

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

**Submitted for:** Action.

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

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

**Not-For-Profit**

Adler University

- Master of Public Administration in the Chicago Region

Indiana Institute of Technology DBA Indiana Tech

- Operating Authority in the West Suburban Region

Instituto College

- Associate of Applied Science in Healthcare Leadership in the Chicago Region
- Associate of Applied Science in Manufacturing Management and Supervision in the Chicago Region
- Associate of Applied Science in Manufacturing Production and Operations in the Chicago Region
- Associate of Applied Science in Networking Technology in the Chicago Region
- Associate of Applied Science in Nursing in the Chicago Region
- Associate of Applied Science in Organizational Leadership in the Chicago Region

Midwestern University

- Doctor of Occupational Therapy in the West Suburban Region

Relay Graduate School of Education

- Master of Arts in Teaching in Elementary Education in the Chicago Region
- Master of Arts in Teaching in Special Education in the Chicago Region

St. Augustine College

- Bachelor of Arts in Business Administration in the Chicago Region
- Bachelor of Arts in Business Administration in the Fox Valley Region
- Bachelor of Arts in Computer Information Systems in the Chicago Region
- Bachelor of Arts in Computer Information Systems in the Fox Valley Region
- Bachelor of Arts in Psychology in the Fox Valley Region

**Proprietary**

Midwest College of Oriental Medicine

- Operating and Degree Granting Authority in the North Suburban Region
- Acupuncture Therapist Certificate in the North Suburban Region
- Bachelor of Science in Nutrition/Master of Science in Oriental Medicine in the North Suburban Region
- Doctor of Acupuncture and Oriental Medicine in the North Suburban 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 eight institutions.

**Not-for-Profit Executive Summary**

Adler University

- Master of Public Administration

Adler University requests authority to offer a Master of Public Administration (MPA) in the Chicago Region. The MPA program is a professional degree that will prepare students for management careers in public and non-profit organizations. It was designed for students interested in public service and leadership roles in public and non-profit organizations. Students will gain the knowledge and skills in policy implementation, organizational leadership, management, and development necessary for work in the public arena including national, state, and local governments; research centers; consulting firms; community action groups; and direct-service providers at various levels of government and services in the U.S. and around the world. The curriculum of the proposed program consists of 36 semester hours of coursework including a minimum of 24 hours of public administration core courses, three hours of capstone/fieldwork,

and nine hours of concentration courses in either sustainable communities or criminal justice disciplines. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

#### Indiana Institute of Technology DBA Indiana Tech

- Operating Authority

Indiana Institute of Technology DBA Indiana Tech requests authorization for Operating Authority in the West Suburban Region to operate an enrollment center in Naperville, Illinois. Indiana Institute of Technology was founded in 1930 as Indiana Technical College, a small engineering college for men. Since then, it has grown into a comprehensive, coeducational private university with programs in areas such as engineering, computer studies, business, criminal justice, and elementary education. The school was accredited by the North Central Association of College and Schools in 1962 and changed its name to Indiana Institute of Technology in January 1963. Currently, there are 14 satellite locations throughout Indiana and Kentucky, as well as various online programs. In December 2015, Indiana Tech was approved for Operating Authority in the North Suburban region. Indiana Tech has sufficient library, technology, staff, and financial resources in place to support the proposed operation.

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

#### Instituto College

- Associate of Applied Science in Healthcare Leadership

Instituto College requests authority to offer an Associate of Applied Science in Healthcare Leadership in the Chicago Region. The program was designed to prepare students for entry-level positions in the healthcare administration field. The program will target students with no previous healthcare experience who seek non-clinical entry-level positions in healthcare or those who plan to continue their education in the field of healthcare administration. The curriculum of the proposed Healthcare Leadership program will consist of 76 semester credit hours, including 60 credit hours of core courses and 16 credit hours of general education courses. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

- Associate of Applied Science in Manufacturing Management and Supervision

Instituto College requests authority to offer an Associate of Applied Science in Manufacturing Management and Supervision in the Chicago Region. The program will prepare students to manage and direct the physical and/or technical functions of a firm or organization related to manufacturing. Students will gain foundation knowledge and skills in the principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial labor relations and skilled trade supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning. The program will have internship opportunities that will enable

students to achieve hands-on experience in the manufacturing environment. The curriculum of the proposed program will consist of 70 semester credit hours, including 54 credit hours of core courses and 16 credit hours of general education courses. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

- Associate of Applied Science in Manufacturing Production and Operations

Instituto College requests authority to offer an Associate of Applied Science in Manufacturing Production and Operations in the Chicago Region. Students will acquire the foundation, knowledge, and skills in modern manufacturing processes and technologies needed to be successful in today's advanced manufacturing organizations. The program will prepare students to apply basic engineering principles and technical skills to the identification and resolution of production problems in the manufacture of products. Students will receive instructions in machine operations, production line operations, engineering analysis, systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing, manufacturing planning, quality control, and informational infrastructure. The curriculum of the proposed Manufacturing Production and Operations program will consist of 61 semester credit hours, including 45 credit hours of core courses and 16 credit hours of general education courses. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

- Associate of Applied Science in Networking Technology

Instituto College requests authority to offer an Associate of Applied Science in Networking Technology in the Chicago Region. The program was designed to prepare students to gain the knowledge to design, deploy, and manage wired and wireless technologies, including local area networks, wide area networks, the Internet, Intranets and other data communications systems. Students will be prepared for entry-level positions in networking such as network administrators, hardware technicians, network help-desk support, and network security specialists. The College will support a stackable credential path, which will enable students earn credentials in Internet and Computing Core Certification; Microsoft Office Word, Excel, and PowerPoint certification; and CompTIA Network A, while in the program. The curriculum of the proposed Networking Technology program will consist of 61 semester credit hours, including 45 credit hours of core courses and 16 credit hours of general education courses. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

- Associate of Applied Science in Nursing

Instituto College requests authority to offer an Associate of Applied Science in Nursing in the Chicago Region. The Associate of Applied Science in Nursing program was designed to prepare students to gain the knowledge, techniques, and procedures for advancing the health and well-being of patients. The curriculum of the proposed nursing program will consist of 72 semester hours including 42 credit hours of program core courses, 15 hours of program prerequisite courses, and 15 credit hours of general education courses. The College plans to support a stackable credential pathway, where students may earn the Practical Nurse Certificate while obtaining the AAS degree and, will be eligible to take the National Council Licensure Examination for Practical Nurses. Upon completion of the proposed degree requirements,

students will be eligible to take the National Council Licensure Examination for Registered Nurses. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

- Associate of Applied Science in Organizational Leadership

Instituto College requests authority to offer an Associate of Applied Science in Organizational Leadership in the Chicago Region. The program will focus on leadership skills that can be applied in a business, government, non-profit, or educational setting. Students will receive instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication, as well as other management skills. The curriculum of the proposed Organizational Leadership program will consist of 68 semester credit hours, including 52 credit hours of core courses and 16 credit hours of general education courses. The College will support a stackable credential path, to enable students earn credentials in Internet and Computing Core Certification and Microsoft Office Word, Excel and PowerPoint certification. The College has sufficient library, faculty, staff, and financial resources in place to support the proposed program. The College received operating authority from the Illinois Board of Higher Education in April 2015.

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

#### Midwestern University

- Doctor of Occupational Therapy in the West Suburban Region

Midwestern University requests authorization to offer a Doctor of Occupational Therapy in the West Suburban Region. The Doctor of Occupational Therapy is a clinical doctorate requiring twelve quarters or 36 months. The degree program requires a minimum of 160 quarter hours: 118 hours in essential didactic and laboratory coursework related to occupational therapy, 26 hours dedicated to clinical fieldwork experiences, and 16 hours devoted to the Doctoral Internship experience. The Occupational Therapy Doctorate curriculum has been designed to meet or exceed the content requirements of the American Occupational Therapy Association Accreditation Standards. The proposed Doctor of Occupational Therapy degree program will prepare students to meet the licensing requirements in Illinois and all other states. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

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

#### Relay Graduate School of Education

- Master of Arts in Teaching in Elementary Education

Relay Graduate School of Education (Relay) requests authorization to offer a Master of Arts in Teaching in Elementary Education in the Chicago Region. Relay is a not-for-profit corporation founded in 2011 as a standalone graduate school of education with alternative teacher certification and master's degree programs designed to respond to demand for teachers in low-income communities. The Master of Arts in Teaching (MAT) in Elementary Education requires the equivalent of 36 credit hours. Relay holds specialized accreditation through the National

Council for Accreditation of Teacher Education. Pending Illinois Board of Higher Education (IBHE) approval of degree-granting authority, Relay will seek recognition from the Illinois State Board of Education (ISBE) to offer the MAT in Elementary Education so that graduates who meet all related state requirements will be recommended for Illinois licensure through the ISBE. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Relay has sufficient library, technology, staff, and financial resources in place to support the program.

- Master of Arts in Teaching in Special Education

Relay Graduate School of Education requests authorization to offer a Master of Arts in Teaching in Special Education in the Chicago Region. Relay is a not-for-profit corporation founded in 2011 as a standalone graduate school of education with alternative teacher certification and master's degree programs designed to respond to demand for teachers in low-income communities. The Master of Arts in Teaching in Special Education requires the equivalent of 42 credit hours. Relay holds specialized accreditation through the National Council for Accreditation of Teacher Education. Pending IBHE approval of degree-granting authority, Relay will seek recognition from ISBE to offer the Master of Arts in Teaching in Special Education so that graduates who meet all related state requirements will be recommended for Illinois licensure through the ISBE. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. Relay has sufficient library, technology, staff, and financial resources in place to support the program.

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

### St. Augustine College

- Bachelor of Arts in Business Administration

St. Augustine College requests approval to offer a Bachelor of Arts in Business Administration in the Chicago region. The proposed professional degree requires 120 semester hours of general education courses, business courses, and elective credits. The curriculum will provide students with a strong foundation in economic and accounting fundamentals, business strategies, management skills and organizational operations, legal business concepts, and an understanding of international business. The program will also offer concentrations for students who are interested in small business operations or human resources. This program will provide a baccalaureate pathway for students who have completed an associate's degree in Business Management or Accounting. There are policies in place to ensure faculty members possess the training, credential and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

- Bachelor of Arts in Computer Information Systems

St. Augustine College requests approval to offer a Bachelor of Arts in Computer Information Systems in the Chicago region. The proposed professional degree requires 120 semester hours of general education courses, Computer Information System courses, and elective credits. The curriculum was designed to prepare students with the skills and knowledge needed to obtain a position in the growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management; Network Systems

Administrator; and Web-Based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology including hardware and software, applications of the World Wide Web, database management, and internet security. There are policies in place to ensure faculty members possess the training, credential and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

- Bachelor of Arts in Business Administration

St. Augustine College requests approval to offer a Bachelor of Arts in Business Administration in the Fox Valley region. The proposed professional degree requires 120 semester hours of general education courses, business courses, and elective credits. The curriculum will provide students with a strong foundation in economic and accounting fundamentals, business strategies, management skills and organizational operations, legal business concepts, and an understanding of international business. The program will also offer concentrations for students who are interested in small business operations or human resources. This program will provide a baccalaureate pathway for students who have completed an associate's degree in Business Management or Accounting. There are policies in place to ensure faculty members possess the training, credential and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff and financial resources in place to support the proposed programs.

