate student progress at various transition points throughout the program. This assessment system provides critical information that assures employers, as well as the College, that students have achieved the requisite aptitudes, skills, and knowledge.

Program Assessment

Kendall College has a clearly articulated assessment plan, aligned to institutional goals, to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The proposed BACM program will follow these existing program assessment protocols. Each academic program dean works with the dean of the general education program and faculty to assess existing program practices relative to institutional outcomes and to establish standard practices for assessing student learning outcomes to improve student success. Through a series of meetings within and between departments, faculty have determined where each learning outcome is addressed in the curriculum. Data on student learning outcomes are collected at the course level, and whenever possible, interpreted over time to identify important trends. Each quarter, departments review student learning data and other key measures, identifying needed actions for further supporting student learning and the institution's continuous improvement plan. A subcommittee of the Faculty Senate serves as a resource for departments and programs in using assessment tools, understanding assessment results, and making recommendations for continuous improvement. Finally, academic deans complete an annual program review analyzing student learning outcomes and other relevant data such as placement rates, student satisfaction, student retention, faculty end-of-course evaluations, advisory board reviews of curricula, and competitive analysis reports. These annual reports inform the institution's self-study efforts and overall strategic planning.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Kendall College has identified facilities, equipment, and instructional materials that will accommodate all program operations. The College's 178,000 square foot, eight-story building features 17 traditional classrooms, nine teaching kitchens, two demonstration kitchens, a dining kitchen, a cafeteria kitchen, computer lab, library space, and an academic success center. Students in proximity to the college may choose to take BACM classes on site. However, it is anticipated that the majority of students will opt to enroll in the online BACM program. Kendall College has implemented a web-based orientation for new students to prepare them for what they might expect in an online learning environment. The orientation also includes practical instructions to assist students in accessing the online portal, forms, and tools to support their learning and research.

Kendall College uses the Blackboard Learning Management System (LMS) for existing online, hybrid, and face-to-face programs. The BACM program will rely on the same LMS which is designed with a Blackboard course shell for the syllabus, announcements, supplemental materials, instructor support, and assignment repository. Maintenance of online courses is continuous through a contract with Laureate Education, Inc. Students and faculty can access technical support through a toll-free number, as well as an email address. In addition, the Center for Teaching and Learning (CTL) is open and available on campus for drop-ins and phone support for students and faculty. The CTL is open 12 hours on regular business days, and Saturday hours coincide with meeting dates for Kendall hybrid course offerings. Information about the CTL is sent via email, a "Tuesday Tips" virtual correspondence, posters in campus areas, and online support documents available via the LMS for all users.

The Kendall College library collection includes a wide array of books, journals, and online resources relevant to the food service and business industries because of its existing

programs in hospitality, business, and the culinary arts. These resources, most of which are available online as full-text documents, are sufficient for the support of students and faculty in the BACM program. In addition, the College is a member of the Consortium of Academic and Research Libraries in Illinois. This consortium allows student borrowing across disparate integrated library systems. Interlibrary loan materials are accessed from the library's resource page and delivered within two to three business days. The Kendall College library is staffed by professional librarians who are available in person, by phone, or via e-mail to help with class assignments. In addition, regular library programming highlights authors and topics to support student learning across all of the College's programs.

Faculty and Staff

Criterion 1030.60 (a)(6) provides that 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.

Kendall College has identified policies that ensure faculty and other academic professionals have the appropriate training, credentials, and other related qualifications to support its proposed bachelor's program. Kendall College's instructors have appropriate degrees and experience commensurate with their areas of instruction.

Fiscal/Personnel Resources

Criterion 1030.60 (a)(8) provides that 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 program.

Kendall College has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed operating expenditures, beginning in the third year of the proposed program.

Accreditation/Licensure

Specialized accreditation of the proposed program and licensure of program graduates are not required. However, the Bachelor of Arts in Culinary Management plus-two completion program adheres to the recommended curriculum and culinary management domains recommended by the ACFEFAC.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree 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 admission and program descriptions submitted as part of the application provide information regarding College policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

Staff Conclusion. The staff concludes that Kendall College and its proposed degree 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Midwestern Career College
20 North Wacker Drive, Suite 3800
Chicago, Illinois 60606
Chief Executive Officer: Mr. Zulfiqar A. Satti

Proposed Program Title in Region of Authorization: Associate in Applied Science in Diagnostic Medical Sonography in the Chicago Region

Projected Enrollments: Midwestern Career College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 25 students by its third year.

