

**APPROVED
DECEMBER 2,
2014**

Item #III-8
December 2, 2014

**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

- Masters of Divinity in Islamic Studies (MDIS) in the Chicago Region

Midwestern University

- Doctor of Optometry in the West Suburban Region

The Adler School of Professional Psychology

- PhD in Counselor Education and Supervision 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 three institutions.

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

Proposed Program Title in Region of Authorization: Masters of Divinity in Islamic Studies (MDIS) in the Chicago Region

Projected Enrollments: American Islamic College estimates an enrollment in this program of eight students in the first year, rising to 18 students by the fifth year.

Institutional Accreditation: American Islamic College has submitted plans and a detailed timeline to seek accreditation by the Higher Learning Commission (HLC). The accreditation process began in the spring of 2014. American Islamic College estimates that candidacy status

might be achieved within less than two years and initial accreditation within a projected four-year timeframe.

Background and History

American Islamic College (AIC or the College) is seeking authorization for the Masters of Divinity in Islamic Studies (MDIS). AIC was granted operating authority in June of 2013. This reauthorization of operating authority was based on substantial institutional changes to address conditions which previously resulted in two revocations of operating authority.

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. The IBHE revoked the institution's authority to operate and grant degrees on July 10, 1990 based on the institution's failure to achieve and maintain conditions and standards under which its original authorizations were granted. The Board granted AIC an opportunity to rectify the issues but 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 authority and supplemental information provided as part of these applications.

By 2004, information submitted by American Islamic College 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 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.

Since receiving a third grant of operating authority, in June of 2013, the institution reopened after significant reorganization and the installation of a reformed governance structure and a new administration. 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. In the application materials for operating authority, College administrators assured staff that those who were responsible for prior failures were 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.

Since AIC was granted its current authority to operate, staff have been in regular contact with senior institutional officials and have been on-site for meetings aimed at ensuring that the current incarnation of the institution continuously maintains conditions of approval. Because of its unique history, IBHE staff will continue close monitoring and AIC officials have committed to continuing cooperation. The College is now authorized to offer degrees at both the undergraduate and graduate levels in Islamic Studies. With this application, the College seeks to add a Masters of Divinity in Islamic Studies.

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 proposed program fits with American Islamic College's primary mission which is to provide students of all backgrounds with a solid liberal arts and sciences education that will include a rigorous academic formation in Islamic Studies, thereby conveying a broad understanding of the historical and global forces that have shaped intellectual debates and interpretations as well as the political and social structures of diverse contemporary Muslim societies. The mission of the MDIS program is to provide a broad conceptual and practical understanding of the skills Muslim Chaplains will need in their day-to-day interactions as Chaplains, such as counseling, conducting Islamic ceremonies, and developing service programs to meet constituent needs. The objectives of the proposed degree program are consistent with what the title implies.

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 to the MDIS program must provide the following: proof of graduation with a Bachelors or Masters degree from a regionally accredited institution; a cumulative graduate GPA of 3.0; an official copy of the results of the Graduate Record Exam (GRE); an academic writing sample; personal essay; and two letters of recommendation (one of which must be from a representative of a Muslim organization or relevant community organization). Students may be asked to participate in a personal interview prior to admission as deemed appropriate by the Graduate Admissions Committee. In the third year of the program, students will be eligible to gain candidacy status based on whether the students have: 1) met the requirements and standards of outlined objectives; 2) completed coursework at a satisfactory level; 3) maintained good standing; 4) achieved a positive recommendation from internship supervisor; and 5) demonstrated the maturity and overall readiness (emotional, spiritual, legal, and theological) for chaplaincy work and spiritual care.

Curriculum

Bachelors-prepared students who enter the MDIS program will be required to fulfill all of the requirements for the MA in Islamic Studies which consists of two years of full-time study (36

credit hours) before continuing on to MDIS coursework. Masters-prepared students will be eligible to complete only the MDIS-focused requirements for the degree. In the third and fourth years of the MDIS program, students will be required to take a minimum of 11 courses, seven of which are core requirements of the MDIS program. MDIS program will consist of three to four years (72 hours) of academic study, pastoral education, and fieldwork/internship experience. All students will be required to complete a Chaplaincy practicum for a minimum of 400 hours. This curriculum was developed in part to fulfill the requirements for a federally employed chaplain. Graduates from this program will be qualified to seek employment as a military chaplain, which requires that candidates hold a BA or BS degree with not less than 120 semester hours from a qualified educational institution and hold a post-baccalaureate graduate degree of not less than 72 semester hours in theological or related studies.