- Bachelor of Arts in Computer Information Systems

St. Augustine College requests approval to offer a Bachelor of Arts in Computer Information Systems in the Fox Valley region. The proposed professional degree requires 120 semester hours of general education courses, Computer Information Systems courses, and elective credits. The curriculum was designed to prepare students with the skills and knowledge needed to obtain a position in the growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management; Network Systems Administrator; and Web-Based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology, including hardware and software, applications of the World Wide Web, database management, and internet security. There are policies in place to ensure faculty members possess the training, credential and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

- Bachelor of Arts in Psychology

St. Augustine College also requests approval to offer a Bachelor of Arts in Psychology in the Fox Valley region. The Bachelor of Arts in Psychology is a 120 semester hour degree designed in accordance with American Psychological Association guidelines for baccalaureate programs. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities and advanced studies. There are policies in place to ensure faculty members possess the training, credential and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed programs.

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

### **Proprietary Executive Summary**

#### Midwest College of Oriental Medicine

- Operating and Degree Granting Authority

Midwest College (the College) of Oriental Medicine is a private-for-profit institution headquartered in Racine, Wisconsin. Due to a change in location from a previously authorized operation in the Chicago region to a new location in the North Suburban region, Midwest College of Oriental Medicine is seeking reauthorization from the Illinois Board of Higher Education. The College was established in 1979, making it one of the oldest schools of Acupuncture and Oriental Medicine in America. The institution's education focuses on the "Zang Fu" system of physiology, pathology, diagnosis, and treatment strategy enshrined in traditional Chinese medicine. Since the institution's mission is to "provide an education that is rooted in the historical context and teachings of Traditional Chinese Medicine," the College has provided foreign internship opportunities for students to learn practical skills in Chinese oriental and acupuncture medicine. In 1996, the Midwest College of Oriental Medicine became formally affiliated with the Guangzhou University of Chinese Medicine. With this application, the College is seeking authorization to operate and grant degrees in the North Suburban Region. If approved, the College will continue to offer previously approved programs.

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Adler University Authorization to Grant the Master of Public Administration 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 Indiana Institute of Technology DBA Indiana Tech Authorization to Operate in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Instituto College Authorization to Grant the Associate of Applied Science in Healthcare Leadership, Associate of Applied Science in Manufacturing Management and Supervision, Associate of Applied Science in Manufacturing Production and Operations, Associate of Applied Science in Networking Technology, Associate of Applied Science in Nursing, and Associate of Applied Science in Organizational Leadership 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 University Authorization to Grant the Doctor of Occupational Therapy 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 this authorization is granted.*

*The Illinois Board of Higher Education hereby grants Relay Graduate School of Education Authorization to Grant the Master of Arts in Teaching in Elementary Education and the Master of Arts in Teaching in Special Education 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 this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to St. Augustine College Authorization to Grant the Bachelor of Arts in Business Administration and the Bachelor of Arts in Computer Information Systems in the Chicago Region and the Bachelor of Arts in Business Administration, the Bachelor of Arts in Computer Information Systems and the Bachelor of Arts in Psychology in the Fox Valley 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 this authorization is granted*

*The Illinois Board of Higher Education hereby grants to Midwest College of Oriental Medicine Authorization to Operate and Grant the Acupuncture Therapist Certificate, Bachelor of Science in Nutrition/Master of Science in Oriental Medicine, and Doctor of Acupuncture and Oriental Medicine 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.*

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

**Proposed Program Title in Region of Authorization:** Master of Public Administration in the Chicago Region

*Projected Enrollment:* Adler University projects enrollment of eight students in the first year, increasing to 22 students by the fifth year of the program.

**Institutional Accreditation:** Adler University has been continuously accredited by the Higher Learning Commission (HLC) since 1978.

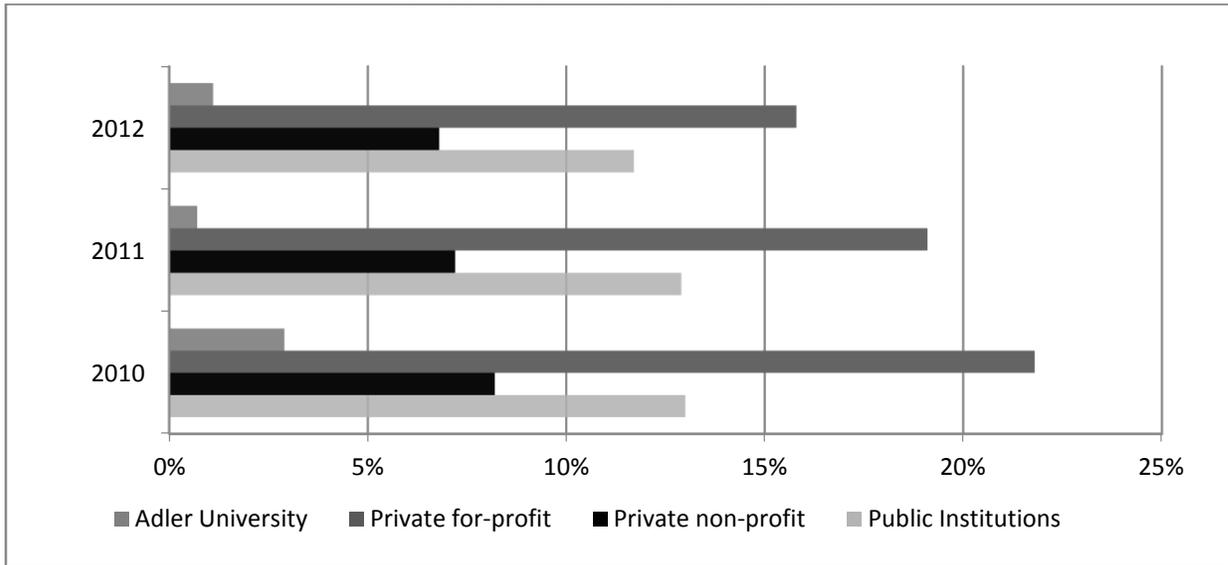
### **Background and History**

Adler University (Adler or the University) is a private, independent, not-for-profit institution founded in Chicago in 1952. The institution is named after Alfred Adler, a community psychologist whose work pioneered attention to community life, prevention, and population health. It was established by Rudolf Dreikurs as the Institute of Adlerian Psychology. In 1991 the name changed to Adler School of Professional Psychology, offering courses and programs to support community health and well-being. The institution changed its name to Adler University in 2015 to reflect the expansion into other academic disciplines beyond psychology: Criminology; Public Policy; and Family Therapy. Adler University currently offers 20 graduate-level programs enrolling more than 1,200 students at campuses in Chicago, Illinois, Vancouver, British Columbia, and online. With this application, the University seeks to offer a Master of Public Administration (MPA).

### **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.*

### Three Year Cohort Student Loan Default Rate



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

Note: Adler University is a not-for-profit institution. A lower number is a positive indicator.

The three-year student loan default rate for Adler University was 1.1 percent in 2012, 0.7 percent in 2011 and 2.9 percent in 2010. The 3-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for private non-profit institutions; and 15.8 percent for for-profit institutions.

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

#### Mission and Objectives

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

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

The University'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 development of individuals and communities. The proposed program is consistent with the mission, goals, and objectives of the University 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 qualified for admission to the MPA program, applicants must have a baccalaureate degree from a regionally accredited college or university. All candidates for admission must also have a cumulative grade point average of 3.0 or higher on a 4.0 scale for previous undergraduate coursework. Applicants are required to attend an interview with the program director or a faculty member. Students may transfer up to 12 credit hours from other accredited institutions into the MPA program.

### **Curriculum**

The curriculum of the proposed program consists of 36 semester hours of coursework including a minimum of 24 hours of public administration core courses, three hours of capstone/fieldwork, and nine hours of concentration courses in either sustainable communities or criminal justice disciplines. The MPA program is a professional degree that will prepare students for management careers in public and non-profit organizations. It was designed for students interested in public service, and leadership roles in public and non-profit organizations. The program will expose students to civic engagements and provide them with hands-on learning opportunities under the supervision of faculty and professionals in the field. Students will gain the knowledge and skills in policy implementation, organizational leadership, management, and development necessary for work in the public arena including national, state, and local governments, research centers, consulting firms, community action groups, and direct-service providers at various levels of government and services in the U.S. and around the world. The core objective of the proposed program is to prepare students to provide organizational development, evaluation, and management for socially focused organizations that need strong, ethical leadership and efficient and effective systems of delivery. Students will focus on core academic disciplines such as public financing, ethics and leadership, economic analysis and policy development, historical and theoretical foundations of the administrative state, organizational theory in public administration, and research and evaluation methods.

### **Assessment of Student Learning**

The core faculty members in the proposed MPA will have the primary responsibility for defining program learning objectives and evaluation of students' achievement of these objectives, to ensure that they are prepared to enter professions in the field of public administration and services. The assessment tools used to measure students' learning outcomes include examinations, assignments, written and oral presentations, and participation in class discussions. In addition, the program will utilize assessment data collected through practicum/capstone supervisors. The University utilizes the Student Learning Outcomes Assessment Program for a broader institutional review process, to assess student learning objectives and instructional effectiveness. Upon completion of the assessment, the Student Learning Committee in conjunction with Department Chairs issues review of findings of the assessment report annually, which the institution uses to measure quality and effectiveness of instructions. Programs and the University also evaluate students' overall experiences through the Noel-Levitz Adult Student Priorities Survey.