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

Projected Enrollments: Midwestern Career College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 25 students by its third year.

Proposed Program Title in Region of Authorization: Associate in Applied Science in Non-Invasive Cardiovascular Technology in the Chicago Region

Projected Enrollments: Midwestern Career College projects an enrollment in this degree program of 15 students the first year, increasing to approximately 25 students by its third year.

Institutional Accreditation: Prior to 2013, Midwestern Career College was accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI). As of January 2013, NCA CASI has decided it will no longer pursue recognition as an accrediting agency of postsecondary institutions, effectively ending its role as a postsecondary accrediting body. As a result, for purposes related to institutional participation in federal programs under Title IV of the Higher Education Act and other federal programs that require accrediting agency recognition by the US Department of Education, accreditation by CASI will no longer be recognized after mid-2014. Midwestern Career College is currently pursuing accreditation through another body, having begun the processes with the Council on Occupational Education (COE) and with the Accrediting Council for Career Schools and Colleges (ACCSC). IBHE staff will monitor the College's progress and ensure that it meets Illinois standards relative to institutional accreditation.

Background and History

Midwestern Career College was established in August 2004 as Citi College of Allied Health, with the goal of providing students a well rounded education for professional careers in the healthcare field. The college was officially approved to operate as a private business and vocational school by the Illinois State Board of Education in December 2004. The official name change to Midwestern Career College (MCC) took place in June 2011 and in December 2011, the Illinois

Board of Higher Education (IBHE) granted MCC Operating and Degree-Granting Authority for an Associate of Applied Science in Magnetic Resonance Imaging Technology in the Chicago Region.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives, and mission of the institution.

The proposed degree programs are consistent with MCC's mission to "educate students for practical careers in the healthcare field." The main objective of MCC is to provide career-oriented training programs in the field of the health sciences utilizing a skills-based approach, which will establish a strong foundation for guiding and challenging students to achieve their maximum potential.

Curriculum/Assessment

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

Admission

Applicants must be at least 17 years old and be able to provide proof of having earned a high school diploma, certificate, or other proof of graduation from an accredited secondary education institution or the relevant equivalent. Applicants must submit proof of a clear criminal background check and must meet the health and physical fitness requirements described in their program catalog. Applicants must also pass a placement exam in mathematics, English, and science or meet exam waiver requirements. Applicants must attend an interview with the Program Director as well as a student orientation session before beginning coursework. All associate of applied science programs contain competitive admissions criteria including but not limited to: past education and relevant experience, placement exam score, and cumulative grade point average of science subjects in high school or equivalent.

Curricula

Associate in Applied Science in Diagnostic Medical Sonography

The Associate of Applied Science in Diagnostic Medical Sonography degree program requires students to complete 66 semester hours, including 18 hours of general education courses, and 48 hours of core courses. The Diagnostic Medical Sonographer program instructs students in methods of medical ultrasound techniques to gather Sonographic data used to diagnose a variety of conditions and diseases. Students will obtain instruction in obtaining, reviewing, and integrating patient histories and data; patient instruction and care; anatomic, physiologic and pathologic data recording; Sonographic data processing; sonography equipment operation; professional standards and ethics, and critical thinking skills in this program. This program also provides students with the knowledge and clinical skills for patient care, medical imaging procedures, patient positioning techniques, scanning principles, and other related protocols and procedures necessary for entry-level positions in the Diagnostic Medical Sonography field.

Associate in Applied Science in Health Information Technology

The Associate of Applied Science in Health Information Technology degree program requires students to complete 63 semester hours, including 18 hours of general education courses, and 45 hours of core courses. Students will obtain instruction in clinical and biomedical science data and information requirements, database management, data coding and validation, information security, quality control, health information content and structure, medical business procedures, and the legal regulations associated with the healthcare field. In addition, this program will instruct students on how to construct medical records and clinical databases, perform manipulations on retrieved data, maintain health information security and quality control, and become familiar with health information management and structures. All students must submit a research project as part of the degree requirements, and take and pass a comprehensive exam prior to graduation. Overall, this program provides students with the general education, applied knowledge, technical skills and work habits necessary for entry-level positions in the Health Information Technology field.