Assessment of Student Learning

The College has stated goals and student learning outcomes for the proposed degree. Faculty members have also developed processes of assessment based on these outcomes and mechanisms to ensure continuous evaluation of student learning in the proposed degree program. The assessment instruments will include assignments, exams, papers, standardized tests and research projects. Students in the MDIS program will be required to have regular meetings with their faculty advisor for academic advising and the integration of their studies and experiential education. These meetings will provide an opportunity for the advisor to assess the student's readiness for candidacy status.

Program Assessment

Evidence from assessment instruments and course evaluations will be used to improve the curriculum, instruction, and learning outcomes for the programs. Implementation of changes will be discussed at both departmental and College-wide faculty/administrative council meetings. The Director of the Islamic Studies program will send an annual program evaluation report to the Vice-President for Academic Affairs. The report will include a summary and interpretation of the assessment data, evaluation of the strengths and weaknesses of the different components of the program, recommendations for improvements to the curriculum's instruction and learning, and assessment of student course evaluations for both full- and part-time faculty.

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 American Islamic College campus is located immediately off North Lakeshore Drive in Chicago. The main College building hosts administrative offices, classrooms, labs, conference rooms, library, a 1000-seat auditorium, and a gymnasium. The student dormitory has 60 rooms, a cafeteria, industrial kitchen, kitchenettes, study rooms, conference room, student lounge, laundry services, fitness center, recreation room, terrace, and prayer hall. Additionally, the Library and study hall contains foreign language lab facilities, with appropriate software, hardcopy, and computer-assisted materials, to assist the students with their required language coursework. The College subscribes to the Online Computer Library Center (OCLC/World Cat) and Reaching Across Illinois Library System (RAILS). The campus is wired for wifi throughout and provides the necessary technological equipment and resources to support the proposed 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.

AIC 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. AIC's faculty policy requires that graduate faculty hold terminal degrees in their field of instruction. Plans have been developed for a formal faculty evaluation process.

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.

Programmatic Accreditation/Licensure

Neither specialized accreditation of the programs 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.

Detailed information and program descriptions submitted as part of the application provide accurate information regarding American Islamic College's academic policies, admissions procedures, tuition, fees and, refund policies. The materials provided on the proposed programs are consistent with other information provided by the institution. 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 American Islamic 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 University
555 31st Street
Downers Grove, IL 60515
President: Dr. Kathleen H. Goeppinger

Proposed Program Title in Region of Authorization: Doctor of Optometry in the West Suburban Region

Projected Enrollments: Midwestern University has projected enrollments of 60 students per admitted class. At full maturity, the University anticipates having 225 students enrolled in the program.

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

Background and History

Midwestern University (MU or the University) was founded in 1900 as the American College of Osteopathic Medicine and Surgery. The University is an independent, not-for-profit corporation that provides graduate and postgraduate programs in the health sciences.

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 mission of the University is to provide “the highest standards of academic excellence to meet the educational needs of the health care community.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University and the requested degree title is consistent with the corresponding degree program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.60(a)(3) 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 to the proposed Doctor of Optometry program must have: an earned baccalaureate degree from an accredited institution, grades of “C” or higher in undergraduate science courses, two letters of recommendation, a criminal background check, and a commitment to abide by the Midwestern University Drug-Free Workplace and Substance Abuse Policy. Admission to the proposed Doctor of Optometry program is predicated on multiple criteria including: cumulative and prerequisite course grade point averages (GPAs), Optometric Admission Test (OAT) scores, personal experiences and character, ability to communicate, familiarity with the profession, volunteer or community involvement, research experience, and other considerations. Prior to final admission into the Doctor of Optometry program, prospective candidates must complete an on-campus oral interview.

International students must complete a minimum of 30 semester hours of coursework from a regionally accredited college or university in the United States or from a recognized postsecondary Canadian institution that uses English as its primary language of instruction and documentation. Of the 30 semester hours, 15 hours must be in the sciences, six hours in non-remedial English composition, and three hours in speech/public speaking.

Applicants who wish to receive transfer credit for prerequisite coursework completed outside the United States or at a Canadian institution that does not use English as its primary language of instruction and documentation must submit an official, detailed, course-by-course evaluation obtained from an institution-approved evaluation service.