## Program Assessment

The University has established policies for program assessment. Each program at the University conducts comprehensive program reviews periodically in order to examine data related to students' acquisition of competencies. The program review process utilizes data to assess enrollment trends and graduation and retention rates, as well as employment placement of graduates. The program review findings are submitted to the Vice President of Academic Affairs and presented to the University's Board of Trustees who in turn will assess the program in relation to other programs in the University to ensure that the commitment to mission fit, quality of faculty, student resources, and funding for further development of the program are met. To triangulate quality of the program review process, external reviewers are invited to examine the data and provide feedback to program faculty in regards to curriculum, program effectiveness, market relevancy, and improvement measures. Program review reports are posted on the University website to inform students, potential applicants, and the public about the performance of the programs.

### **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 University has a total of approximately 100,000 square feet of space, including 27 classrooms (14,000 square feet), one lab (1,200 square feet), one library (4,000 square feet), and 136 office spaces for administration and faculty. The classrooms are equipped with Smartboards, and high definition audio/visual equipment are available for individual or group recording, viewing, or video-conferencing.

The Harold and Birdie Mosak Library at the Chicago Campus has adequate resources for students, faculty, and community affiliates that make use of academic resources for research and curricular needs. Adler libraries are a governing member of the Consortium of Academic and Research Libraries in Illinois. The libraries are also a member of the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. Governing membership provides 14 discounted or subsidized database subscriptions, 150,000 freely available digital images, and perpetual access to a substantial body of electronic journals, e-books, and 1.5 million pages of material from member institutions' collections. The Chicago library print collection has approximately 14,000 circulating volumes, over 100 print journal titles, and more than 880 instructional audiovisual materials. Library holdings in Public Administration include 44 peer-reviewed online journals with online subscriptions to journals including, but not limited to the *Health and Social Care in the Community*, *Journal of Public Health Policy*, *Human Rights Review*, *International Journal of Human Rights*, *Social Policy and Administration*, and *The Journal of Policy Analysis and Management*.

### **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 University has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students.

The University also has established policies for faculty evaluation and feedback processes to improve student learning outcomes.

### **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 University has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the proposed program from the third year of operation.

### **Accreditation/Licensure**

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredits graduate degree programs in Public Policy and/or Public Administration. A new program of study in these disciplines must provide four years of learning before applying for NASPAA accreditation. Adler University will apply for NASPAA accreditation after four years of operating the proposed program.

### **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 University's 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 Adler University 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.



**Indiana Institute of Technology DBA Indiana Tech**  
**1600 East Washington Boulevard**  
**Fort Wayne, IN 46803**  
**President: Dr. Arthur E. Snyder**

**Seeking Operating Authority:** West Suburban Region

**Institutional Accreditation:** Indiana Institute of Technology is regionally accredited by the Higher Learning Commission (HLC).

### **Background and History**

Indiana Institute of Technology DBA Indiana Tech was founded in 1930 as Indiana Technical College, a small engineering college for men. Since then, it has grown into a more comprehensive, coeducational, private university with programs in engineering, computer studies, business, criminal justice, elementary education, and others. The school was accredited by the North Central Association of College and Schools in 1962 and changed its name to Indiana Institute of Technology in January 1963. Currently, there are 14 satellite locations throughout Indiana and Kentucky, as well as numerous online programs. In 2009, Indiana Tech launched its first doctoral program, the PhD in Global Leadership and opened a law school in 2013. In December 2015, Indiana Tech was granted Operating Authority in the North Suburban Region. Indiana Institute of Technology, DBA Indiana Tech is seeking authorization to operate an enrollment center in the West Suburban region.

### **Mission and Objectives**

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

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

Indiana Tech's mission is to provide students with career-focused professional education in the areas of business, computer studies, engineering, and other professional concentrations; to prepare them for active participation in the complex global society of the 21st century; and motivate them towards a life of significance and worth. This operating authority request is consistent with the purpose, goals, objectives, and mission of the University.

### **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 to the Indiana Tech's College of Professional Studies must have completed high school or obtained a GED certificate, have three years of work experience, and have completed an application. Applicants for graduate admission must have a baccalaureate degree from an accredited institution, two years of work experience, a minimum undergraduate GPA of 2.5, letters of recommendation, and completed the Graduate Division Application. Applicants for doctoral admission must complete the Indiana Tech Doctoral Application and provide transcripts for all previous undergraduate and graduate work including

evidence of completion of a master's degree at a regionally accredited institution. An original essay, resume, and interview are also required.

### Curriculum

Upon approval of operating authority, Indiana Tech proposes to open an enrollment center in Naperville, Illinois. No classes will be offered on ground in Illinois. Indiana Tech will continue to only offer degrees through distance learning from the Fort Wayne, Indiana, main campus. The programs offered online to Illinois students will include a few targeted associate degrees, bachelor's degrees, master's degrees, and one doctoral degree.

### Assessment of Student Learning

Indiana Tech has established policies and practices in place for the assessment of student learning. Student learning outcomes will be assessed using several methods including quizzes, case studies, tests, presentations, assignments, capstone course or project, final exams, and directed research (doctoral students). Indirect assessments include: formal student evaluations of faculty and courses, freshman and graduating senior satisfaction surveys, and the National Survey of Student Engagement.

### Program Assessment

Indiana Tech has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. Through the evaluation of samples of student work using established outcome statements, rubrics, and standardized assignments, the Dean, the Chairperson of the Assessment Committee, and the Graduate Assessment Committee will review and summarize the effectiveness of the programs. Indiana Tech will follow these existing protocols for continuous improvement.

### **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.*

Indiana Tech proposes to open an enrollment center in Naperville, Illinois. No classes will be offered on ground in Illinois. The office space in Naperville will offer prospective and enrolled students an opportunity for face-to-face meetings with admissions staff, places to study, a student lounge, and a wireless environment for distance education. Student support services and technical support adequate to meet these limited Illinois-based functions are available through the main campus in Indiana.

Indiana Tech's McMillen Library housed on the main campus, contains over 15,000 bound volumes, and over 135,000 e-books. The following academic search databases are available to students: Credo; Ebscohost; Inspire; Mergent Online; Net Library; Pro Quest; and SIRS. In addition, the library subscribes to over 85 online databases. Students also have access to the Interlibrary Loan program. All databases, e-books, and the catalog are available 24 hours a day, seven days a week. The library resource acquisition budget includes an initial commitment of \$1,645 followed by an annual acquisition budget of \$1,800 for years two through five. The McMillen Library is part of the Academic Libraries of Indiana consortium.

## **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.*

Although the University does not plan instruction from a physical location in Illinois, the application for operating authority provided evidence that Indiana Tech has faculty who possess the training, credentials, and other required qualifications to provide quality instructions to students. The institution has identified institutional processes to ensure that future hiring of faculty meets the relevant credentials and experience to teach in the programs.

## **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.*

Indiana Tech has submitted five-year fiscal plans that show operational revenue for the institution will exceed expenditures for the projected five years of operation.

## **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 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.*

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

## **Staff Conclusion**

The staff concludes that Indiana Institute of Technology DBA Indiana Tech meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.



**Instituto College**  
**2520 South. Western Avenue**  
**Chicago, IL 60608**  
**President: Mr. Juan Salgado**

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Healthcare Leadership in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 40 students in the first year increasing to 80 by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Manufacturing Management and Supervision in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 40 students in the first year increasing to 80 by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Manufacturing Production and Operations in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 40 students in the first year increasing to 80 by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Networking Technology in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 40 students in the first year increasing to 80 by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Nursing in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 60 students in the first year increasing to 160 by the fifth year.

**Proposed Program Title in Region of Authorization:** Associate of Applied Science in Organizational Leadership in the Chicago Region

*Projected Enrollment:* Instituto College projects enrollment of 60 students in the first year increasing to 80 by the fifth year.

**Institutional Accreditation:** Instituto College is seeking accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS will conduct a Preliminary Diagnostic Resource Visit to the College on February 26, 2016.

### **Background and History**

Instituto College (the College) received authorization from the Illinois Board of Higher Education (IBHE) to operate as a degree-granting institution in the Chicago Region in April 2015. As a degree-granting institution, the College plans to expand the mission of Instituto del Progreso Latino (Instituto), which is a 501(c) (3) organized under the laws of Illinois and

approved by the division of Private Business and Vocational Schools of the Illinois Board of Higher Education. Instituto was founded in 1977 with a mission to “contribute to the fullest development of Latino immigrants and their families through education, training, and employment that foster full participation in the changing U.S. society while preserving cultural identity and dignity.” The mission has advanced to include the offering of workforce development programs, adult education, youth development, and education and citizenship preparation. Instituto operates from five locations in predominantly Latino communities in the southwest side of Chicago. In 2014, it served over 10,000 participants. Instituto offers ESL courses in its Adult Continuing Education program and certificates through its Workforce Development and Industry Credential program in the areas of healthcare, computer information technology, hospitality management, entrepreneurship, and manufacturing technology training. The College is currently seeking authority to offer six applied associate programs in these same fields: Healthcare Leadership; Manufacturing Management and Supervision; Manufacturing Production and Operations; Networking Technology; Nursing; and Organizational Leadership.

### **Mission and Objectives**

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

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

The mission of the College is to provide an “enriched learning environment where students have the opportunity to earn practical credentials based on industry standards that enable them to develop their skills, become lifelong learners, and contribute to the overall vitality of their communities.” The proposed programs are consistent with the mission, goals, and objectives of the College.

### **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.*

Because this is a new degree-granting institution, no data are available.

### **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

Instituto College is an open admission college. Applicants for admission to the College must possess a high school diploma or a General Educational Development (GED) certificate. Applicants may also be transfer students from other colleges, universities, or vocational programs. All students are invited to enroll but applicants are required to take placement tests to ensure appropriate academic support and placement. The placement tests will be waived if the student submits a recent ACT score or has earned a grade of C or better from an accredited college or university in college-level English or math courses. In addition, applicants for admission to the proposed Associate of Applied Science degree in Nursing are required to have a current Licensed Practical Nurse (LPN) license; complete pre-requisite courses in English Composition, Communications, Microbiology, and Chemistry; and submit pre-admission assessment results administered by the Assessment Technologies Institute.

## Curriculum

### Associate of Applied Science in Healthcare Leadership

The Associate of Applied Science in Healthcare Leadership was designed to prepare students for entry-level positions in the healthcare administration field. The program will target students with no previous healthcare experience who seek non-clinical entry-level positions in healthcare or those who plan to continue their education in the field of healthcare administration. The curriculum of the proposed Healthcare Leadership program will consist of 76 semester credit hours, including 60 credit hours of core courses and 16 credit hours of general education courses. The curriculum focuses on enhancing students' computer skills, managerial communication abilities, coding/billing proficiencies, project management training, and fundamental clinical competencies to open opportunities in supervisory or management roles in hospitals, clinics, and other healthcare facilities.