Associate in Applied Science in Non-Invasive Cardiovascular Technology

The Associate of Applied Science in Non-Invasive Cardiovascular Technology degree program requires students to complete 65 semester hours, including 18 hours of general education courses, and 47 hours of core courses. In this program, students will learn how to perform noninvasive and peripheral examinations of the cardiovascular system, as well as how to perform diagnostic tests such as Stress Tests and EKG/ECG, at the request of physicians to aid in diagnoses and therapeutic treatments. Students will also obtain instruction in the practice of reviewing and recording patient histories and clinical data, general patient care, investigative and examination procedures, data analysis and documentation, physician consultation, equipment operation and monitoring, as well as professional standards and ethics. This program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Cardiovascular Technology field.

Assessment of Student Learning

Midwestern Career College has established policies for assessment of student learning outcomes. For each of its regular courses within its programs, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, group projects, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning. Instructors play the most important role in the objective evaluation of student progress and achievement. Instructors can take into account the amount of student participation in day-to-day classroom lectures when calculating overall grades. Instructor observations in the laboratory setting determine how well the student has grasped the theory and practical applications of the material. In addition, instructors are the first to monitor trends in student attendance and are able to determine when a specific student's attendance pattern could be detrimental to their training. Progress is also monitored at clinical sites.

Program Assessment

Midwestern Career College has established policies for its program assessment and review. For each program, MCC has identified specific program outcomes and a process for reviewing the results of student learning assessments. Students' capabilities are also monitored by asking their employers to provide feedback to MCC by filling out an Employer Survey Form. This survey is performed on an annual basis and the feedback on the form is used by the Director of Academic Affairs and the program faculty to evaluate the program and courses using the Academic Council Curriculum Design/Modification process.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

MCC has identified facilities, equipment, and instructional materials that are sufficient for its proposed programs. MCC is located at 20 North Wacker Drive, Suite 3800, Chicago, Illinois. Its facilities occupy 5,000 square feet, including four classrooms (with attached labs), a separate medical teaching lab, administrative offices, and a learning resource center which houses the library. MCC also has a right of first offer on an additional 4,900 square feet for expansion. This space is adjacent to the existing site and will be contracted if the Associate in Applied Science in Digital Medical Sonography is approved and there is a need. This space will contain an additional four classrooms and several faculty offices. Each classroom is equipped with a teaching podium, computer station (for the instructor), overhead projector, whiteboards, and modern desks for students. The maximum class size that MCC allows is 25 students.

MCC considers access to learning resources a vital element of its educational programs, and maintains a Learning Resource Center (LRC) with books, audio, and video material relevant to all programs of instruction in order to assist students with the completion of their homework and research assignments. At present, the LRC contains 700 library volumes. It also contains 14 computer stations that faculty and students have access to from 9 a.m. until 4 p.m., Monday through Friday. In addition, the LRC has 11 laptops available for check out by faculty and students. The LRC is staffed with a full-time manager who can assist users with the computer systems including the locating of research material. MCC regularly updates and augments its resource collection and will add several hundred additional volumes to support the proposed programs. In addition, MCC has contracted with EBSCO Publishing to provide students access to an online library for all programs. There is also an online eBook database available for faculty and students to use.

Faculty and Staff

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

MCC has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the College. Faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, a bachelor's degree in the field of instruction. Faculty teaching general education courses will possess a minimum of a master's degree in the field of the course being taught.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) provides that 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 program.

MCC has submitted financial projections indicating tuition revenue will exceed operating expenditures beginning in the first year of the proposed programs.

Accreditation/Licensure

Associate in Applied Science in Diagnostic Medical Sonography

Neither specialized accreditation of the program or licensure of graduates is required.

Associate in Applied Science in Health Information Technology

Neither specialized accreditation of the program or licensure of graduates is required.

Associate in Applied Science in Non-Invasive Cardiovascular Technology

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree 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.

MCC's catalog provides clear and accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Midwestern Career College and its proposed degree programs 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 Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to American Islamic College the Certificate of Approval and 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 to Palmer College of Chiropractic the Certificate of Approval and Authorization to Operate in the Western 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 Walther Theological Seminary Authorization to Grant the Master of Arts in Theology and the Master of Divinity in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to International Renewal Institute the Certificate of Approval and Authorization to Operate in the North 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 ITT Technical Institute at Oak Brook Authorization to Grant the Associate in Applied Science in Nursing 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 Kendall College Authorization to Grant the Bachelor of Arts in Culinary Management 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 to Midwestern Career College Authorization to Grant the Associate in Applied Science in Diagnostic Medical Sonography, the Associate in Applied Science in Health Information Technology, and the Associate in Applied Science in Non-Invasive Cardiovascular Technology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

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