

**APPROVED**  
**SEPTEMBER 27, 2016**

Item #VII-3  
September 27, 2016

**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

- Bachelor of Arts in Applied Psychology in the Chicago Region

Bexley Hall Seabury-Western Theological Seminary Federation

- Master of Divinity in the Chicago Region

Robert Morris University-Illinois

- Associate of Applied Science in Medical Laboratory Technology in the Chicago Region
- Master of Science in Medical Laboratory Science in the Chicago Region

**Proprietary**

Chicago College of Oriental Medicine

- Master of Science in Acupuncture in the Chicago Region
- Master of Science in Acupuncture and Oriental Medicine in the Chicago Region

DeVry University

- Bachelor of Science in Accounting in the Chicago Region
- Bachelor of Science in Accounting in the West Suburban Region
- Bachelor of Science in Accounting in the South Metro Region
- Bachelor of Science in Accounting in the North Suburban Region
- Bachelor of Science in Accounting in the Fox Valley Region
- Master of Information Technology Management in the Chicago Region

- Master of Information Technology Management in the West Suburban Region
- Master of Information Technology Management in the South Metro Region
- Master of Information Technology Management in the North Suburban Region
- Master of Information Technology Management in the Fox Valley Region

Worsham College of Mortuary Science

- Operating Authority
- Associate of Applied Science in Mortuary Science 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 six institutions.

**Not-for-Profit Executive Summary**

Adler University

- Bachelor of Arts in Applied Psychology

Adler University requests authority to offer a Bachelor of Arts in Applied Psychology in the Chicago Region. The proposed degree is a baccalaureate completion program that requires students to complete 120 credit hours spread out over general education, applied psychology core, and elective courses. Students are required to transfer in 60 credit hours, including all of their general education requirements and a general psychology course. Additional transfer credits, up to 90 credit hours, can be applied toward the applied psychology core and elective courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. This will be the first baccalaureate program for the institution, which currently only offers graduate education. 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.

Bexley Hall Seabury-Western Theological Seminary Federation

- Master of Divinity

Bexley Hall Seabury-Western Theological Seminary Federation requests authority to offer a Master of Divinity in the Chicago Region. The proposed program is an 81 credit hour degree designed to be completed within three years. The proposed Master of Divinity degree is intended for persons preparing for lay and ordained ministries in the Episcopal Church. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The institution has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

Robert Morris University-Illinois

- Associates in Applied Science in Medical Laboratory Technology

Robert Morris University-Illinois requests authority to offer an Associates in Applied Science in Medical Laboratory Technology in the Chicago Region. The Associates in Applied Science is a 106 quarter hour pre-professional program designed to prepare individuals for professional careers that combine medicine and laboratory science to help doctors determine the right treatments for patients. The program will prepare students for a career as a medical laboratory technician. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Master of Science in Medical Laboratory Science

Robert Morris University-Illinois requests authority to offer a Master of Science in Medical Laboratory Science in the Chicago region. The proposed master's is a 64 quarter hour program designed to prepare students for professional careers as a medical laboratory scientist. Medical laboratory scientists are highly trained healthcare professionals who perform and manage hundreds of different types of tests critical to the diagnosis, treatment, management, and prevention of disease as a vital part of a medical team. The proposed degree prepares graduates with the theoretical knowledge and practical skills for positions in diagnostic clinical microbiology laboratories, public health microbiology laboratories, biotechnology companies, government agencies, and research institutes. There are policies in place to ensure faculty members possess the necessary training, credentials, and qualifications to provide instruction. 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 C.

## **Proprietary Executive Summary**

### Chicago College of Oriental Medicine

- Master of Science in Acupuncture

Chicago College of Oriental Medicine requests authorization to offer a Master of Science in Acupuncture in the Chicago Region. The Master of Science in Acupuncture is a clinical graduate degree requiring eight trimesters, 2,378 contact hours, and 119.266 credit hours. Within the curriculum, the required components vary in credit hours from .266 to five, depending upon the clock hours required for each lab, lecture, or clinical. The program was designed to provide students with a rigorous curriculum exceeding accreditation standards for preparation as an acupuncture professional. Graduates of the program will develop a clinical approach that integrates both a traditional oriental medicine and western biomedical perspective that supports diverse communities. Policies are in place to ensure faculty members possess the training, credentials, 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 program.

- Master of Science in Acupuncture and Oriental Medicine

Chicago College of Oriental Medicine requests authorization to offer a Master of Science in Acupuncture and Oriental Medicine in the Chicago Region. The Master of Science in Acupuncture and Oriental Medicine is a clinical graduate degree requiring nine semesters, 2,963 contact hours and 154.266 credit hours. Within the curriculum, the required components vary in credit hours from .266 to five, depending upon the clock hours required for each lab, lecture, or clinical. The program was designed to provide students with a rigorous curriculum exceeding accreditation standards for preparation in acupuncture and oriental medicine. The primary difference between the two proposed programs is the Master of Science in Acupuncture and Oriental Medicine requires several levels of additional coursework in herbology. Graduates of the program will develop a clinical approach that integrates both a traditional oriental medicine and western biomedical perspective that supports diverse communities. Policies are in place to ensure faculty members possess the training, credentials, 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 program.

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

### DeVry University

- Bachelor of Science in Accounting

DeVry University requests authorization to offer a Bachelor of Science in Accounting in the Chicago, West Suburban, South Metro, North Suburban, and Fox Valley Regions. The proposed Accounting program is designed to prepare students who are pursuing the Certified Public Accountancy (CPA) certification. The program sets a foundation in accounting for all graduates. The program provides 120 credit hours towards the 150 credit hours needed in most states to sit for the CPA exam. Students in the program complete a senior project, which will synthesize business and accounting concepts and require students to analyze and propose solutions to real-world accounting issues. Policies are 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.

- Master of Information Technology Management

DeVry University requests authorization to offer a Master of Information Technology Management in the Chicago, West Suburban, South Metro, North Suburban, and Fox Valley Regions. The proposed program requires successful completion of a minimum of 39 semester-credit hours. To provide flexibility in customizing the program to meet professional and personal goals, students select one of five emphases: Information Security; Information Systems Tools; Database Administration and Management; Wireless; or Network Management. To graduate, students are required to complete a capstone course, rather than a thesis, which provides students the opportunity to integrate concepts and skills learned throughout the program and is intended to be taken as the last course. Policies are in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

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

#### Worsham College of Mortuary Science

- Operating Authority
- Associate of Applied Science in Mortuary Science

Worsham College of Mortuary Science requests authority to operate and grant the Associate of Applied Science in Mortuary Science in the North Suburban Region. The program was designed to provide students with a rigorous curriculum exceeding accreditation standards for preparation as funeral service professionals. Graduates of the program will have career opportunities in funeral services as funeral directors and embalmers. Students are required to complete a total of 80 quarter hours including 12 quarter hours of transferred core courses. There are policies in place to ensure faculty members possess the training, credentials, 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 program.

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

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Adler University Authorization to Grant the Bachelor of Arts in Applied Psychology 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 Bexley Hall Seabury-Western Theological Seminary Federation Authorization to Grant the Master of Divinity 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 Robert Morris University-Illinois Authorization to Grant the Associates in Applied Science in Medical Laboratory Technology and*

*the Master of Science in Medical Laboratory Science 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 Chicago College of Oriental Medicine Authorization to Grant the Master of Science in Acupuncture and the Master of Science in Acupuncture and Oriental Medicine 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 DeVry University Authorization to Grant the Bachelor of Science in Accounting and the Master of Information Technology Management in the Chicago, West Suburban, South Metro, North Suburban and Fox Valley Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Worsham College of Mortuary Science Authorization to Operate and Grant the Associates of Applied Science in Mortuary Science 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, Illinois 60602**  
**President: Dr. Raymond E. Crossman**

**Proposed Program Title in the Region of Authorization:** Bachelor of Arts in Applied Psychology in the Chicago Region

*Projected Enrollments:* Adler University projects enrollment of 70 students in the first year, increasing to 280 students by the fifth year of the program.