### Associate of Applied Science in Manufacturing Management and Supervision

The Associate of Applied Science in Manufacturing Management and Supervision will prepare students to manage and direct the physical and/or technical functions of a firm or organization related to manufacturing. Students will gain foundational knowledge and skills in the principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial labor relations and skilled trade supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning. The program will have internship opportunities that will enable students achieve hands-on experience in the manufacturing environment. The curriculum of the proposed Manufacturing Management and Supervision program will consist of 70 semester credit hours, including 54 credit hours of core courses and 16 credit hours of general education courses.

### Associate of Applied Science in Manufacturing Production and Operations

The Associate of Applied Science in Manufacturing Production and Operations was designed to help students develop the foundation, knowledge, and skills in modern manufacturing processes and technologies needed to be successful in today's advanced manufacturing organizations. The program will prepare students to apply basic engineering principles and technical skills to the identification and resolution of production problems in the manufacture of products. Students will receive instructions in machine operations, production line operations, engineering analysis, systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing, manufacturing planning, quality control, and informational infrastructure.

The program will have internship opportunities that will enable students achieve hands-on experience in manufacturing operations. The curriculum of the proposed Manufacturing Production and Operations program will consist of 61 semester credit hours, including 45 credit hours of core courses and 16 credit hours of general education courses.

#### Associate of Applied Science in Networking Technology

The Associate of Applied Science in Networking Technology was designed to prepare students to design, deploy, and manage wired and wireless technologies including local area networks (LANs), wide area networks (WANs), the Internet, Intranets, and other data communications systems. The program will prepare students for entry-level positions in networking such as network administrators, hardware technicians, network help-desk support, and network security specialists. The College will support a stackable credential path which will enable students earn credentials in Internet and Computing Core Certification (IC3), Microsoft Office Word, Excel and PowerPoint certification (MOS), and CompTIA Network A while in the program. The curriculum of the proposed Networking Technology program will consist of 61 semester credit hours, including 45 credit hours of core courses and 16 credit hours of general education courses.

#### Associate of Applied Science in Nursing

The Associate of Applied Science in Nursing was designed to develop in students the knowledge, techniques, and procedures for advancing the health and wellbeing of patients. The program will provide instruction in the areas of administration of medication and treatments, assisting a physician during treatments and examinations, referring patients to physicians and other healthcare specialists, and planning education for health maintenance. The curriculum of the proposed nursing program will consist of 72 semester hours including 42 credit hours of program core courses, 15 hours of program prerequisite courses, and 15 credit hours of general education courses. The College plans to support a stackable credential pathway, where students may earn the Practical Nurse Certificate while obtaining the AAS degree and will be eligible to take the National Council Licensure Examination for Practical Nurses. Upon completion of the proposed degree requirements, students will be eligible to take the Council's NCLEX exam, which is required for nursing licensure in Illinois.

#### Associate of Applied Science in Organizational Leadership

The Associate of Applied Science in Organizational Leadership will focus on leadership skills that can be applied in a business, government, non-profit, or educational setting. Students will receive instructions in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication, as well as other management skills. The curriculum of the proposed Organizational Leadership program will consist of 68 semester credit hours, including 52 credit hours of core courses and 16 credit hours of general education courses. The College will support a stackable credential path which will enable students to earn credentials in IC3 and MOS while in the program.

#### Assessment of Student Learning

The College has established policies for assessment of students' learning outcomes. Students are expected to achieve set competencies including: demonstration of leadership, critical thinking, and problem solving skills; demonstration of effective communication through technology; written documentation; effective listening, and oral expression; utilization of a

continuous self-assessment process to monitor professional development; upholding the standards, ethics, and values of the profession; and committing to being responsible for learning and personal growth. Mastery of the competencies is integrated into the coursework. The general education curriculum is designed to be in alignment with the Illinois Articulation Initiative categories of Communication, Humanities and Fine Arts, Math, Physical and Life Sciences, and Social and Behavioral Sciences. Students' learning outcomes will be assessed using several tools including quizzes, midterm and final exams, classroom presentations, lab-experiments, team projects, and written assignments.

#### Program Assessment

The College has established policies for reviewing programs for continuous improvement. Programs will be comprehensively reviewed every two years and continuously evaluated for effectiveness through course evaluation surveys; alumni surveys focused on graduates' employment, career advancement, and satisfaction with the education; analysis of data on persistence, completion of credentials, and graduation rates; analysis of data describing students' examination results; analysis of data on students' examination pass rates; analysis of data on employment rates; input from program advisory council members; and feedback from the internship supervisors.

#### **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 College has adequate facilities to administer postsecondary education programs. The College has 37 instructional rooms including ten science labs and four computer labs. The library is well equipped with instructional materials including 4,985 books and electronic resources. The library provides access to electronic databases including ERIC, WorldCat, ArticleFirst, and Wilson Select. A full-time librarian with appropriate credentials will be available to provide support to students and faculty. The building will primarily be available for students in the evening (from 3:30 pm) and on the weekends. Students will be allowed to use the library during the day, but in a restricted area. The College will hire a part-time librarian to work evening hours and provide support to students.

#### **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 College has policies to ensure that faculty possess the training, credentials, and other required qualifications to provide quality instruction to students. The College has faculty with relevant credentials and experience to teach the general education courses and the programs' core contents. A 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.*

The College has submitted five-year fiscal plans that show operational revenue will exceed expenditure from the second year of operation.

### **Programmatic Accreditation/Licensure**

The College will seek approval from the Illinois Department of Financial and Professional Regulation (IDFPR) and the Illinois State Board of Nursing to offer the proposed associate degree in nursing. Upon IBHE's approval, the College will submit an application to IDFPR for final approval. The College also plans to pursue national programmatic accreditation through the Accreditation Commission for Education in Nursing.

### **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.*

Instituto College's catalog provides adequate information on the institution's academic policies, tuition, fees, and refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollments. The materials provided in the proposal are consistent with the information in the catalog.

### **Staff Conclusion**

The staff concludes that Instituto College meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the 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. Goepfing**

**Proposed Program Title in Region of Authorization:** Doctor of Occupational Therapy in the West Suburban Region

*Projected Enrollment:* Midwestern University projects enrollment of 50 students in the first year, rising to 150 students in the third year. The University projects 50 degrees will be awarded in the third year.

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

### **Background and History**

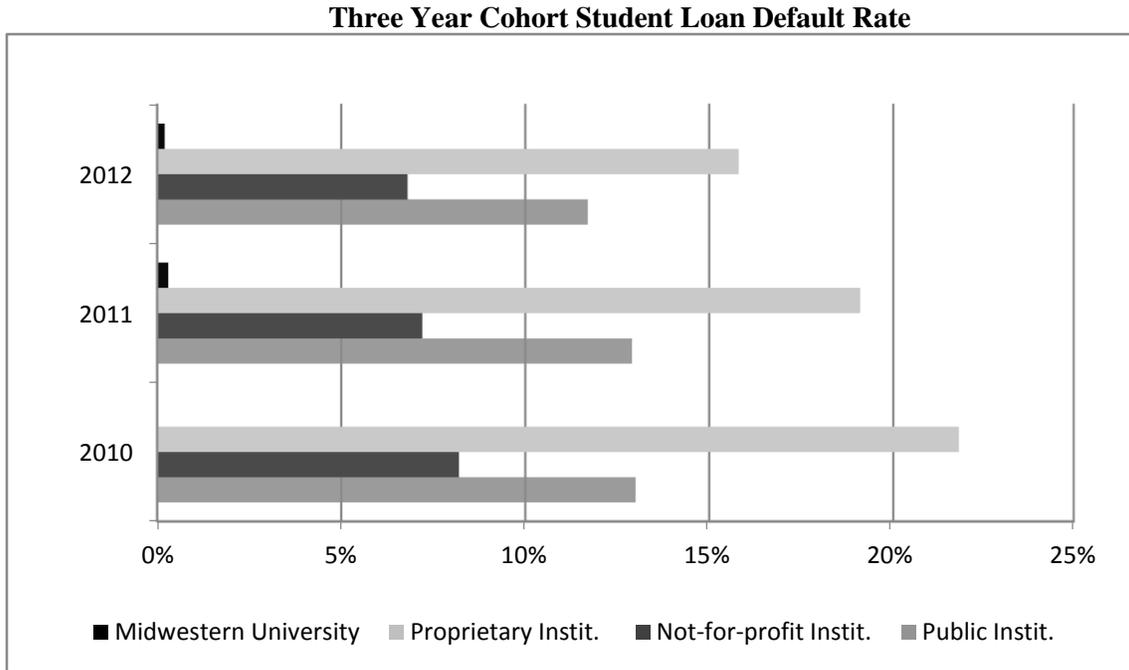
Midwestern University (Midwestern or the University) is an independent not-for-profit corporation founded in 1900 as the American College of Osteopathic Medicine and Surgery by J. Martin Little John to train physicians. The Downers Grove, Illinois, campus was purchased in 1986 and the Chicago College of Osteopathic Medicine moved from its prior home in Hyde Park, Illinois. Following the relocation of the College, the Board of Trustees voted to begin the development of new academic programs within the health sciences. The Chicago College of Pharmacy began in 1991 and the College of Health Sciences began in 1992. In 1993, the Board of Trustees unanimously approved a single educational mission for the institution, and Midwestern University emerged. Today, the Downers Grove campus, located on 105 acres, has buildings that include academic classrooms, laboratories, a new state-of-the-art library and auditorium building, and student housing. The Glendale, Arizona, Campus was founded in 1995; and the Arizona College of Osteopathic Medicine began in 1995, the College of Health Sciences in 1996, and the College of Pharmacy-Glendale in 1998. Midwestern University is currently seeking authorization to grant the Doctor of Occupational Therapy (OTD) in the West Suburban 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.*

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

passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



Source: National Center for Education Statistics (NCES), US Department of Education  
 Note: Midwestern University is a Not-for-profit institution. A lower number is a positive indicator.

The three-year student rate for Midwestern University was 0.2 percent in 2012, 0.3 percent in 2011, and 0.0 percent in 2010. The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on the Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the fiscal year 2012 three-year national cohort default rate was 11.8 percent. The fiscal year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for proprietary institutions.

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

**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 is consistent with the mission, goals, and objectives of the University. The requested degree title is congruent with the corresponding 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**

Candidates for admission must complete all of the application materials and an interview process, including passing a background check and satisfying the technical standards set forth by the admissions committee. Candidates must also possess a baccalaureate degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4.0 grade scale, complete a first aid course within the three years prior to enrollment, and provide current certification by the American Heart Association in Basic Life Support for Health Care Providers. The prerequisites required for admission include one undergraduate course with a C or better in human anatomy, physiology, statistics, child development, sociology or psychology of aging, abnormal psychology, and one additional class in the social and behavioral sciences. Midwestern University does not accept transfer credit or award credit for life experiences.