Curriculum

The curriculum for the Doctor of Optometry program focuses on developing generalist optometrists who can function effectively in a primary care setting. The curriculum is comprised of 14 consecutive quarters totaling 267 quarter credit hours including: 157 credits for didactic courses, eight credits for capstone project-related coursework, 30 credits for part-time rotations for third-year students, and 72 credits for full-time rotations for fourth-year students. The program will be delivered over four professional years of full-time study.

The first and second years of the curriculum emphasize basic health sciences, optics, and visual science. Students are introduced to clinical practice in simulation laboratories through introductory courses and clinical experiences. Visual consequences of disease are introduced in the second year when students additionally gain proficiency in conducting basic eye examinations. The third year, divided between didactic and clinical settings, emphasizes the diagnosis and treatment of ocular dysfunction and disease. The fourth year consists of intensive clinical training that includes both on- and off-campus externship rotations. Clinical settings for external rotations may include military facilities, Veteran's Administration hospitals, public health service hospitals, and specialty and private practices or clinics. Students will also complete a capstone project over the course of their final two years in the program, conducting research, analyzing data, and presenting their findings in the form of a publishable manuscript or formal poster presentation.

Students may take elective courses in some specialty areas of optometry practice, typically to gain additional patient care exposure, to further develop clinical skills, or to gain exposure to unique areas of practice that reflect the specialty expertise of the faculty. These electives are not required for graduation. Students usually take electives during the second or third professional years of the program.

Assessment of Student Learning

The University has established policies for the assessment of student learning outcomes. Learning objectives are identified for each course, and faculty will assess student learning based on these objectives. Assessments used to gather evidence of student learning will include: content examinations, individual and group presentations, individual papers, group papers, poster projects, and oral examinations.

Prior to clinical rotations, instructors will assess students' clinical competence with proficiency exams. Demonstration of entry-level clinical competencies will allow students to be scheduled to see patients in the University clinic starting in the summer quarter of the third

professional year. During the winter quarter of the third professional year, a Specialty Care Proficiency assessment will be administered. This proficiency examination is designed to assess higher order clinical competencies in case management, binocular vision, contact lenses, and ocular disease. Students must successfully complete this proficiency assessment to begin their fourth professional year rotations. During full-time clinical rotations, faculty will continuously assess students during patient interactions.

Program Assessment

The curriculum assessment system at Midwestern University is designed to coordinate ongoing assessment and analysis of data and to revise as needed to improve the curriculum, student outcomes, and the program. A curriculum committee will be responsible for overseeing the content of the curriculum to ensure that it complies with professional accreditation standards and institutional requirements. The committee will review and approve any curriculum changes requested by the faculty that will result in a greater or lesser number of course contact hours, a departure from the existing method of instruction, a significant change in course content, or the delivery of content that would require the involvement of other University or adjunct faculty. In addition, the committee will be responsible for the annual review of program quality and will make modifications to add, update, and eliminate curricular content or courses, as necessary.

The curriculum committee will review program outcomes including: the percentage of students who complete the program; on-time completions; national licensing exam passage rates; the percentage of graduates who pursue postgraduate residency training; and the employment rate within 12 months of graduation. Other forms of evidence will include student course evaluations and employer and alumni surveys conducted periodically after the first class graduates. As a part of the regular review of the curriculum, the Assistant Dean of Clinical Affairs will assess quarterly data on the number and type of patient encounters reported by preceptors for each third- and fourth-year student at the Midwestern University Eye Institute and at external rotation sites. If areas of concern are identified, the Assistant Dean of Clinical Affairs will work with the Associate Dean of Academic Affairs to adjust rotation assignments of students to ensure that each student has optimal opportunities for developing clinical skills proficiency.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The Downers Grove campus has adequate classroom and laboratory facilities to support the proposed Doctor of Optometry program. Plans are under way to construct a new building for the Doctor of Optometry program. In addition, an existing University clinic building will be remodeled to house an Eye Institute. The Eye Institute is expected to open in January 2016 and will serve as a primary rotation site for third- and fourth-year students in the Doctor of Optometry program.

The University has sufficient library facilities to support the proposed program. Students will be able to access resources from both the Downers Grove and Arizona campuses, using an electronic services platform that connects both libraries. The Downers Grove campus library has budgeted an additional \$10,000 per year to support the Doctor of Optometry program. Midwest University is also a member of the College and Research Libraries of Illinois (CARLI). Students will be able to access resources from all libraries associated with CARLI.