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

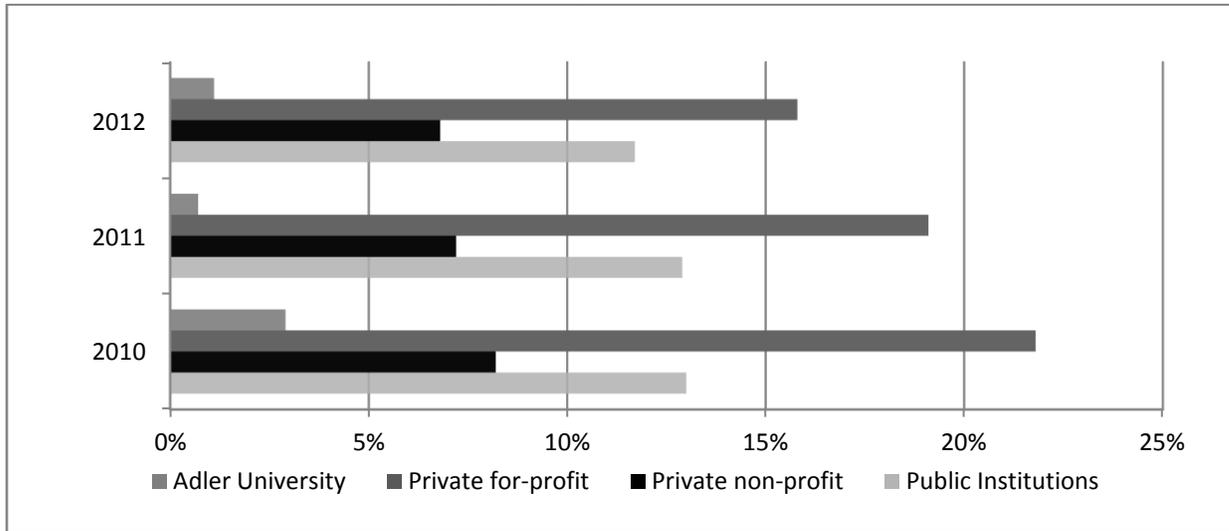
### **Background and History**

Adler University (Adler or the University) is a private, 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 Bachelor of Arts (BA) in Applied Psychology. This will be the first baccalaureate program for the institution, which currently only offers graduate education.

### **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, 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 proposed program will be the first baccalaureate program at this institution.

#### **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**

The minimum requirements for admission into the proposed program include: a minimum of 60 credit hours from an accredited institution or completion of an associate degree with an introductory psychology course; an application for admission; letter of intent; and official transcripts from all colleges and universities attended. International applicants must demonstrate acceptable proficiency in English.

### **Curriculum**

The proposed BA is a baccalaureate completion program that requires students to complete 120 credit hours spread out over general education, applied psychology core, and elective courses. Students are required to transfer in 60 credit hours, including all of their general education requirements and a general psychology course. Additional transfer credits, up to 90 credit hours, can be applied toward the applied psychology core and elective courses. Included in the core course requirements is an applied psychology capstone which must be completed at Adler University. Adler University follows the Illinois Articulation Initiative's (IAI) General Education Core Curriculum (GECC) requirements. The Bachelor of Arts completion program will be offered entirely online.

### **Assessment of Student Learning**

The Student Learning Outcomes Assessment Program (SLOAP) is part of a broader institutional review process conducted by Adler University. The reviews of assessment findings, which are reported annually and produced through cooperation of the Office of Academic Affairs with Department Chairs and the Student Learning Committee, are integral parts of faculty and academic administration commitment to quality assurance and effective instruction. The assessment of student learning outcomes under the BA in Applied Psychology will become part of the annual report on SLOAP. Core faculty have primary responsibility for deciding program learning objectives and for evaluating students' achievements toward those outcomes, as an effort to ensure that students become prepared for entry-level positions in fields relevant to applied psychology. Examples of means to assess learning outcomes include, but are not limited to, faculty ratings of students' performance through examinations; faculty referrals to the student review committee; and faculty ratings of individual students' performance through course rubric evaluations.

### **Program Assessment**

Adler University requires programs to conduct periodic, comprehensive program reviews to assess students' acquisition of competencies. The program review will include admissions data and enrollment trends, graduation and retention rates, students' own satisfaction ratings via the Noel-Levitz "Priorities Survey for Online Learners," alumni surveys, and employment of graduates. Program review processes invite external reviewers to examine the data and provide feedback to program faculty in regards to curriculum, program effectiveness, market relevancy, and improvement measures. The program review report then is submitted to the executive dean who, with the academic leadership, prepares a response to program faculty. Collaboratively, the executive dean and program faculty formulate action plans for the betterment of the program, curriculum, student learning outcomes, and student experiences. Program reviews are then presented to the Adler University Board of Trustees, who in turn assesses the program in

relation to other programs at the University, fit with the University mission, quality of the faculty, student resources, and funding for further development of the program. Program review reports will be posted on the University website to inform students, potential applicants, and the public about the performance of particular 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, one lab, one library, 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 (CARLI). 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. The library supports doctoral education in psychology and related mental health fields, and as such, is well-prepared with materials to serve the research needs of undergraduate psychology students. Major electronic resources include the American Psychological Association's suite of products: PsycINFO; PsycARTICLES; PsycBOOKS; PsycTESTS; PsycTHERAPY; and PsycCRITIQUES.

### **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. Existing faculty are sufficient to launch this program, and additional instructors will be added as needed. The University has established policies for faculty evaluation and feedback process 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 second year of operation.

### **Accreditation/Licensure**

Specialized accreditation and external licensure is not required for graduates of this 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 the Bachelor of Arts in Applied Psychology proposed by the Adler University meets the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.



**Bexley Hall Seabury-Western Theological Seminary Federation**  
**1407 East 60th Street**  
**Chicago, IL 60637**  
**President: Dr. Roger A. Ferlo**

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

*Projected Enrollments:* Bexley Hall Seabury-Western Theological Seminary Federation projects enrollment of 100 students in the first year, increasing to 128 students by the fifth year of the program.

**Institutional Accreditation:** Bexley Hall Seabury-Western Theological Seminary Federation is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS).

### **Background and History**

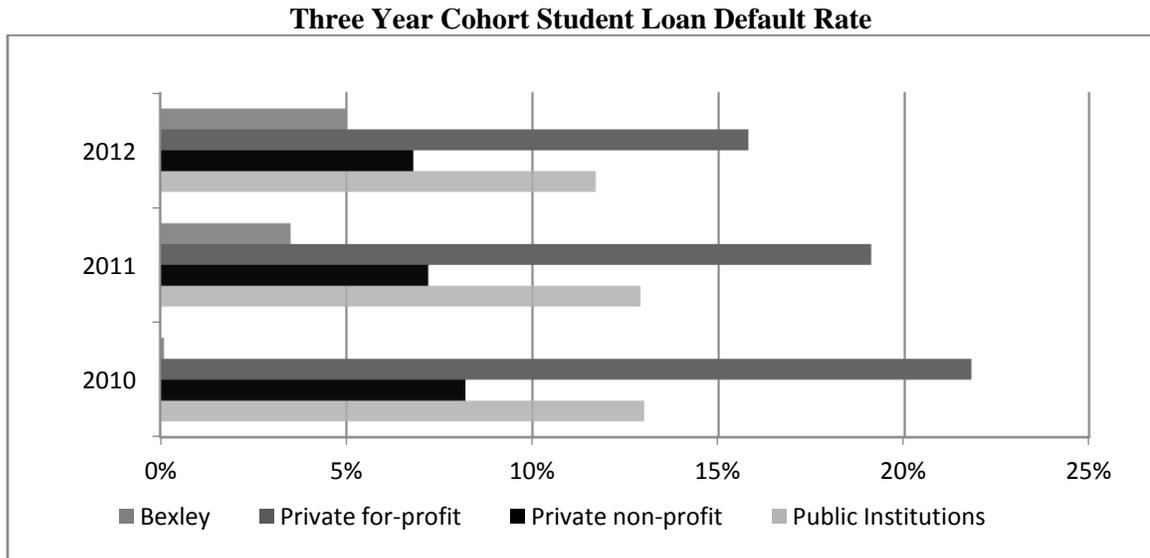
Bexley Hall Seabury-Western Theological Seminary Federation (Bexley or the Seminary) is a not-for-profit, graduate-level educational institution which brings together the strengths and resources of two historic seminaries of The Episcopal Church in The Midwest. Bexley Hall Seminary was originally founded in 1824 as the Protestant Episcopal Theological Seminary at Kenyon College. Bexley Hall relocated in 1968 to form what would become the Colgate Rochester Crozer Divinity School ecumenical consortium. In 1999, Bexley Hall opened an extension site in Columbus, Ohio on the campus of Trinity Lutheran Seminary. In 2008, the Rochester campus was closed and resources and programs consolidated in Columbus.