### **Curriculum**

The Doctor of Occupational Therapy is a clinical doctorate requiring twelve quarters or 36 months. The degree program requires a minimum of 160 quarter hours: 118 hours in essential didactic and laboratory coursework related to occupational therapy, 26 hours dedicated to clinical fieldwork experiences, and 16 hours devoted to the Doctoral Internship experience. The OTD curriculum has been designed to meet or exceed the content requirements of the American Occupational Therapy Association (ACOTE) Accreditation Standards. The proposed program will ensure students graduate with a foundation of knowledge built firmly upon evidence bases, with highly developed practice and critical reasoning skills, and with comprehensive experience in one or more areas through their doctoral experiential component and capstone coursework. The capstone projects include both an academic component and experiential component or on-site field experience. Students must develop, implement, and evaluate a new and innovative program for occupational therapy service, management, policy development, or the construction and coordination of a new course for continuing education. To satisfy licensure requirements, students take the National Board of Certification in Occupational Therapy (NBCOT) Examination. The proposed Doctor of Occupational Therapy program will prepare students to meet the licensing requirements in Illinois and all other states.

### **Assessment of Student Learning**

Midwestern University has established policies and practices for the assessment of student learning. The assessment processes include course grades, examinations, individual and group presentations, individual and group papers, technical skill examinations, electronic Blackboard postings, portfolios, and assignments. Clinical assessments include observation of skills, checklists of technical skill competencies, student fieldwork self-evaluations, and supervisor comments and recommendations. Multiple performance measures are assessed through standardized and comprehensive examinations, including national certification exams.

Indirect assessments include graduation, retention, job placement, and licensure rates; and feedback from the alumni and employers.

### **Program Assessment**

Midwestern uses outcome indicators to measure program effectiveness such as the NBCOT Knowledge Examination, fieldwork performance evaluations, qualitative student feedback, pass rates and domain performances on the NBCOT exam, student retention rates, and survey data from alumni and employers. The Occupational Therapy Program Education Committee is composed of all Occupational Therapy faculty members and serves to ensure that the OTD curriculum follows the educational mission of the Program, the College, and the University. Each program is required to submit to the University Academic Assessment Committee an annual written Academic Assessment Plan that outlines the learning goals and expected student learning outcomes, as well as the assessment methods and criteria used to measure their successful accomplishments. The proposed program will follow these existing protocols for continuous improvement.

### **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 proposed program will be housed at the Downers Grove campus. The Downers Grove campus of Midwestern University offers extensive facilities for optimal delivery of the didactic, workshop, and laboratory instruction. These facilities support the students, faculty, and administrators of its four colleges: the Chicago College of Osteopathic Medicine, the College of Dental Medicine – Illinois; the Chicago College of Pharmacy, and the College of Health Sciences. The Occupational Therapy program will use two dedicated classroom/lab spaces in Alumni Hall that total 5,000 square feet divided into approximately 3,000 and 2,000 square-foot spaces. Existing classroom space and computer resources are sufficient for these programs. Adequate technical support is also readily available.

The Midwestern University library system consists of two campus-based libraries located on the University's campuses in Downers Grove, Illinois, and Glendale, Arizona. This system serves all of the University's colleges. The libraries are fully accessible to the University's academic community and offer centralized library services including administration, technical services, and interlibrary loans. On-site services include reference, database searching, formal and informal instructional programs in the use of print and electronic resources, circulation, outreach, faculty liaison, and marketing of library resources to facilitate program development. In total, the library collections include 76,024 print volumes, 5,714 journal subscriptions (98 percent are electronic), and 136 electronic databases. All databases, e-books, and the Midwestern University catalog are available 24 hours a day, seven days a week. The library resource acquisition budget for the proposed programs includes an initial commitment of \$12,487 followed by an annual acquisition budget of \$13,000 increasing to \$14,749 for years two through five. The University library system is a member of statewide consortiums such as the Arizona Health Information Network and the College and Research Libraries of Illinois.

## **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 University has identified institutional policies and a plan to ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. 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.*

The University 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**

Doctor of Occupational Therapy programs are accredited by the Accreditation Council on Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. ACOTE follows a defined process that requires program compliance with all accreditation standards prior to the admission of the first class of students to ensure that new programs are not only of high quality, but also viable for potential applicants. All new programs seeking accreditation by ACOTE are required to apply for candidacy status as the first step in the three-step accreditation process. Midwestern University provided a timeline for accreditation and then followed the initial steps by submitting the Letter of Intent and Candidacy Status Application.

National certification in Occupational Therapy is attained by satisfactory performance on the National Board of Certification in Occupational Therapy Examination. Occupational therapists must be licensed to practice in Illinois pursuant to the requirements of the Illinois Occupational Therapy Act (225 ILCS 75). The proposed Doctor of Occupational Therapy degree program will prepare students to meet the licensing requirements in Illinois and all other states.

## **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 University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program.

**Staff Conclusion**

The staff concludes that Midwestern University 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.

**Relay Graduate School of Education**  
**40 West. 20th Street, 7th Floor**  
**New York, NY 10011-4262**  
**President: Mr. Norman Atkins**

**Proposed Program Title in Region of Authorization:** Master of Arts in Teaching in Elementary Education in the Chicago Region

*Projected Enrollment:* Relay Graduate School of Education projects enrollment of five students in the first year growing to 41 students by the fifth year of operation.

**Proposed Program Title in Region of Authorization:** Master of Arts in Teaching in Special Education in the Chicago Region

*Projected Enrollment:* Relay Graduate School of Education projects enrollment of 30 students in the first year growing to 140 students by the fifth year of operation.

**Institutional Accreditation:** Relay Graduate School of Education was regionally accredited by the Middle States Commission on Higher Education (MSCHE) in 2012 and received specialized accreditation from the National Council for Accreditation of Teacher Education (NCATE) in 2013.

### **Background and History**

Relay Graduate School of Education (Relay or RGSE) was chartered in 2011 by New York State as a standalone graduate school of education with alternative teacher certification and master's degree programs designed to respond to demand for teachers in low-income communities. Formerly known as Teacher U, Relay was founded by the leaders of three K-12 public charter school management organizations: Uncommon Schools; Knowledge Is Power Program; and Achievement First, and supported with initial funding from the New York City-based Robin Hood Foundation. The entity was incorporated as a 501(c) 3 corporation known as "UKA Teacher U." This corporation launched the Teacher U at Hunter College (TUHC) program in spring 2008 as the precursor to Relay Graduate School of Education. The TUHC program operated in partnership with the City University of New York's Hunter College between 2008 and 2012. The curriculum, instruction, and student support practices from the TUHC program now serve as the foundation for Relay, which was granted its own independent charter from New York State in 2013.

Currently, RGSE operates in Delaware, Illinois, Louisiana, New Jersey, New York, Tennessee, and Texas. On June 3, 2014, the Illinois Board of Higher Education (IBHE) granted Relay authorization to operate and to grant the Master of Arts in Teaching (MAT) to secondary educators in the Chicago region. Relay was then approved on March 18, 2015, by the Illinois State Board of Education (ISBE) to offer a two-year alternative educator licensure MAT program for educator candidates seeking the Professional Educator License endorsed in the following areas: Middle Grades General Science; Middle Grades Language Arts; Middle Grades Mathematics; Middle Grades Social Science; Secondary Science – Biology; Secondary Science – Chemistry; Secondary English Language Arts; Secondary Mathematics; and Secondary Social Science – History. With this proposal, Relay Graduate School of Education seeks authorization to offer the MAT in Elementary Education and the MAT in Special Education 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.*

Relay Graduate School of Education has not operated long enough to have reported student loan default rates. Undergraduate student success data were not provided because the institution offers only graduate education.

## **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 organization's mission to "teach K-12 teachers to develop in all students the academic skills and strength of character needed to succeed in college and life." The aim of Relay's graduate programs is to recruit and train teachers who produce demonstrable gains in K-12 student achievement, particularly in low-income communities, and through research, to demonstrate the efficacy of their model in accomplishing the same.

## **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**

All applicants to Relay's graduate programs must submit verification of employment as a teacher in a district public school or charter public school in the city of Chicago or greater Chicago area for the year in which they intend to matriculate to RGSE. Due to the nature of the program, applicants must maintain full-time employment as an educator in the area of their proposed degree (i.e., Elementary Education or Special Education) throughout their enrollment at Relay. If released from employment, a student has one month to secure new employment before potential administrative withdrawal from the MAT program. Applicants must also provide the following: an official transcript that shows proof of a baccalaureate degree from an accredited institution with a cumulative undergraduate GPA of 3.0 or higher on a 4.0 scale; an online application; an admissions essay; a resume; and letters of recommendation. Applicants who do not meet Relay's GPA requirement for admission may request additional review. Relay will consult with the student's school of employment to ask for a letter articulating why the candidate

is a good fit for the program. Currently, RGSE accepts the majority of candidates who meet the admissions criteria.

Applicants to the Elementary Education (grades 1-6) or the Special Education (grades Pre-Kindergarten to age 21) programs must have an undergraduate concentration in the content area of Reading, English Language Arts, Mathematics, or one of the physical or social sciences. Relay may grant credit toward a MAT degree for the successful completion of a state-approved alternative teacher certification or licensure program at select institutions of higher education. Graduate students seeking to transfer credit must pay a credit transfer fee that is dependent upon the number of credits being transferred. To date, Relay does not have any transfer agreements with other institutions of higher education.

## Curriculum

The curricula for all Relay MAT programs are organized around five elements of effective teaching: (1) Student Growth and Achievement; (2) Self and Other People; (3) Classroom Culture; (4) Teaching Cycle; and (5) Content. The elements of effective teaching serve as RGSE's version of the traditional graduate-level course. The first four elements are called Core Modules and represent the knowledge and skills Relay believes all great teachers must have regardless of the grade and subject that they teach. The content modules comprise the knowledge and skills necessary to teach a particular grade or subject. In the case of this application, content modules will address knowledge and skills specific to both Elementary Education and Special Education. Finally, all candidates must take at least three elective modules during their two-year term. These electives address targeted knowledge and skills such as advanced classroom management or teacher organization skills. With a modular learning format, key concepts are revisited over the course of the program in sequence from foundational to more advanced levels of knowledge. Students complete modules online and in face-to-face class meetings.