Faculty and Staff

Criterion 1030.60(a)(5) 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 University has identified policies that ensure faculty and other academic professionals possess the appropriate training and credentials. A formal faculty evaluation process is in place.

Fiscal/Personnel Resources

Criterion 1030.60(a)(7) 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.

Midwestern University has submitted fiscal plans indicating revenues will exceed operating expenditures beginning in year two of operation for its proposed Doctor of Optometry program.

Accreditation/Licensure

The University currently offers the Doctor of Optometry program at its Arizona College of Optometry and this program is accredited by the American Optometric Association's Accrediting Council on Optometric Education (ACOE). Midwestern University's proposed program for the Downers Grove site is modeled after the program in Arizona and designed to meet ACOE requirements. Midwestern University will seek ACOE accreditation for the Doctor of Optometry degree.

To obtain Illinois licensure, graduates must complete the requirements established by the national licensing examination board, the National Board of Examiners in Optometry (NBEO). Licensure requires successful passage of the knowledge and skill examinations of the NBEO and registration with the Illinois Department of Financial and Professional Regulation (IDFPR). The IDFPR license must be renewed every two years and requires the completion of 30 hours of related continuing education. The proposed degree program will prepare graduates to meet these requirements.

Program Information

Criterion 1030.60(a)(6) 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 University's catalog provides clear and accurate information regarding its policies, admissions procedures, tuition, fees, and refund policies.

Staff Conclusion. The staff concludes that Midwestern University and the 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.

The Adler School of Professional Psychology
17 North Dearborn
Chicago, IL 60602
President: Dr. Raymond E. Crossman

Proposed Program Title in Region of Authorization: PhD in Counselor Education and Supervision in the Chicago Region

Projected Enrollments: Adler School of Professional Psychology projects enrollments of 13 students in the first year, rising to 50 students by the fifth year of the program.

Institutional Accreditation: The Adler School of Professional Psychology has been continuously accredited by the Higher Learning Commission of the North Central Association since 1978.

Background and History

The Adler School of Professional Psychology (the School) is named for Alfred Adler, a pioneer of the field of community psychology which examines the connections between individual and community health, as well as the human need to create positive social change. Founded in 1952, the Adler School is the oldest professional school of psychology in North America. The School continues the work of Alfred Adler by training psychologists and other practitioners committed to individual and community health. In 1972, the Institute established its on-campus Dreikurs Psychological Services Center. This was designed to be a community mental health center and training site for students, the precursor to today's Adler Community Health Services. Adler Community Health Services provides service opportunities and clinical practice experiences for students through over 500 community partnerships. In 1978, the School began offering education and training in Vancouver through an agreement with the Adlerian Psychology Association of British Columbia. This partnership culminated in the opening of the School's Vancouver Campus in 2005. The Adler School currently offers 11 graduate-level programs enrolling more than 1,000 students at campuses in Chicago, Illinois, and Vancouver, British Columbia. With this proposal, the School seeks to offer a PhD in Counselor Education and Supervision.

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 School's mission is to: (1) prepare socially responsible practitioners who are effective personal and social change agents; (2) engage and strengthen communities through partnerships and service; and (3) promote social justice to advance the optimal development of individuals and communities. The proposed program is consistent with the mission, goals, and

objectives of the School and its campuses. 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

To be eligible for admission to the PhD in Counselor Education and Supervision, students must hold a master's degree from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or a CACREP-equivalent program from a regionally accredited educational institution. Applicants who graduated from a non-CACREP equivalent program will be required to take additional classes to complete equivalency requirements in addition to the doctoral curriculum. In addition, applicants must meet the following criteria: (1) an academic record that demonstrates the candidate's ability to fulfill the academic demands of the program, typically a grade point average of 3.25 or higher on a 4.0 scale for previous coursework; (2) personal statement; and (3) three letters of recommendation from professionals or academic personnel. Approved applicants are invited to a campus interview as the final step in the admissions process.

Upon acceptance, students may be granted transfer credits for doctoral-level courses completed at a regionally accredited institution with a maximum of 12 hours allowed toward degree completion. Transfer credits must be for courses equivalent to those required in the relevant graduate program at Adler. In addition, students must have earned a "B" or better, and the transferred courses must not have been taken more than five years prior to enrollment at Adler.