Seabury-Western Theological Seminary traces its origins to 1858 at the founding of the Bishop Seabury Divinity School in Faribault, Minnesota, and Western Theological Seminary founded in Chicago, Illinois, in 1883. The combined institution purchased a site from Northwestern University adjacent to the University and Garrett-Evangelical Theological Seminary, a United Methodist school. Seabury remained in this location, sharing one of the nation's largest theological libraries with Garrett-Evangelical.

Conversations concerning cooperation and collaboration between the two schools began in 2007, culminating in the decision to form a federated partnership. In summer 2009, the Seminary moved to a new location in Chicago leasing space from the Evangelical Lutheran Church of America in their national center. This move to a new higher education region necessitated that the Seminary seek authorization to operate and grant degrees from the Illinois Board of Higher Education. In 2012, Bexley Seabury Seminary Federation, Inc., was formed; in early 2013, Seabury-Western legally merged with Bexley Hall Seminary with the new legal name of Bexley Hall Seabury-Western Theological Seminary Federation. On February 12, 2016, the Board of Directors approved an agreement with Chicago Theological Seminary relocating all instruction, student services, and support staff from 8765 West Higgins Road, Chicago, IL 60631 to the Chicago Theological Seminary located on 1407 East 60th Street in Chicago, Illinois. Bexley Hall Seabury-Western Theological Seminary is affiliated with the Episcopal Church and prepares students for a variety of ministry roles. As of July 1, 2016, the sites were consolidated to one location at the Chicago Theological Seminary in the Chicago region. Programmatic and curricular decisions are made by the faculty and the Federation's Board of Directors. Bexley Hall Seabury-Western Theological Seminary Federation seeks to offer a Master of Divinity 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.*



Source: National Center for Education Statistics, US Department of Education

Note: Bexley Hall Seabury-Western Theological Seminary Federation is a not-for-profit institution. A lower number is a positive indicator.

The three-year student loan default rate for the Seminary was 5.0 percent in 2012, 3.5 percent in 2011, and is not displayed in 2010 as the number of borrowers in repayment was ten or fewer. 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 private non-profit institutions; and 15.8 percent for for-profit institutions.

Undergraduate data fields are not included because the institution only offers graduate programs.

## **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 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 proposed program is in alignment with the overall mission of the Seminary. The proposed program is consistent with the mission, goals, and objectives of the Seminary. 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 Master of Divinity (MDiv), applicants must have a baccalaureate degree or equivalent. All students admitted to the Master of Divinity degree must have ecclesiastical approval or endorsement to attend. Official transcripts and completion of the online application are required for all applicants. Students may transfer hours from an accredited graduate school or seminary with certain provisos.

### **Curriculum**

The hybrid curriculum requires a total of 81 semester credit hours for graduation. The three-year MDiv may be taken through a variety of formats allowing the students to remain rooted in their sending communities. The principle formats include courses consisting of face-to-face classes supplemented with online work, intensive weeklong and online courses, and fully online or fully residential courses through the Chicago Theological Seminary or Association of Chicago Theological Schools (ACTS), a consortium of theological schools in the Chicago area. Students pursuing the MDiv will complete the degree with a combination of courses from Bexley and Chicago Theological Seminary or other classes taken from ACTS. The key components of the curriculum include 30 credit hours of Scripture, history, and theology, 42 credit hours of theory and practice of ministry, and nine credit hours of electives. There are no language or research requirements for successful completion of the MDiv but students are required to take two semester-long field placements, immersing the students into the life of a local church or ministry site. Graduates intending ordination will sit for either the General Ordination Exams (GOE), or a set of canonical exams set by their diocese. The exams are diagnostic and intended to assess knowledge relevant to ordained ministries. The Episcopal Church's Board of Examining Chaplains set and assess the canonical exams.

### **Assessment of Student Learning**

Bexley has a standard process for assessing student learning outcomes in all its degree programs. Assessment of student learning is grounded in core competencies reflecting the knowledge, skills, and dispositions of professionals in full-time ministry. These core competencies are embedded within an overall assessment plan for both student learning and program evaluation. The Seminary has adopted a portfolio-based approach to assessment of student learning. Written artifacts, exams, student self-evaluations, and other learning products are included in the portfolio along with faculty-developed rubrics identifying progress toward key objectives. Seminary faculty members have approved assessment rubrics and procedures for each course in each program.

## Program Assessment

Bexley has established policies for program assessment. The Seminary has designed program assessment plans to evaluate all of the Seminary's degree programs. Program goals and learning outcomes are established by the faculty for each degree program. Every program also has a curriculum map that identifies specific introductory, developing, and summative points of assessment for each learning outcome. The plan begins with a focus on specific courses, assignments, or degree program requirements identified in the curriculum maps as summative points for assessing learning outcomes. Rubrics have been put in place to evaluate student work produced at these summative points. The director of student learning assessment collects the rubric evaluations as completed by faculty evaluators, compiles and analyzes results, and presents the analysis in summary form to the curriculum and assessment committee, degree program committees, or the full faculty. These committees then determine where improvements need to be made by comparing summary results for each learning outcome against results achieved for other learning outcomes in the same program, comparing summary results against quantitative benchmarks that have been set by the faculty for specific degree programs. Assessment of program effectiveness is done annually, coordinated by the assessment officer and shared with the faculty at the annual faculty retreat, with a comprehensive program assessment completed in the fourth of a five-year cycle.

### **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.*

Bexley leases office and classroom space in a Chicago facility owned and operated by the Chicago Theological Seminary. The Chicago Theological Seminary facility was selected because it is physically suited to the institution's mission and complies with all local, state, and federal ordinances or laws.

For its library services, Bexley has full, perpetual access to and use of the Chicago Theological Seminar Lapp Learning Commons, a collection of more than 45,000 volumes with subscriptions to over 700 periodicals. As one of the ACTS seminaries, students will also have full access to the University of Chicago library and the United Library, located at Garrett Evangelical Theological Seminary on the Northwestern University campus. This library has about 400,000 volumes and 500 periodicals; it is one of the ten largest theological libraries in the United States. Access and use includes access to all Northwestern University Library resources, including all online resources (more than 5000 electronic databases, a large collection of eBooks, and a substantial collection of print books in all fields related to the study of religion). The Master of Divinity will be offered at the Chicago Theological Seminary location in Chicago. The location is in possession of all technology, equipment, and instructional materials needed to support the proposed degree program.

All these libraries support distance learning. Students who enroll in a course for credit or are matriculated in the MDiv program may check out books, utilize the study spaces, obtain research help from reference librarians, and engage in other research endeavors. The United Library card catalog and the various reference databases are also accessible online to Bexley students both on and off campus.

## **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.*

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

Bexley Hall Seabury-Western Theological Seminary Federation has submitted fiscal plans which show an annual operating deficit for the next five years. In addition to the consolidation of the sites and new hybrid curriculum, the Episcopal dioceses of Ohio, Indianapolis, and Michigan have committed to sponsoring at least five new students. These right-sizing efforts and growing enrollment will increase revenues by an additional \$200,000 per year. Additional measures are being taken by the Development Committee of the Board to cultivate new donors in Fiscal Year 2016 and Fiscal Year 2017 with the goal of increasing the Annual Fund to the \$300,000 level over the next two fiscal years. Through these strategic plans, the Seminary will reach longer-term sustainability over the next five years. Other forms of ongoing support include endowment income to provide scholarships for students, as well as financial contributions from affiliated church bodies.

## **Accreditation/Licensure**

The proposed program does not require specialized accreditation or licensure. Individual dioceses of the Episcopal Church in the United States of America certify graduates of programs when they approve them for ordination. The Constitution and Canons of the Episcopal Church define the requirements for candidates for ordination.

## **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 Seminary 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 Seminary's website.

**Staff Conclusion**

The staff concludes that Bexley Hall Seabury-Western Theological Seminary Federation 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.

**Robert Morris University-Illinois**  
**401 South State Street**  
**Chicago, IL 60605**  
**President: Ms. Mablene Krueger**

**Proposed Program Title in the Region of Authorization:** Associate in Applied Science in Medical Laboratory Technology in the Chicago Region.

*Projected Enrollments:* Robert Morris University-Illinois projects enrollment of 20 students in the first year, rising to 30 students in the fifth year. The University projects 22 degrees will be awarded in the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Medical Laboratory Science in the Chicago Region.

*Projected Enrollments:* Robert Morris University-Illinois projects enrollment of 15 students in the first year, rising to 20 students in the fifth year. The University projects 14 degrees will be awarded in the fifth year.