### MAT in Elementary Education

The curriculum of the MAT in Elementary Education, as delivered through Relay's modular format, is the equivalent of 36 semester hours. Examples of content modules delivered for this degree include the following:

- Enrichment in the Elementary School;
- Supporting Comprehension in Reading;
- Writing Development and Instruction;
- Understanding Number Sense;
- Understanding Operations; and
- Introduction to Elementary Science.

### MAT in Special Education

The curriculum of the MAT in Special Education, as delivered through Relay's modular format, is the equivalent of 42 semester hours. Examples of content modules delivered for this degree include the following:

- Disability in Society;
- Understanding Disability;

- Special Education Law;
- Collaboration and Consultation with Colleagues;
- Engaging and Supporting Families; and
- Individualized Intervention.

Relay has designed and developed its own learning management system, the Course Platform, which serves as the vehicle for delivering online content to graduate students. The online modules delivered through the Course Platform include instruction by professors, short readings, videos of classroom footage to illustrate the concepts being taught, and activities where graduate students practice the concepts at hand, as well as review video footage of their own teaching. Graduate students are also full-time teachers of record in K-12 classroom settings and are observed periodically by Relay instructors. The instructors provide coaching and feedback about graduate students' implementation of the instructional and classroom management strategies taught in the program.

#### Assessment of Student Learning

RGSE has established practices for assessment of student learning outcomes which are replicated across program locations. Relay tracks four primary measures of graduate student performance. First, graduate students are responsible for producing demonstrable growth in their K-12 students' academic achievement. Second, graduate students submit assignments at the end of each individual module which are evaluated using program rubrics. These summative assessments are tied to teaching competencies that promote K-12 student achievement. Module assessments include: video footage of graduate students' instruction in which they implement particular teaching techniques, written lesson plans and materials, and practical and personal reflections. Third, Relay faculty members regularly observe graduate students in their classrooms enabling professors to provide a holistic assessment of graduate students' teaching practice and mastery of skills. Fourth, graduate students are expected to complete and pass the master's defense, a capstone portfolio project containing classroom video footage, student work samples, reflections, an oral defense, and student achievement data that shows, on average, students in a graduate student's classroom have learned at least a year's worth of content in one school year.

#### Program Assessment

Institutional assessment at RGSE includes formative, summative, and research/feedback points, all of which regularly inform the institution of its progress towards fulfilling its mission. Formative assessment measures include graduate student survey data collected quarterly. Summative assessment measures include graduate student assessment grades, which inform the institution of standards mastery and academic success within the program. Relay has initiated research into retrospectively analyzing assessment rubrics and the correspondence between their constituent parts and performance data disaggregated by various factors driven from Relay's graduate student body. Relay is also engaged in a validation study of its program outcomes as these relate to K-12 student learning.

#### **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.*

Currently, the core administrative work of all Relay Graduate School of Education campuses and academic programs takes place in Relay's central offices in New York City. This space will be used to support the administrative, academic, and instructional work of Relay's Chicago campus. Relay has entered into a Memorandum of Understanding with the Noble Network of Charter Schools to hold class sessions in the evenings, on weekends, and during the summer months in two high school buildings, Muchin College Prep and Chicago Bulls College Prep. Relay will reimburse these schools for costs associated with building security, maintenance, and other incidental expenses.

Muchin College Prep, located in the Chicago Loop, opened in 2009. The space, located on the sixth and seventh floors of a downtown office building, underwent major renovations in 2009 including the creation of the school's 24 classrooms, four science laboratories, six administrative spaces, and multiple common areas. Chicago Bulls College Prep, located on West Adams Street in Chicago, Illinois, opened in 2009.

All Relay students, faculty, and staff have full access to an electronic library which includes full text to hundreds of thousands of articles, tens of thousands of e-books, thousands of reference titles, multiple K-12 curriculum resources, and current news resources. These databases are purchased from vendors such as EBSCO, Gale, JSTOR, Lexis-Nexis, and ebrary. In addition to Relay's digital library, graduate students also have access to the institution's Online Video Library. While digital resources constitute the majority of the Relay's library, a small physical library is housed at the RGSE main administrative offices that include works on education and related fields for use by staff, faculty, and students. Graduate students in Chicago may request a loan to access hard copy materials from the New York City office through the institution's library staff members.

Relay also maintains memberships in a number of local library consortia, including the Metropolitan New York Library Council, the Online Computer Library Center, the premier national library consortia, and the Westchester Academic Library Directors Organization. Graduate students in Illinois will also have access to these New York-based resources through the same interlibrary loan system as Relay students in other states. Additionally, the institution is exploring joining the Reaching Across Illinois 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.*

Relay Graduate School of Education has identified policies that ensure faculty and other academic professionals hired for the proposed programs have training, credentials, and other related qualifications to support the program. Faculty members charged with delivering graduate education are typically educated at the doctoral level, though the school also hires some master's-prepared faculty who have met Relay's standards for advancing K-12 student achievement. 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.*

Relay Graduate School of Education has submitted fiscal plans indicating tuition revenue along with philanthropic support exceeds operating expenditures beginning the first year.

### **Accreditation/Licensure**

Relay Graduate School of Education holds specialized accreditation through the National Council for Accreditation of Teacher Education (NCATE). Pending IBHE approval of degree-granting authority, Relay will seek recognition from ISBE to offer the MAT in Elementary Education and Special Education so that the MAT program will be recommended for Illinois licensure through the ISBE. To be recommended by Relay for educator licensure in the State of Illinois, graduate students must pass certain standardized tests throughout the two-year MAT program, tests of content knowledge beginning the first year of the program and the edTPA performance assessment before the second year of the program. Before issuing a recommendation for licensure from the ISBE, Relay will require students to submit official score reports from these examinations to the Relay Office of Enrollment Services. Some students enrolled in the Relay MAT program, however, will not pursue licensure from ISBE, either because they already have a valid teaching license or because they are employed in a position that does not require licensure. Consequently, Relay maintains appropriate procedures to review scores from these standardized tests but Relay students are not required to take or pass these exams to successfully enroll in or graduate from the Relay MAT program.

### **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 organizational 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 Relay's website.

### **Staff Conclusion**

The staff concludes that Relay Graduate School of Education meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**St. Augustine College**  
**1345 West Argyle Street**  
**Chicago IL 60640**  
**President: Mr. Andrew Sund**

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Business Administration in the Chicago Region

*Projected Enrollment:* St. Augustine College estimates an enrollment in this program of 20 students in the first year rising to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Computer Information Systems in the Chicago Region

*Projected Enrollment:* St. Augustine College estimates an enrollment in this program of 20 students in the first year rising to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Business Administration in the Fox Valley Region

*Projected Enrollment:* St. Augustine College estimates an enrollment in this program of 20 students in the first year rising to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Computer Information Systems in the Fox Valley Region

*Projected Enrollment:* St. Augustine College estimates an enrollment in this program of 20 students in the first year rising to 40 students by the fifth year.

**Proposed Program Title in Region of Authorization:** Bachelor of Arts in Psychology in the Fox Valley Region

*Projected Enrollment:* St. Augustine College estimates an enrollment in this program of 20 students in the first year rising to 40 students by the fifth year.

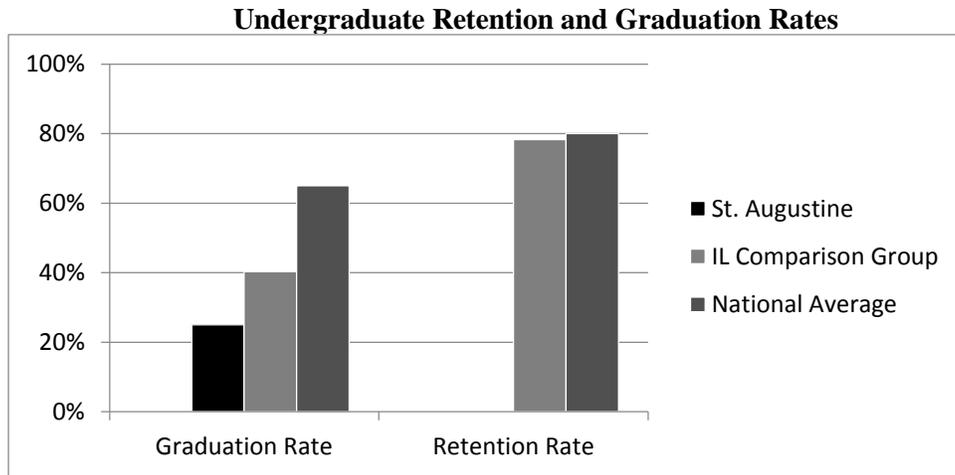
**Institutional Accreditation:** St. Augustine College is regionally accredited by the Higher Learning Commission (HLC).

**Background and History:** St. Augustine College (SAC or the College) was founded in 1980 under the direction of Dr. Carlos Plazas, PhD, under the auspices of the Board of Directors of Spanish Episcopal Services and the Episcopal Church of Chicago. Created as a “dual language” institution, St. Augustine College offers college-level courses in Spanish while assisting students to learn English in order to obtain a college degree. St. Augustine College operates four campuses in the Chicago region, which includes their home campus location. The College expanded its operations to the Fox Valley region in 2014 when it began offering programs at their Aurora location. The College is seeking authority to offer two new programs in the Chicago region; a Bachelor of Arts in Business Administration and a Bachelor of Arts in Computer Information Systems. The College is also seeking approval for authority to offer three new degrees at their Fox Valley campus in Aurora: the Bachelor of Arts in Business Administration; a Bachelor of Arts in Computer Information Systems; and a Bachelor of Arts in Psychology.