Curriculum

The PhD in Counselor Education and Supervision program provides advanced training and academic orientation for practicing counselors to become expert clinicians, counselor educators in teaching, supervisors and trainers of the new generation of counselors, researchers and scholars, as well as leaders and advocates in the field of counseling. The program is designed to develop students' expertise and excellence in teaching, research, leadership and advocacy, advanced counseling, and supervision. Students in the program will be required to complete at least 600 hours of internship, which can be comprised of supervision, teaching, research, program development or consultation experiences. The program also requires nine credit hours of dissertation and oral examinations. The dissertation research will be required to add knowledge, preferences, and evidences in counseling and five core competencies in counselor education (teaching, supervision, advocacy, research, and practice). This work is expected to lead to the submission of at least one manuscript to a peer-reviewed journal and one presentation proposal to a professional organization or conference before graduation.

Assessment of Student Learning

Program faculty will have the primary responsibility of measuring and evaluating whether students have achieved the student learning outcomes in an effort to ensure that students achieve the competencies set forth by the program. The specific means of competency measurement used to assess learning outcomes include, but are not limited to, faculty ratings of

students' performance via classroom observations, examinations and assignments, and faculty ratings of student performance via course rubric evaluations. For the proposed PhD program, assessment data will also be collected through practicum and internship site supervisors. Student performance in oral examinations and completion of research, writing and presentation requirements will be assessed by faculty advisors. Programs and the School also evaluate students' overall educational experiences via the Noel-Levitz Adult Student Priorities Survey.

Program Assessment

The School's programs conduct comprehensive reviews periodically to examine data related to students' acquisition of competencies. The program review will also look at admission data, enrollment trends, graduation and retention rates, as well as employment placement of graduates. External reviewers and/or program advisory boards are invited to examine the data and provide feedback to faculty on curriculum, program effectiveness, market relevancy, and improvement measures. The program review will be submitted to the Vice President of Academic Affairs and Board of Trustees, who will assess the program in relation to mission fit, quality of faculty, student resources, and funding for further program development. Program reviews are posted on the School website to inform students, potential applicants, and the public about performance.

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 School's facilities include 27 classrooms (14,000 square feet); one lab (1,200 square feet); a library (4,000 square feet.); common spaces for students including study areas, an internet cafe, and a dining area (33,000 square feet); and office space for administration and faculty. The campus provides secure, high-speed wireless connectivity. Over half of the classrooms feature Smartboard technology, supporting the delivery of multimedia course content. The Harold and Birdie Mosak Library offers an array of resources to students, faculty, clinicians, and researchers. Professional librarians provide instruction in the selection and use of databases; individual research consultation for papers, theses, or dissertations; and related classroom instruction, among other services. The library's print collection comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials. The library also licenses over 90 research databases in psychology and the related social sciences; full-text electronic content from more than 36,000 unique journal titles; over 17,000 electronic books; and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, GenderWatch, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.

Library and program faculty have identified books, journals, and other resources by noted scholars from the field of counseling education. The library is able to provide students access to these learning resources through its own holdings and online database subscriptions. The program budgets have been designed to add to the library's holdings for each of the proposed areas of study over a five-year period. In addition, the library is a member of the I-Share integrated library system that serves as the online catalog for 76 member libraries in Illinois. I-Share member libraries agree to share resources, so that the Adler School community has access

to a combined collection of over nine million unique items. Interlibrary loan of articles and book chapters is also available.

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 School has policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide instruction. Faculty members for this program will possess a doctoral degree.

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 School has submitted fiscal plans indicating tuition revenues exceed, and will continue to exceed, operating expenditures for the proposed program beginning in the third year of the program.

Accreditation/Licensure

The School plans to seek approval for the proposed program from the Council for Accreditation of Counseling Related Programs (CACREP). The School will apply for the accreditation of the new doctoral program in 2016 after first attaining accreditation of its master's level Clinical Mental Health Counseling program. The Council requires that an institution must have an accredited master's program to be eligible for accreditation of a doctoral program. The School is working toward accreditation of its master's program; a self-study was submitted in 2014.

Doctoral programs such as the proposed do not lead to Illinois licensure; students meet Illinois license credentialing requirements through their master's-level training in counseling.

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 the School's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information will also be available on the School's website.

Staff Conclusion. The staff concludes that the Adler School of Professional Psychology 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to American Islamic College authorization to grant the Masters of Divinity in Islamic Studies (MDIS) 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.

The Illinois Board of Higher Education hereby grants to Midwestern University authorization to grant the Doctor of Optometry in the West Suburban 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 The Adler School of Professional Psychology authorization to Grant the PhD in Counselor Education and Supervision 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.