**Institutional Accreditation:** Robert Morris University-Illinois is regionally accredited by the Higher Learning Commission.

### **Background and History**

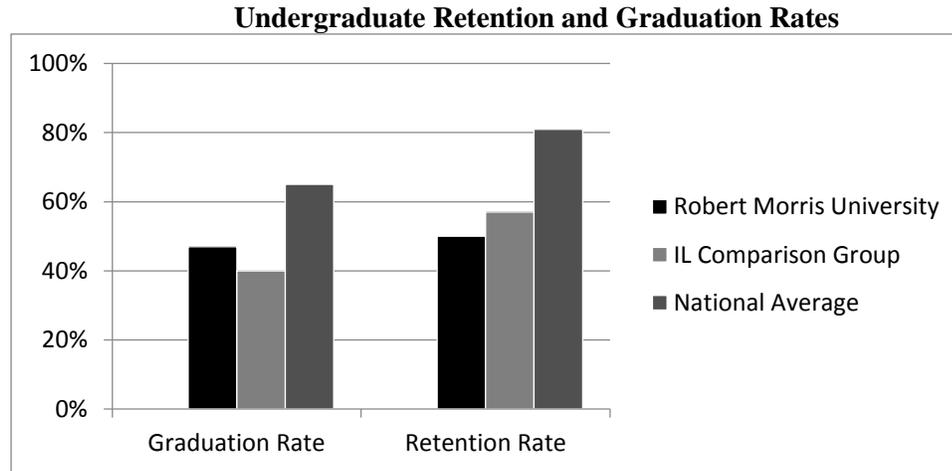
Robert Morris University-Illinois, formerly named Robert Morris College, was founded in 1965 as a private not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. In 1975, Robert Morris College moved to Chicago and merged with the Moser School of Business. In 1991, it awarded its first bachelor's degree in Business Administration. In April 2009, the institution changed its name to Robert Morris University-Illinois (RMU or the University). With these applications, the University is seeking approval to offer an Associates of Applied Science in Medical Laboratory Technology and a Master of Science in Medical Laboratory Science 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.*

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, US Department of Education*  
*Note: Robert Morris University–Illinois is in the full-time four year Illinois comparison group. Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

RMU’s 2013-2014 graduation rate was 47 percent. The national 2013-2014 average graduation rate among comparable Illinois institutions was 39.8 percent and the national average for not-for-profit institutions was 65 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’s 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).

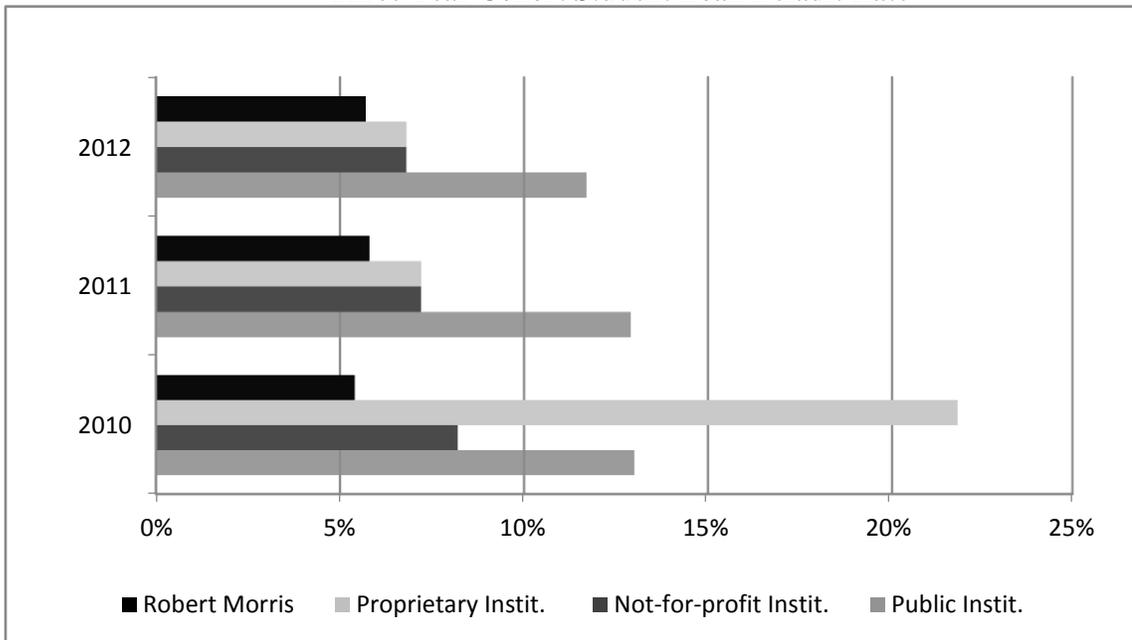
#### Undergraduate Retention Rate

RMU’s 2013-2014 retention rate was 50 percent. The 2013-2014 average retention rate for comparable Illinois institutions was 58 percent and the national average for not-for-profit institutions was 81 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

RMU’s 2013-2014 completions per 100 full-time equivalent enrollment (FTE) rate was 32. The average among comparable Illinois institutions was 28.1. 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, US Department of Education

Note: Robert Morris University-Illinois is a not-for-profit institution.

A lower number is a positive indicator.

#### Student Loan Default Rate

The three-year student loan default rate for Robert Morris University-Illinois was 5.7 percent in 2012, 5.8 percent in 2011, and 5.4 percent in 2010. The three-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 are consistent with the mission, goals, and objectives of the University. The requested degree titles are congruent with the corresponding program objectives and curricula.

## **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

#### Associates in Applied Science in Medical Laboratory Technology

Applicants for admission must have attained a high school diploma as evidenced by official transcripts, documentation of a passing General Educational Development (GED) test score, or be a candidate with military documentation of high school equivalency. The following materials may also be considered when making admissions decisions: work or community service experience; standardized examination results; and demonstration of the character necessary for success. For those students who are 23 years and older, the following materials are considered: high school diploma, GED score, or associate's degree; ACT, SAT, Applied Education Skills Assessment or College Level Examination Program scores; and evidence of successful employment experience. The University grants prior learning credit for industry certifications and work experience and accepts transfer credit earned from accredited institutions on a case-by-case basis.

#### Master of Science in Medical Laboratory Science

Applicants for the Master of Science in Medical Laboratory Science must have a bachelor's degree from a regionally accredited institution in science, health sciences, or a related field with the following course work: 24 quarter hours of chemistry (16 semester hours); 18 quarter hours of biology (12 semester hours); and four quarter hours of mathematics (three semester hours) at C or better. Accepted students, in order to enroll, must comply with a drug test and criminal background check to ensure acceptance at clinical locations. Up to 12 quarter hours may be accepted in transfer credit applied to the degree requirements for the graduate program. Transfer credit must have been completed at a B level or higher, completed at an accredited institution, be recognized as being applicable to the proposed program, and have been completed in the last five years. No credit for life experience or proficiency examinations will be applied to graduate programs.

### Curriculum

#### Associates in Applied Science in Medical Laboratory Technology

The Associates in Applied Science (AAS) in Medical Laboratory Technology is a 106 quarter-hour pre-professional program designed to prepare individuals for professional careers that combine medicine and laboratory science to help doctors determine the right treatments for patients. The AAS program is designed to be taken over seven quarters. This program offers a broad science background integrating general education and professional courses with hands-on experiences in a variety of clinical lab settings. Medical laboratory technicians use microscopes, cell counters, and other state-of-the-art laboratory equipment to determine the absence, presence, or extent of disease and provide data needed to evaluate the effectiveness of treatment in hospitals, clinics, physician's offices, and commercial laboratories. The AAS requires 22 quarter hours in science, 28 quarter hours in medical technology requirements, 36 hours in general education, 12 hours in clinical practica, and eight hours in career management. For the capstone course, students will complete a project that is assessed by faculty against a standardized rubric, developed by the faculty, to measure overall academic attainment of programmatic competencies and readiness for

professional certification, career advancement, and/or further education. Experiential learning experience is also required for all students. Graduates are encouraged to apply for the American Society for Clinical Pathology (ASCP) certification. Although students will find these certificates beneficial for employment opportunities, the certificates are not a mandatory component of the program.