## 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.*

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



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

*Note: St. Augustine is in the baccalaureate inclusive Illinois comparison group.*

*Higher percentages are positive indicators.*

### Undergraduate Graduation Rate

St. Augustine's 2012-13 graduation rate was 32 percent. The national 2012-13 average graduation rate for not-for-profit institutions was 65 percent and the average among comparable Illinois institutions was 39.8 percent. The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data are provided for six-year graduation rates for first-time, full-time bachelor degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

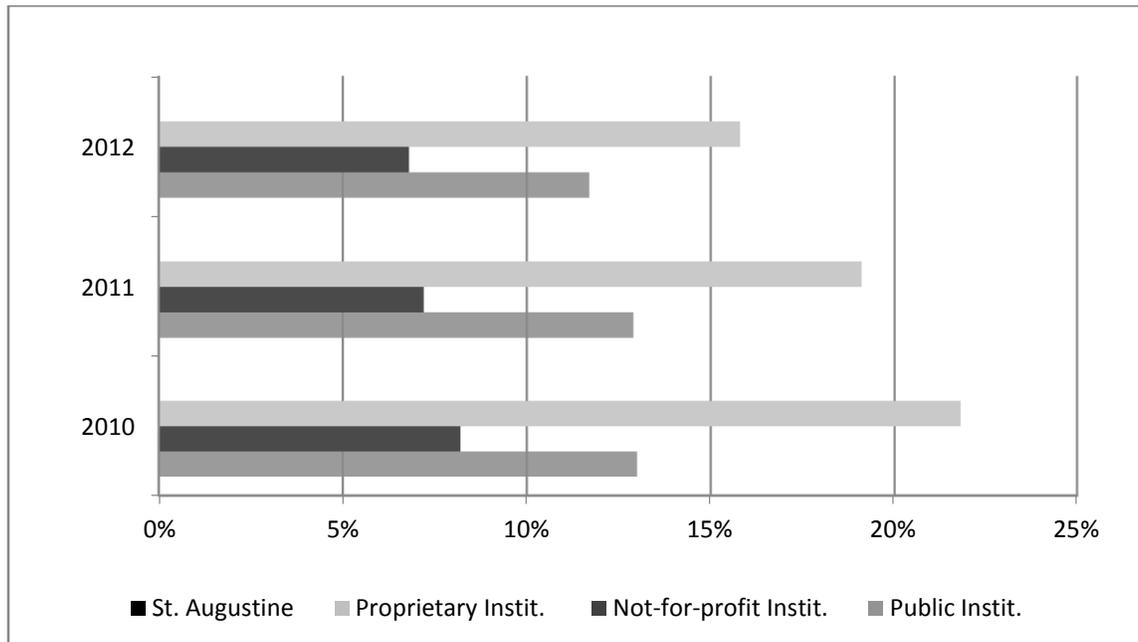
### Undergraduate Retention Rate

St. Augustine's 2012-13 retention rate was not available. The national average retention rate for not-for-profit institutions in 2012 was 80 percent and the average for comparable Illinois institutions was 78.3 percent. Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

### Undergraduate Completions per 100 FTE

St. Augustine's 2012-13 completions per 100 full-time equivalent (FTE) rate was 30. The average among comparable Illinois institutions was 24.7. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hour) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completions across different student populations.

### Three Year Cohort Student Loan Default Rate



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

Note: St Augustine is a not-for-profit institution.

A lower number is a positive indicator

### Student Loan Default Rate

Data on the three-year student loan default rate for St. Augustine College are not available. The College relies heavily on grant funding for student aid and its students, therefore, do not typically access student loans. The 3-year cohort student loan default rate is the percentage of a school's borrowers, both undergraduate and graduate, who enter repayment on Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and

default or meet other specified conditions prior to the end of the second following fiscal year. The United States Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for not-for-profit institutions; and 15.8 percent for for-profit institutions.

### **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 programs fit with St. Augustine College's primary mission which is to provide access to higher education for people who, for a variety of reasons, cannot gain entry to a traditional institution of higher education. The values emphasized in the College's mission are access to education and subsequent employment, cultural enhancement and integration into society, and overcoming disparities and bias in education, culture, and especially the socio-economic status of Latinos in the metropolitan area.

### **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**

St. Augustine College has an open admissions policy. This policy sets forth two basic criteria for admission: completion of high school or its equivalent; and a minimum age of seventeen for those without a high school diploma. To be admitted into the College, all applicants must complete the application for admission together with related forms.

#### **Curriculum**

##### **Bachelor of Arts in Business Administration**

The Bachelor of Arts in Business Administration is a professional degree requiring 120 semester hours of general education courses, business courses, and elective credits. The curriculum will provide students with a strong foundation in economic and accounting fundamentals, business strategies, management skills and organizational operations, legal business concepts, and an understanding of international business. The program will also offer concentrations for students who are interested in small business operations or human resources. This program will provide a baccalaureate pathway for students who have completed an associate's degree in Business Management or Accounting.

##### **Bachelor of Arts in Computer Information Systems**

The Bachelor of Arts in Computer Information Systems (CIS) requires 120 semester hours of general education courses, CIS courses, and elective credits. The curriculum was designed to prepare students with the skills and knowledge needed to obtain a position in the

growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management; Network Systems Administrator; and Web-Based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology, including hardware and software, applications of the World Wide Web, database management, and internet security.

### Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology is a 120 semester hour degree designed in accordance with American Psychological Association guidelines for baccalaureate programs. The curriculum includes: 48 hours of general education; 40 hours of Psychology core; and 32 hours of elective courses. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities and advanced studies.

#### Assessment of Student Learning

All of the proposed programs have stated goals and learning outcomes which were developed by SAC faculty. Course objectives and assessments will be linked to these learning outcomes. These objectives will be evaluated through quizzes, papers, pre- and post-tests, projects, portfolios, and midterm/final exams. The goals and objectives for each course, and the corresponding assessments, will be published in syllabi.

#### Program Assessment

The Office of Academic Affairs at the College has a plan in place for the assessment of all its academic programs. All programs have a three year plan of assessment, which will lead to the assessment of every course in every program. The tools that will be used for assessment of programs include: course/instructor evaluations; internship evaluations; staff climate surveys; faculty climate surveys; graduating student surveys; alumni survey; student satisfaction surveys; and an employer satisfaction survey. At the end of each academic year, the program will submit an assessment report to the President, President's Cabinet, and the Dean of Instruction and department chairs.

#### **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.*

In the Chicago region, the proposed degrees will be offered primarily but not solely at the institution's main campus. Courses will also be rotated at the College's other sites in the Chicago region based upon student need. The main campus houses the major administrative functions of the College, from the President's office, to admissions, student services, financial aid, registrar, offices for deans and vice-presidents, faculty offices, workforce division, maintenance, IT, etc. The campus buildings include a library, sixteen classrooms, five respiratory therapy labs, and four science labs.

All classrooms at the Aurora campus have the necessary resources for teaching, including wireless Internet and LCD projectors. In addition to one computer laboratory, the Aurora site has movable computer labs (i.e., laptops in a secure and movable cart) sufficient to meet students' needs for computing. There is one science laboratory which can host up to eighteen labs per

week. The Aurora site possesses all the necessary technology and learning resources necessary to support the proposed BA degrees.

The Information Commons/Library provides books, e-books, journals, and easily accessible academic databases that support the College curriculum for student and faculty research. The Information Commons/Library provides access to information and student support services common to all public universities and private colleges in Illinois. The College has extensive reference and subject databases via EBSCO and First Search. Because of the recent addition of ProQuest's Ebrary Academic Complete Collection, over four thousand texts have been added that will 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.*

St. Augustine College 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. 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.*

St. Augustine College has submitted projected fiscal plans indicating that revenues from tuition and fees will exceed projected operating expenditures beginning in the first year of operation.

### **Accreditation/Licensure**

The institution is planning to seek programmatic accreditation for the Business Administration degree through the Accreditation Council for Business Schools and Programs (ACBSP). The curriculum aligns with the required professional components for accreditation.

Following the approvals of the IBHE and the Higher Learning Commission, St. Augustine will begin the process to obtain accreditation of the proposed Computer Information Systems degree through ABET, formerly known as the Accreditation Board of Engineering and Technology. This programmatic accreditation process can begin after the program has a graduating class.

### **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 St. Augustine College's academic policies, admissions procedures, tuition, fees and refund policies. The materials provided on the proposed program 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 St. Augustine 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.



**Midwest College of Oriental Medicine**  
**6232 Bankers Road**  
**Racine, WI 53403**  
**President: Dr. William Dunbar**

**Seeking Operating Authority:** North Suburban Region

**Proposed Program Title in Region of Authorization:** Acupuncture Therapist Certificate in the North Suburban Region

*Projected Enrollment:* Midwest College of Oriental Medicine projects enrollment of 29 students in the first year, increasing to 37 students by the fifth year of the program.

**Proposed Program Title in Region of Authorization:** Bachelor of Science in Nutrition/Master of Science in Oriental Medicine in the North Suburban Region

*Projected Enrollment:* Midwest College of Oriental Medicine projects enrollment of 63 students in the first year, increasing to 76 students by the fifth year of the program.

**Proposed Program Title in Region of Authorization:** Doctor of Acupuncture and Oriental Medicine in the North Suburban Region

*Projected Enrollment:* Midwest College of Oriental Medicine projects enrollment of four students in the first year, increasing to 17 students by the fifth year of the program.

**Institutional Accreditation:** Midwest College of Oriental Medicine has been continuously accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) since 1993.

### **Background and History**

Midwest College of Oriental Medicine (MCOM or the College) is a proprietary institution headquartered in Racine, Wisconsin. MCOM is seeking reauthorization from the Illinois Board of Higher Education (IBHE) due to the change in location from a previously authorized operation in the Chicago region to a new location in the North Suburban region. The College was established in 1979, making it one of the oldest schools of Acupuncture and Oriental Medicine in America. The institution's education focuses on the "Zang Fu" system of physiology, pathology, diagnosis, and treatment strategy enshrined in the Traditional Chinese Medicine. Since the institution's mission is to "provide an education that is rooted in the historical context and teachings of Traditional Chinese Medicine (TCM)," the College has partnered with China for over twenty years to provide foreign internship opportunities for students to learn practical skills in Chinese oriental and acupuncture medicine. In 1996, the College became formally affiliated with the Guangzhou University of Chinese Medicine. With this application, the College is seeking authorization to operate and grant degrees in the North Suburban Region. If approved, the College will continue to offer previously approved programs.

### **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.*

#### Undergraduate Graduation Rate

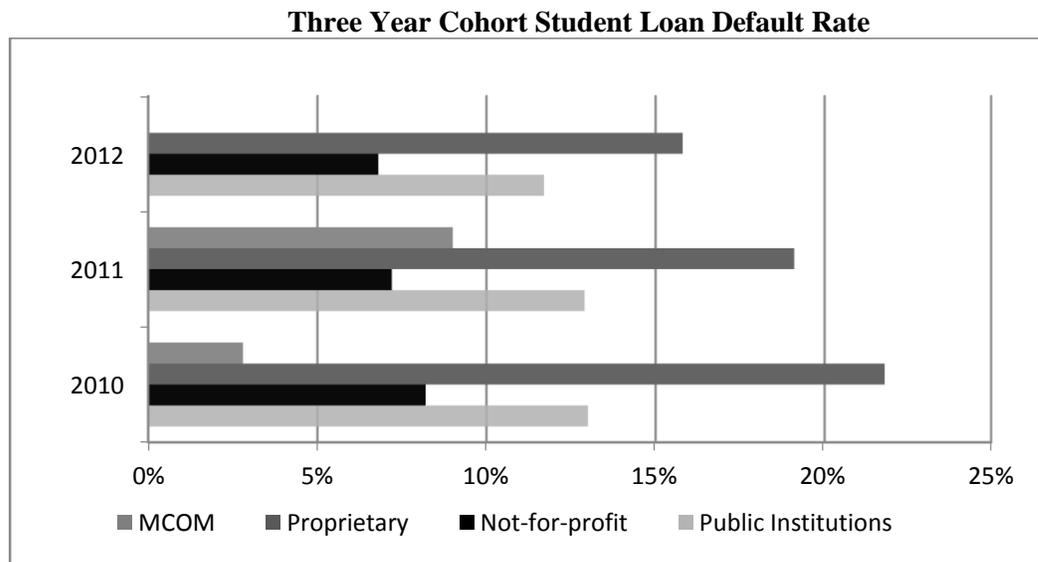
Since MCOM does not recruit full-time, first-time undergraduate-level students, graduation rates are not available for the institution.