### Master of Science in Medical Laboratory Science

The Master of Science (MS) in Medical Laboratory Science is a 64 quarter hour program designed to prepare students for professional careers in the field of medical laboratory science. The face-to-face program is cohort based and can be completed in eight academic quarters. The proposed program will prepare students for careers as medical laboratory scientists. Medical laboratory scientists are highly trained healthcare professionals who perform and manage hundreds of different types of tests critical to the diagnosis, treatment, management, and prevention of disease as a vital part of a medical team. The MS in Medical Laboratory Science prepares graduates with the theoretical knowledge and practical skills for positions in diagnostic clinical microbiology laboratories, public health microbiology laboratories, biotechnology companies, government agencies, and research institutes.

The curriculum consists of core medical laboratory courses, medical laboratory science requirements, and clinical practicum. Graduates are encouraged to apply for the ASCP certification. Although students will find these certificates beneficial for employment opportunities, the certificates are not a mandatory component of the program. For the capstone course, students will complete a project that is assessed by faculty against a standardized rubric, developed by the faculty, to measure overall academic attainment of programmatic competencies and readiness for professional certification, career advancement, or further education. This project-oriented capstone course guides students through an exploration of current health science management and care philosophies and practices.

### Assessment of Student Learning

RMU has established policies and practices in place for the assessment of student learning. The institution's approach incorporates direct and indirect measures administered periodically throughout the academic program. Direct assessment measures include: quizzes; tests; individual and group projects; faculty evaluation of experiential learning; self-evaluations; course-level learning assignments; clinical evaluations; the ASCP Practice Exam results; capstone project; and criterion-referenced evaluation of the RMU universal competencies. Indirect assessments include: formal student evaluations of faculty and courses; retention; graduation and time-to-completion rates; employer evaluation of student performance on externships/practica; national student and faculty engagement surveys; graduate exit surveys; and employer and alumni surveys.

### Program Assessment

The University has a clearly articulated assessment plan to determine the overall effectiveness of its programs and the degree to which students' needs are being met. The standing faculty curriculum committee conducts an annual assessment of student learning by evaluating samples of student work using established outcome statements, rubrics, and standardized assignments. The proposed programs 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 programs will be housed at the Chicago campus of the University. Existing classroom space and computer resources are sufficient for these programs. To accommodate growth, Robert Morris University is planning two new lab resources to be completed in September 2018 for a total of 5,000 square feet of learning space that will provide seating for up to 24 students in each lab. This space will include dedicated storage, disposal, and preparation space independent of, but continuous with, the lab and lecture room. The lecture elements of the room will include advanced audio/visual technology, displays, and instructional surfaces, as well as, independent student seating and work surfaces. The instructional components of the room will include a lectern with technology controls and instructional display capabilities.

RMU's Information Technology Library is a multi-site, system-wide educational resource located at each of the institution's campuses. Library services and bibliographic search systems are online; an automated catalog and circulation system networks the campuses and facilitates intercampus use of the resources. The University-wide collection includes eBooks, audio items, and online databases. The RMU library currently exceeds 236,000 items in its full collection and holds subscriptions to 44 electronic databases. The library resource acquisition budget for each of the proposed programs includes an initial commitment of \$20,000 followed by an annual acquisition budget of \$5,000 for years two through five. RMU is also a member of the Consortium of Academic and Research Libraries in 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 that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction. Faculty teaching in the proposed program will have the appropriate qualifications. A formal faculty evaluation process is in place.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The University has submitted fiscal plans indicating tuition revenue exceeds, and will continue to exceed, operating expenditures beginning in the second year for the AAS in Medical Science Technology and in the third year for the Master of Science in Medical Laboratory Science.

## **Accreditation/Licensure**

The proposed programs do not require specialized accreditation or licensure; however, RMU plans to seek programmatic accreditation from the National Accrediting Agency for Clinical Laboratory Science

within the first year with the timeline to complete the process before the first cohort of students graduate a 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 applications provide information regarding 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 Robert Morris University-Illinois 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.



**Chicago College of Oriental Medicine**  
**318 West Adams Street, Suite 400**  
**Chicago, IL 60606**  
**President: Dr. Yong Gao Wang**

**Proposed Program Title in the Region of Authorization:** Master of Science in Acupuncture in the Chicago Region

*Projected Enrollments:* The Chicago College of Oriental Medicine projects enrollment of 15 students in the second year, increasing to 38 students by the fifth year of the program. The College projects 20 degrees will be awarded in the fifth year.

**Proposed Program Title in the Region of Authorization:** Master of Science in Acupuncture and Oriental Medicine in the Chicago Region

*Projected Enrollments:* The Chicago College of Oriental Medicine projects enrollment of 20 students in the first year, increasing to 131 students by the fifth year of the program. The College projects 20 degrees will be awarded in the fifth year.

**Institutional Accreditation:** Chicago College of Oriental Medicine has submitted plans to seek accreditation from the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). ACAOM is recognized by the United States Department of Education to certify Master's level programs in Acupuncture and Oriental Medicine. The ACAOM has provided favorable support of the timeline submitted by the Chicago College of Oriental Medicine. The anticipated date for moving to candidacy status is August 2018, and the date for receiving accreditation is February 2021. ACAOM will not conduct an Eligibility Site Visit until an institution's clinical program is in operation, the third year of the programs.

### **Background and History**

The Chicago College of Oriental Medicine (CCOM or the College) is a private, for profit, post-baccalaureate institution incorporated in 2004 by Dr. Yong Gao Wang. The aim of the Chicago College of Oriental Medicine is to become a part of the unifying force between the medical traditions of the East and the West with a special emphasis on exposing Midwestern patients and practitioners to the contemporary applications of Oriental medicine in promoting health and healing. The College will educate and train competent practitioners of acupuncture and Oriental medicine by providing high quality academic and clinical programs that meet or exceed the professional standards established by the accrediting and licensing authorities and promote wellness, healing, and treatment of the whole person. The Chicago College of Oriental Medicine is seeking Board authorization to grant the Master of Science in Acupuncture and the Master of Science in Acupuncture and Oriental Medicine in the Chicago 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 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 proposed programs are in alignment with the overall mission of the College. The proposed programs are consistent with the mission, goals, and objectives of the College. The requested degree titles are congruent with the corresponding degree programs' 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**

Applicants to CCOM must provide evidence of an associate's or higher degree or have completed the minimum equivalent of 60 semester (90 quarter credits) through an official transcript from a postsecondary institution recognized by the United States Department of Education or the Council for Higher Education or a degree from another country evaluated for United States equivalence. The Illinois Board of Higher Education (IBHE) rules permit programs of professional practice whose professional standards do not require a baccalaureate degree for entry to structure admissions requirements in this manner. Of those credit hours required, the following courses must be part of the entrance requirements: Humanities and Social Sciences, 15 semester hours; English, six semester hours; Psychology, three semester hours; and Biology, three semester hours. All of these courses must be passed with a minimum of a C or better on a 4.0 scale, and all applicants must demonstrate an overall cumulative grade point average of at least a 3.0 on a 4.0 scale. The College will request transcripts on all students seeking admission. Transcripts will become a part of the applicant's file and must be evaluated by the Dean of Academic Affairs to ensure that these minimum standards for admission have been met prior to acceptance. In addition, admissions requirements include: three references; an essay; a current resume; an admissions interview; immunization records; and an application fee.

For transfer students, official transcripts from all previously attended colleges and universities are required. The number of credits transferred for an incoming student cannot exceed 50 percent of the total credit hours required for each of the proposed master's degrees. Applicants with life experience can request a review with the Chief Academic Officer to determine credit eligibility.

### **Curriculum**

#### **Master of Science in Acupuncture**

The Master of Science (MS) in Acupuncture is a clinical graduate degree requiring eight trimesters, 2,378 contact hours, and 119.266 credit hours. Within the curriculum, the required components vary in credit hours from .266 to five, depending upon the clock hours required for each lab, lecture, or clinical. The College offers three terms per calendar year. The MS in Acupuncture includes extensive coursework in acupuncture; traditional Chinese medicine; basic and biomedical sciences; counseling, communications, ethics, and practice management; and clinical training and research. The Accreditation Commission of Acupuncture and Oriental Medicine sets standards and competencies for the field, which were incorporated into the program curriculum. Coursework is delivered through didactic study, laboratory classes, and clinical practice; clinical training is conducted both in on-site and off-site clinics. To satisfy licensure requirements, students typically take the Certification in Clean Needle Techniques exam after their first year. Students qualify for the National Certification Commission for Acupuncture and Oriental Medicine board exam after the second year of comprehensive exams.