#### Undergraduate Retention Rate

Since MCOM does not recruit full-time, first-time undergraduate-level students, graduation and retention rates are not available for the institution.

#### Undergraduate Completions per 100 FTE

MCOM 2013 completions per 100 full-time equivalent enrollment (FTE) was 34. The average among comparable Illinois institutions was 28.9. The FTE data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard (12 credit hour) full-time course load. The completions per 100 FTE data attempts to provide a holistic view of completions across different student populations.



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

Note: MCOM is a proprietary institution. A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for the MCOM was 0.0 percent in 2012, 9.0 percent in 2011 and 2.8 percent in 2010. The three-year cohort student loan default rate is the

percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year. The U.S. Department of Education stated that the Fiscal Year 2012 three-year national cohort default rate was 11.8 percent. The Fiscal Year 2012 three-year national cohort average default rate breakdown by institutional sector is: 11.7 percent for public institutions; 6.8 percent for non-for-profit institutions; and 15.8 percent for proprietary institutions.

### **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 MCOM is to “provide an education that is rooted in the historical context and teachings of Traditional Chinese Medicine and combine it with modern clinical applications to create a practitioner of Acupuncture or Oriental Medicine that embraces the spirit of ‘ancient medicine for modern times.’” The proposed programs are consistent with the mission, goals, and objectives of the College. The requested degree titles are congruent with the corresponding degree program objectives.

### **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**

##### **Acupuncture Therapist Certificate**

To be qualified for admission to the proposed Acupuncture Therapist Certificate, an applicant must have an associate degree from an accredited college or has successfully completed at least two years accredited postsecondary education (60 semester or 90 quarter credit hours). All applicants must also have a minimum grade point average of 2.5 on a 4.0 scale, submit two letters of recommendation, and attend an admission interview.

##### **Bachelor of Science in Nutrition/Master of Science in Oriental Medicine**

The combined Bachelor of Science in Nutrition (Traditional Oriental Medicine) and the Master of Science in Oriental Medicine was designed to allow students to complete a combined bachelor's and master's level degrees. Graduates earn a combined Bachelor of Science in Nutrition (Traditional Oriental Medicine) and a Master of Science in Oriental Medicine degree. These degrees are awarded concurrently at the time of program completion. To be qualified for admission to the proposed Bachelor of Science Nutrition/Master of Science in Oriental Medicine, an applicant must have an associate degree from an accredited college or has successfully completed at least two years accredited postsecondary education (60 semester or 90 quarter credit hours). All applicants must also have a minimum grade point average of 2.5 on a 4.0 scale, submit two letters of recommendation, and attend an admission interview.

## Doctor of Acupuncture and Oriental Medicine

To be qualified for admission to the proposed Master of Science in Oriental Medicine, applicants must have graduated from an ACAOM accredited or candidate institution in either Acupuncture or Oriental Medicine or a foreign equivalent recognized by the World Health Organization (WHO). All applicants are required to have a minimum grade point average of 3.0 on a 4.0 scale. Applicants with less than 3.0, but higher than 2.5, may ask for consideration based upon expertise gained while in practice. All applicants must also have a current acupuncture license, present proof of malpractice insurance with a minimum coverage of \$1 million, submit three recommendation letters and a statement of purpose, complete admission interview, and demonstrate competency in traditional Chinese herbal medicine.

## Curriculum

### Acupuncture Therapist Certificate

The proposed Acupuncture Therapist Certificate program prepares students for acupuncture practice in Traditional Chinese Medicine. Acupuncture is the most known modality of TCM. Graduates of the MCOM's Acupuncture program receive master's level certification as an Acupuncture Therapist and are qualified to sit for the Acupuncture licensing examination and receive licensure in Illinois. The program focuses on the Chinese eight-principle system of physiology, pathology, diagnosis, and treatment strategy used in the practice of acupuncture. Students gain the knowledge and skills in Chinese medical theory, diagnostics, and needle techniques. The program is also designed to combine TCM with conventional Western medical practice. The Western biomedicine curriculum provides the scope of medical knowledge needed to comprehend Western health care disciplines and settings. The bioscience curriculum, like the TCM curriculum, is competency based. The curriculum for the proposed program consists of 166.2 quarter credit hours, including 71.4 credit hours of oriental medicine theory core, 51.6 credit hours of biomedical studies, 10.2 credit hours of ethics and practice management, and 33 credit hours of internship.

### Bachelor of Science in Nutrition/Master of Science in Oriental Medicine

Students in this program will take a combination of baccalaureate and master's level oriental medicine courses to earn a combined Bachelor of Science in Nutrition and a Master of Science in Oriental Medicine degree. The degrees are awarded concurrently at the time of program completion. The program requires 228.3 credit quarter hours including 147.3 quarter credit hours of nutrition degree courses. The proposed Bachelor of Science in Nutrition program focuses on traditional Chinese nutrition therapy. The program combines principles of Chinese medicine with modern nutritional therapy, and is designed to teach students the use of nutritional therapy in clinical practice. A significant part of the curriculum is focused on courses on herbs and herbal formulas. The curriculum is also designed to ensure that students see a wide variety of health problems related to improper nutrition and that they understand the use of food and nutritional therapy in clinical practice. The proposed Master of Science in Oriental Medicine prepares students for practice in TCM that encompasses acupuncture and Chinese herbs. Graduates of the MCOM's Oriental Medicine program are qualified to take the Acupuncture and Herb examination administered by the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM). The program focuses on the Chinese eight-principle system of physiology, pathology, diagnosis, and treatment strategy used in the practice of acupuncture. Students also study the classical herbal theories and traditions of the Shang Han Lun, Wen Bing, and Zang Fu, as well as new developments using herbs in Chinese medicine. The program is

designed to combine TCM with conventional Western medical practice. The Western biomedicine curriculum provides the scope of medical knowledge needed to comprehend Western health care disciplines and settings. The bioscience curriculum, like the TCM curriculum, is competency based.

### Doctor of Acupuncture and Oriental Medicine

The proposed Doctor of Acupuncture and Oriental Medicine program prepares students for practice in TCM's oriental medicine and acupuncture. The program was designed to provide advanced education and research in TCM. It will engage students in scholarly and clinical activities that lead to a specialty in TCM Preventive Care for licensed practitioners in the field of Oriental Medicine. The program will advance the careers of graduates, preparing them to assume leadership positions in teaching, clinical supervision, and research. The curriculum for the proposed program consists of 82.8 quarter credit hours including 38.4 credit hours of preventive care theory core, 9.6 credit hours of biomedical prevention studies, 12.8 credit hours of research, and 22 credit hours of clinical residency.

### Assessment of Student Learning

The College uses a variety of tools including surveys, checklists, evaluation forms, focus groups, test results, and certification results for assessment purposes. The core faculty members in the proposed programs will have the primary responsibility of defining program learning objectives and evaluation of students' achievement of these objectives. The tools used for objective feedback include "Examssoft" (a paperless internet based testing and evaluation system), quantitative analysis of nation test scores, and direct measurement of graduate practice and employment. Feedback from students, advisors, faculty members, and clinic supervisors also serve as subjective feedback tools. Combining objective and subjective methods of evaluation has enabled the College to maintain an assessment system that measures educational objectives, individual learning, student satisfaction, curricular integrity, and graduate success.

### Program Assessment

The College has established policies for program assessment. The process by which each program's administrators evaluate program effectiveness in meeting educational objectives is based on a set of principles including the mission/purpose, educational objectives, expected outcome/competencies, assessment methods and tools, observed outcomes, action, and impact on student learning. The College also utilizes assessment tools such as surveys, focus groups, and online assessment resources to address program needs and to improve students' learning outcomes. The College administrators and advisory board members are responsible for designing, conducting, and evaluating the assessment system. The assessment is conducted on an annual basis and involves stakeholders such as students, administrators, advisory board members, patients served, faculty, current and potential employers.

### **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 new location of the College is in Evanston, Illinois. The College has secured two floors in a high-rise building known as the Fountain Square Building. The College has three classrooms (1,836 square feet), one laboratory (96 square feet), five libraries (965 square feet),

office spaces for faculty and administration, a student lounge area, and clinical spaces with eight treatment rooms. The College has adequate technology and equipment to support the proposed programs including flat-screen monitors on the students' desks to view presentations, charts, anatomical models, and other instructional materials.

The College's Evanston library has four rooms for students and faculty use and one work area for the librarian. The library contains books associated with Western and Eastern Medical Sciences along with philosophy, history, religion, the social sciences, languages, technology, art, and literature. It has adequate materials to help students understand Chinese culture and Traditional Chinese Medicine. The students at the Evanston campus have access to the library collections at the main campus, accessible through the College's library webpage. MCOM is a member of the Illinois Library and Information Network, Reaching Across Illinois Library System. This provides access to interlibrary loan services within the RAILS network.

### **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 policies in place to ensure faculty members possess the training, credentials, and other related qualifications to provide instructions.

### **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 College has submitted five-year fiscal plans that show operational revenue will exceed expenditure for the projected five years of operation.

### **Accreditation/Licensure**

The Accreditation Commission for Acupuncture and Oriental Medicine is the appropriate accrediting agency for the programs proposed by MCOM. The college has been institutionally accredited since 1993. The licensing requirement in Illinois to practice Acupuncture and Oriental Medicine is the certification in Acupuncture by the National Commission for the Certification of Acupuncture and Oriental Medicine. MCOM graduates meet the requirement to sit for these board examinations.

### **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 College's 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 College's website.

**Staff Conclusion**

The staff concludes that Midwest College of Oriental Medicine 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.