## Master of Science in Acupuncture and Oriental Medicine

The Master of Science in Acupuncture and Oriental Medicine is a clinical graduate degree requiring nine semesters, 2,963 contact hours and 154.266 credit hours. Within the curriculum, the required components vary in credit hours from .266 to five, depending upon the clock hours required for each lab, lecture, or clinical. The MS in Acupuncture and Oriental Medicine includes extensive coursework in acupuncture; traditional Chinese medicine; basic and biomedical sciences; counseling, communications, ethics, and practice management; herbal studies; and clinical training and research. The Accreditation Commission of Acupuncture and Oriental Medicine set standards and competencies for the field, which were incorporated into the program curriculum. The primary difference between the two proposed programs is the Master of Science in Acupuncture and Oriental Medicine requires several levels of additional coursework in herbology. Coursework is delivered through didactic study, laboratory classes, and clinical practice; clinical training is conducted both in on-site and off-site clinics. To satisfy licensure requirements, students typically take the Certification in Clean Needle Techniques exam after their first year. Students qualify for the National Certification Commission for Acupuncture and Oriental Medicine board exam after the second year of comprehensive exams.

### Assessment of Student Learning

The Chicago College of Oriental Medicine has established policies for assessment of student learning outcomes. The College is committed to providing critical and objective assessment of its students and their learning. Learning outcomes are identified for each program with course objectives mapped to the same. Course objectives are to be evaluated through assignments, tests, projects, and other established performance assessments. Clinical experiences and research projects are the cumulative capstones of each program.

### Program Assessment

At the College level, CCOM has established policies and procedures for ongoing institutional and program-level assessment and review. As faculty members are hired, they will be involved with administrators in strategic planning and evaluation of programs. Data collection, in the form of course assessments, program outcomes, and other measures of institutional effectiveness, will be used to evaluate progress toward institutional and program goals. Faculty and student input will be actively solicited on a regular basis.

### **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.*

Dr. Wang, as a partner, purchased 8,000 square foot space on the second floor of a high-rise office building at 318 West Adams Street in Chicago's financial district. Located across the street from the Willis Tower, another building tenant is Taylor Business Institute. Agreements are in place for CCOM to share library facilities and resources with Taylor Business Institute. The CCOM facilities include spaces for two classrooms; one laboratory; one computer lab; and areas for reception, administration, offices, and faculty and student lounges. There is room for expansion with the capacity to open eight additional classrooms or labs. The facilities are in compliance with federal, state, and local ordinances and regulations, including those relating to safety and health. In addition, the facilities accommodate the needs of individuals with disabilities.

The College's suite has the infrastructure in place for wireless connectivity. Detailed plans have been submitted outlining the College's commitments to purchase additional furniture, computers, library resources, and other materials to outfit the facilities. These purchases will be made after the degree-granting authority is granted from the IBHE.

The College's agreement with Taylor Business Institute will provide CCOM students with access to resources on site, as well as online books, journals, and other research materials. The Taylor Business Institute is an institutional member of the Consortium of Academic and Research Libraries in Illinois and the Reaching Across Illinois Library System. As a result, CCOM students will be able to access additional collections and materials from all participating libraries in these two systems. The library is managed by professional librarians who hold an American Library Association accredited Master's degree in Library Information Science.

### **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.*

Chicago College of Oriental Medicine has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The College 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 College has submitted fiscal plans indicating revenue will exceed operating expenditures in the second year of operation. In addition to in-kind contributions of time and expertise from Dr. Wang and board members, the institution has secured a line of credit upon which to draw should the need arise.

### **Accreditation/Licensure**

Chicago College of Oriental Medicine plans to seek specialized accreditation from ACAOM upon Board approval of degree-granting authority. ACAOM is recognized by the United States Department of Education to certify Master's-level programs in Acupuncture and Oriental Medicine. The ACAOM has provided favorable support of the timeline submitted by the Chicago College of Oriental Medicine. The anticipated date for moving to candidacy status is August 2018, and the date for receiving accreditation is February 2021.

Graduates from the Master of Science in Acupuncture and Master of Science in Acupuncture and Oriental Medicine will be eligible to sit for the comprehensive national certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine. Professional requirements for the practice of acupuncture and oriental medicine vary by state. In Illinois, eligibility for licensure is through the Illinois Department of Financial and Professional Regulations.

## **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 Chicago 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.



**DeVry University**  
**3005 Highland Parkway**  
**Downers Grove IL 60515-5799**  
**President: Robert Paul**

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Accounting in the Chicago Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 30 by the fifth year

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Accounting in the West Suburban Region

*Projected Enrollments:* DeVry University projects 12 students in the first year rising to 28 by the fifth year

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Accounting in the South Metro Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 26 by the fifth year

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Accounting in the North Suburban Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 30 by the fifth year

**Proposed Program Title in the Region of Authorization:** Bachelor of Science in Accounting in the Fox Valley Region

*Projected Enrollments:* DeVry University projects two students in the first year rising to ten by the fifth year

**Proposed Program Title in the Region of Authorization:** Master of Information Technology Management in the Chicago Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 30 by the fifth year

**Proposed Program Title in the Region of Authorization:** Master of Information Technology Management in the West Suburban Region

*Projected Enrollments:* DeVry University projects 12 students in the first year rising to 28 by the fifth year

**Proposed Program Title in the Region of Authorization:** Master of Information Technology Management in the South Metro Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 26 by the fifth year

**Proposed Program Title in the Region of Authorization:** Master of Information Technology Management in the North Suburban Region

*Projected Enrollments:* DeVry University projects ten students in the first year rising to 30 by the fifth year

**Proposed Program Title in the Region of Authorization:** Master of Information Technology Management in the Fox Valley Region

*Projected Enrollments:* DeVry University projects two students in the first year rising to ten by the fifth year

**Institutional Accreditation:** DeVry University is regionally accredited by the Higher Learning Commission.

### **Background and History**

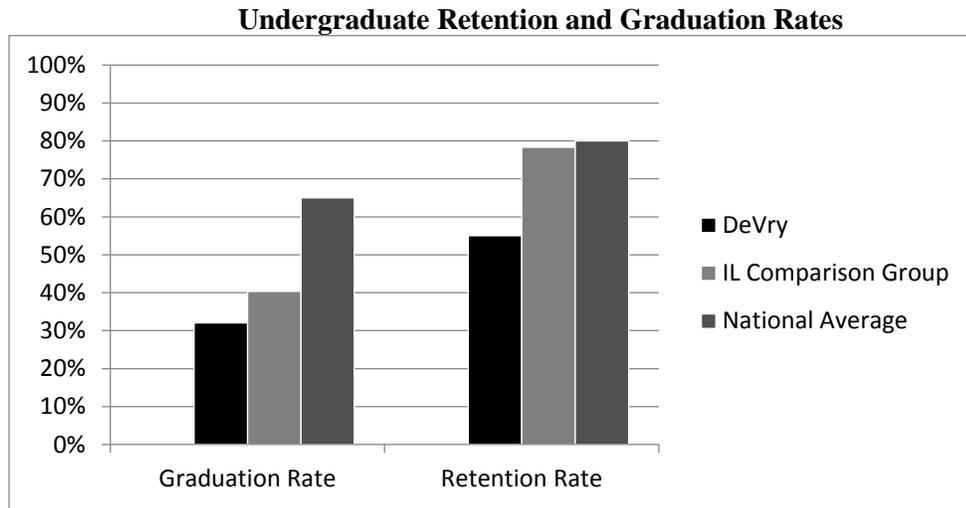
DeVry University (DeVry or the University) is a proprietary institution of higher education, owned and operated by DeVry Education Group Inc. What has now become DeVry University was founded in 1931 by Dr. Herman DeVry as a Chicago-based technical training school for students in electronics, motion-picture technology, and radio. DeVry currently has nine campuses in the Chicago area, located in five higher education regions of Illinois, and numerous campuses in other states. A significant portion of DeVry programs are delivered entirely online. With this application, DeVry is seeking approval to offer the Bachelor of Science in Accounting and the Master of Information Technology Management in the Chicago, West Suburban, South Metro, North Suburban, and Fox Valley Regions. Both of the proposed programs will be offered in on-site, online, and blended formats.

### **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, US Department of Education*  
*Note: DeVry University is in the baccalaureate inclusive Illinois comparison group.*  
*Higher percentages are positive indicators.*

#### Undergraduate Graduation Rate

DeVry University’s 2013-2014 graduation rate was 32 percent. The national 2013 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’s 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

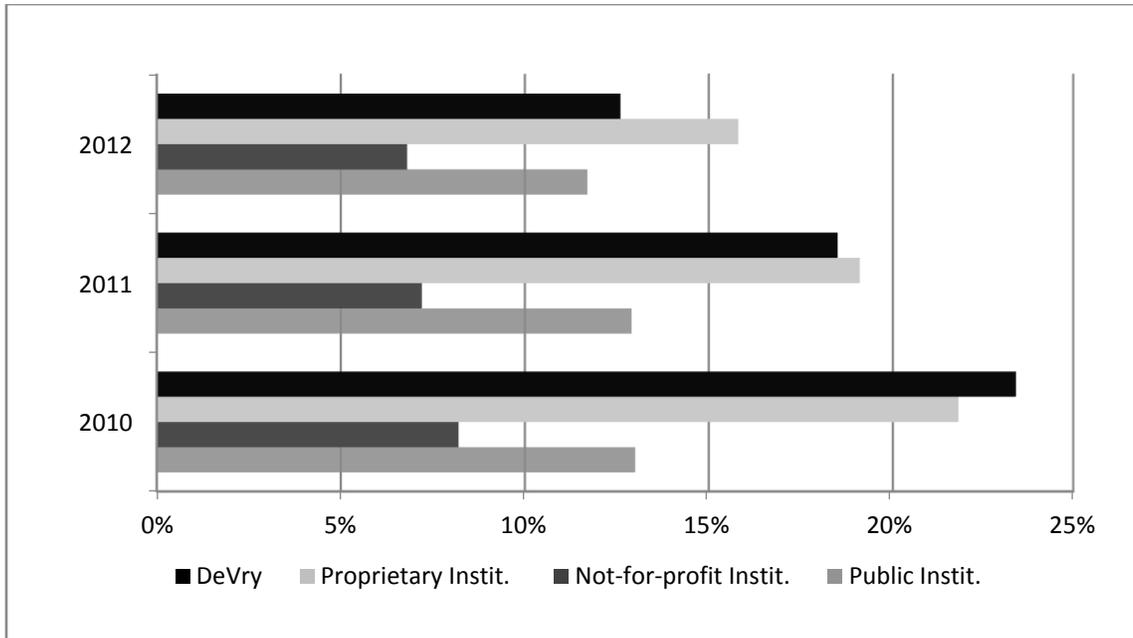
DeVry University’s 2013-2014 retention rate was not available. The national average retention rate for not-for-profit institutions in 2013 was 80 percent and the average for comparable Illinois institutions was 78.3 percent. Retention rates examine the percentage of first-time degree seeking students 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 the NCES.

#### Undergraduate Completions per 100 FTE

DeVry University’s 2013-2014 completions per 100 FTE rate was 30. The average among comparable Illinois institutions was 24.7. The full-time equivalent enrollment (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, US Department of Education

Note: DeVry is a proprietary institution.

A lower number is a positive indicator

### Student Loan Default Rate

The three-year student loan default rate for DeVry University was 12.6 percent in 2012, 18.5 percent in 2011, and 23.4 percent in 2010. 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 mission of DeVry University is to “foster student learning through high-quality, career-oriented education integrating technology, science, business, and the arts.” The proposed degrees are consistent with the mission of the University and the degree titles are consistent with the 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**

##### **Bachelor of Science in Accounting**

Each applicant must have earned one of the following educational credentials from a DeVry-recognized organization: a high school diploma or equivalent; a GED certificate; or a post-secondary or professional degree. The diploma or other acceptable documentation of the applicant’s educational achievement must be provided for the student’s file by the end of registration unless the University grants an extension. To be granted admission to DeVry, a prospective student must interview with a DeVry admissions advisor and complete an application for admission. In addition, all other general and specific admission requirements must be met, including those regarding age, prior education, and evaluation of proficiency in the college-level skills needed for coursework in the chosen field of study.

##### **Master of Information Technology and Management**

Students applying to the program must submit the following: an application to the Keller Graduate School of Management, evidence of at least a 2.70 GPA on a 4.00 scale, and verbal and quantitative scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). All applicants must also complete a personal interview with an admissions advisor. Online applicants who are unable do an interview in person must complete an interview with an admissions advisor by telephone.

#### **Curriculum**

##### **Bachelor of Science in Accounting**

The proposed Accounting program is designed to prepare students who are pursuing the Certified Public Accountancy (CPA) certification. The program sets a foundation in accounting for all students who graduate from the program. The program provides 120 credit hours towards the 150 credit hours needed in most states to sit for the CPA exam. Students in the Bachelor of Science in Accounting program complete a senior project, which represents the culmination of their program. This capstone course will synthesize business and accounting concepts and require students to analyze and propose solutions to real-world accounting issues.

##### **Master of Information Technology and Management**

The Master of Information Technology and Management program requires successful completion of a minimum of 39 semester-credit hours. To provide flexibility in customizing the program to meet professional and personal goals, students select one of five emphases: Information Security; Information Systems Tools; Database Administration and Management; Wireless; or Network Management. Program graduates are required to complete a capstone course, rather than a thesis, which provides students the opportunity to integrate concepts and skills learned throughout the program and is intended to be taken as

the last course. Students develop, design, and present an information systems and/or network project requiring synthesis of strategic management of technology, network concepts, systems analysis, security and privacy, and management of technology projects.

#### Assessment of Student Learning

DeVry University's College of Business and Management has been engaged in two types of course-level assessments: core course assessments for analyzing program objectives and concentration course assessments for determining student learning outcomes at the concentration level. Faculty reviews of coursework, embedded fieldwork, internships, quizzes, class tests, and research/capstone activities are significant aspects of the established mechanisms for assessing and ensuring student learning. All DeVry students are required to take a senior project course at the end of their program of study. This course is designed to have students do a project that would encompass the learning objectives of the program. The students are assessed on the content, presentation, and written pieces of the project.

#### Program Assessment

DeVry has developed a College Assessment Program (CAP) system to evaluate and continuously improve its graduate programs. The proposed programs will be included in all CAP protocols. Alumni and professionals in related fields are heavily involved in the program through an advisory board that reviews curriculum and student work products from the capstone course. Graduates of the program will be surveyed at one, five, and ten years after program exit to learn about their perceptions of the program and the ways it did or did not prepare them for their subsequent careers. Faculty are also instrumental to the CAP process through curriculum review and analysis of assessment data pertaining to student learning outcomes. Input is also collected from faculty through an annual survey.

#### **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 programs will be delivered at five of its campuses, which are located in five different higher education regions: Chicago; West Suburban; South Metro; North Suburban; and Fox Valley. Facilities at each of the campuses are adequate for delivering the proposed programs. The library facilities at the University are sufficient to support the proposed programs. All DeVry University students, faculty, and staff will have access to numerous online databases in support of the proposed programs including EBSCOhost, which provides access to 17 individual academic, business, health sciences, and technology databases; LexisNexis, ABI/Inform, IBISWorld, Plunkett Research and Faulkner FACCTS, supporting business and management; Britannica Online, an academic general reference source; and five separate eBook collections including EBSCOhost eBooks (formerly NetLibrary) and eBrary. These resources provide access to more than 60,000 electronic journals, approximately half of which offer full-text access (articles not available in full-text can be requested via interlibrary loan), and more than 110,000 eBook titles, supporting all areas of the curriculum.

#### **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 policies to ensure academic professionals hired possess the training, credentials, and other related qualifications, including, but not limited to, field experience and graduate and/or terminal degrees in related fields.

### **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.*

DeVry University has submitted fiscal plans indicating revenues will exceed operating expenditures beginning in the first year of operation of the proposed program.

### **Accreditation/Licensure**

DeVry University will seek approval by the Accreditation Council of Business Schools Programs for the Bachelor of Science in Accounting and the Master of Information Technology Management programs.

### **Program Information**

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

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

### **Staff Conclusion**

The staff concludes that the Bachelor of Science in Accounting and Master of Information Technology Management proposed by DeVry University meet the criteria to implement the Board of Higher Education Act (110 ILCS 205/et.seq.) as set forth in 23 Illinois Administrative Code, Ch. II, Section 1050.30, and the Illinois Board of Higher Education policies pertaining to assessment and accreditation or licensure.



**Worsham College of Mortuary Science**  
**495 Northgate Parkway**  
**Wheeling, IL 60090**  
**President: Mr. Karl F. Kann**

**Seeking Operating Authority:** North Suburban Region

**Proposed Program Title in the Region of Authorization:** Associates of Applied Science in Mortuary Science in North Suburban Region

*Projected Enrollments:* Worsham College of Mortuary Science projects enrollment of 100 students for the first five years.

**Institutional Accreditation:** Worsham College of Mortuary Science holds programmatic accreditation by the American Board of Funeral Service Education (ABFSE).

### **Background and History**

Worsham College of Mortuary Science (Worsham or the College) is an independent for-profit institution dedicated to the education of accomplished funeral service professionals. Worsham College of Mortuary Science was founded by Albert Worsham on March 17, 1911, as the Worsham College of Embalming. After Mr. Worsham died, seven staff members, all physicians, purchased the College, and changed its name to Worsham College of Mortuary Science. For the next 26 years, Worsham College operated under the combined efforts of the new owners, all of whom instructed in various capacities. In 1961, attorneys Erwin Greenberg and James Spangler assumed the administrative duties of the College. They operated the College until 1979, when Bruno Bak, a faculty member since his graduation from Worsham in 1947, became President. Mr. Bak together with Joan Tomczak-Bak, who served in the capacity as Registrar since 1967, moved the College to Wheeling, Illinois, in the northern suburbs of Chicago. Presently, Karl Kann is the President, a graduate of Worsham College in 1990. The current administration will remain intact, but the new owners of Worsham College of Mortuary Science will be Brian and Leili McMurrough, both graduates of Simmons Institute of Funeral Service. The new owners will operate Worsham College of Mortuary Science with the same mission, programs, faculty, staff, and policies of the foregoing College.

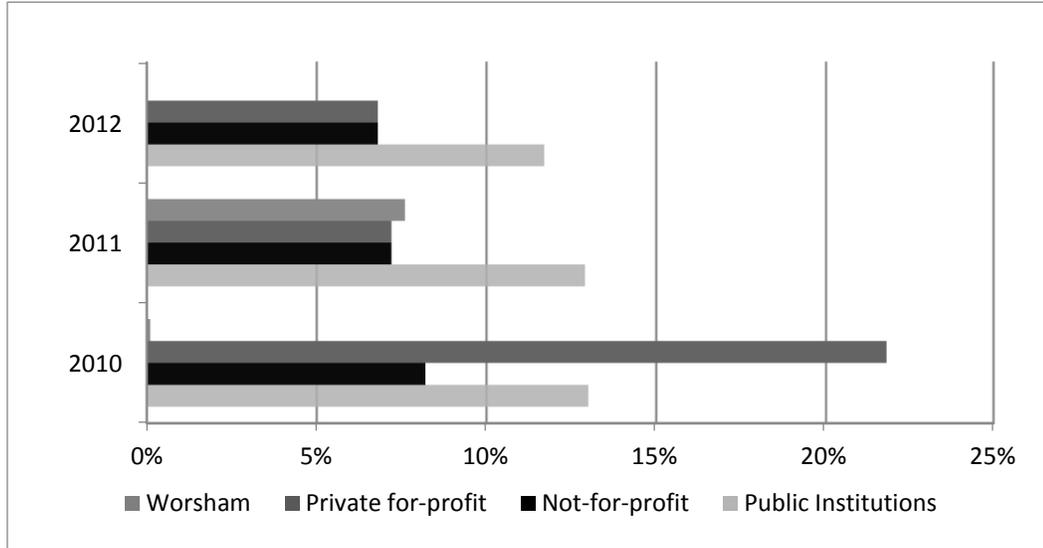
### **Institutional Data**

*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.*

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.

**Three Year Cohort Student Loan Default Rate**



Source: National Center for Education Statistics, US Department of Education

Note: Worsham College of Mortuary Science is a proprietary institution. A lower number is a positive indicator.

The three-year student loan default rate for Worsham was 4.5 percent in 2012, 7.6 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, 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 proprietary institutions.

Undergraduate-related data fields are not provided because the College does not offer programs to a cohort of first-time full time students.

**Mission and Objectives**

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

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

The proposed program is in alignment with the overall mission of the College. The proposed program is consistent with the mission, goals, and objectives of Worsham College of Mortuary Science. 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**

Applicants for admission to the Associate in Applied Science (AAS) in Mortuary Science must submit a completed application, two letters of recommendation, a personal statement, an official high school diploma or its equivalent, an official college transcript, immunization records, and a \$30 application fee. Students must have obtained a minimum grade point average of 2.0 from the previous institution for credits to transfer. For admission into the AAS, students must have twelve semester credit hours in English Composition One and Two, biology, and a humanities course.

### **Curriculum**

The Associates in Applied Science in Mortuary Science requires a total of 80 quarter hours for degree completion. The College awards the AAS to students who successfully complete the required coursework and transfer 12 semester hours consisting of English Composition One and Two, General/Introduction/Principles of Biology, and a humanities class. Worsham awards a Diploma in Mortuary Science to students who transfer to the College with a minimum of seven semester hours and successfully complete the core curriculum. The College's core curriculum is based on the educational standards provided by the American Board of Funeral Service Education. The curriculum sequence will cover general science courses, business management and law coursework, social science courses, professional ethics, and foundational knowledge in funeral arrangement and directing, embalming, and restorative art. Students also complete 12 hours of clinical practicum in which they gain additional experience in the funeral home under direct supervision of a licensed funeral director and/or embalmer, applying knowledge of theories and practices of funeral service is also required.

### **Assessment of Student Learning**

The College has a standard process for assessing student learning outcomes in its degree programs. The institution's approach for the proposed program will incorporate direct and indirect measures administered periodically throughout the curriculum. Direct assessment measures include mock exercises, exams, projects, and research papers, which will be measured against the learning objectives for each course. Indirect assessments include: formal student evaluations of faculty and courses, retention, graduation, job placement, and cohort default rates. Employer and program evaluation surveys are also administered and reviewed.

### **Program Assessment**

The College has established institutional policies and structures for continuous evaluation and improvement. The Program Director in charge of conducting ongoing evaluation on student performance and institutional effectiveness. Program and faculty evaluations are administered every six months,

reporting results to the Board of Directors. The Program Director carefully monitors all of the student learning assessment measures and the performance of students on the National Board exam.

### **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.*

Worsham College is located at 495 Northgate Parkway in Wheeling, Illinois. The main facility is set on two acres of land and provides approximately 20,000 square feet which include classrooms, computer and restorative art laboratories, library, group study space, casket selection room, burial vault and cremation display room, school store, lounges, office, and storage space.

The demonstration laboratory comes complete with an embalming table, instruments, embalming machine, embalming fluid, transfer cot, and a weighted mannequin. Other important features of this facility are the casket selection room and burial vault and cremation display. These rooms are used during several funeral directing courses and allow students hands-on experience with visual displays and include a meeting table and discrete camera to provide immediate feedback to the student after the mock arrangement conference.

The Cook County Medical Examiner's Office provides two autopsy suites which can accommodate four cases per suite for a total of eight cases during the students' embalming practical course. Students embalm cases at the Medical Examiner's Office under the direct supervision of Worsham faculty. The Medical Examiner's Office provides state-of-the-art equipment which the students can use as part of the College's agreement with the Office. The Medical Examiner's Office stratifies all state, federal and local regulations.

The Tomczak-Bak Library is open to students during business hours. The library has several tables and a group study room. In the group study room, copiers, a television, and various anatomical and study guides are available. The library offers over 1,000 book titles, magazines, newspapers, and trade publications. All computers in the computer lab have an electronic card catalog that is searchable by author, subject, and title.

### **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.*

Worsham has established policies to ensure that faculty members possess the training, credentials, and other required qualifications to provide quality instructions to students. The faculty that will teach and advise in the program have relevant education and experience to advance teaching and learning in the area of study. The College has established policies to evaluate faculty and provide feedback on student learning outcomes.

## **Fiscal and Personnel Resources**

*Criterion 1030.60(a) (8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

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

## **Accreditation/Licensure**

The existing Associates in Applied Science and Diploma are accredited by the American Board of Funeral Service Education (ABFSE). Funeral Directors and Embalmers are certified by the American Board of Funeral Service Education and licensed by a state licensing board. State licensure is required for practice in the field and varies by state. After completion of the program, students must successfully pass the National Board Exam by the International Conference. Graduation from an ABFSE accredited program is a requirement for certification and subsequent licensure.

## **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.*

Detailed admission and program descriptions submitted as part of the applications 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.

## **Staff Conclusion**

The staff concludes that Worsham College of Mortuary Science and its proposed degree program 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.

