

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

**Submitted for:** Action.

**Summary:** The Illinois Board of Higher Education 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 new off-campus site, 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 operating and/or degree-granting authority to the following institutions:

Argosy University/Chicago Campus and Argosy University/Schaumburg Campus

- Doctor of Education in Community College Executive Leadership in the Chicago and North Suburban Regions

Chamberlin College of Nursing (operating)

- Associate of Science in Nursing in the West Suburban Region
- Bachelor of Science in Nursing in the West Suburban Region

The Chicago School of Professional Psychology

- Master of Arts in Applied Psychology
- Master of Arts in Applied Behavior Analysis
- Doctor of Psychology in Applied Behavior Analysis

DeVry University – Illinois

- Associate of Applied Science in Web Graphic Design in the Chicago, South Metro, and West Suburban Regions
- Master of Science in Electrical Engineering in the Chicago Region

Franklin University

- Bachelor of Science in Business Forensics, Statewide
- Bachelor of Science in Financial Management, Statewide

- Bachelor of Science in Forensic Accounting, Statewide

International Academy of Design and Technology

- Associate of Applied Science in Merchandising Management in the North Suburban Region
- Bachelor of Arts in Merchandising Management in the North Suburban Region

Northwestern Business College

- Associate of Applied Science in Nursing in the Chicago, South Metro, and West Suburban Regions

Robert Morris College

- Associate of Applied Science in Pharmacy Technician in the Chicago and West Suburban Regions

St. Ambrose University

- Master of Education in Teaching in the Western Region

Sanford-Brown College (operating)

- Associate of Applied Science in Business Administration in the Southwestern 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 new off-campus site, 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. Off-campus sites are defined as sites located within an IBHE approval region other than the region within which an institution's main campus is located. There are ten IBHE approval regions; each is coterminous with a block of 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 ten institutions.

**Argosy University / Chicago Campus**  
**350 North Orleans Street**  
**Chicago, Illinois 60654**  
**President: C. Ronald Kimberling**

**Argosy University / Schaumburg Campus**  
**1000 North Plaza Drive Suite 100**  
**Schaumburg, Illinois 60173**  
**Interim President: Rita Jensen**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background/History.** Argosy University is a private, for-profit higher education institution owned and operated by Argosy Education Group, Inc., a wholly-owned subsidiary of Education Management Corporation, a publicly held corporation. Argosy University offers general

education and professional programs at the undergraduate, graduate, and postgraduate levels in behavioral sciences, business, education, and allied health. The idea for the American Schools of Professional Psychology (now Argosy University) originated during the early 1970's, following a movement that called for a professional degree in clinical psychology with an emphasis on practical training and application of theory and research, rather than the research-oriented approach of the traditional Ph.D. degree. The American Schools of Professional Psychology changed its name to Argosy University coincident with its merger with the Medical Institute of Minnesota and the University of Sarasota. In December 2001, the two Illinois campuses received approval to offer degrees in business and education at the baccalaureate, master's, and doctoral levels. Fall 2005 enrollments for Argosy University/Chicago Campus and Argosy University/Schaumburg Campus were 972 and 496, respectively.

Argosy University/Chicago Campus and Argosy University/Schaumburg Campus are requesting authorization to grant the Doctor of Education (Ed.D.) in Community College Executive Leadership.

### **Mission and Objectives**

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

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

Argosy University's mission is to provide high-quality education in practitioner fields, employing delivery formats that provide access for students regardless of their geographic location. The stated purpose for both the Chicago and the Schaumburg campuses includes providing distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace.

The proposed Ed.D. in Community College Executive Leadership is consistent with the purpose, goals, objectives and mission of the institution and its campuses, and the requested degree title is congruent with the corresponding degree program objectives and curriculum.

### **Doctor of Education in Community College Executive Leadership**

#### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### **Admission**

Students seeking admission to the Ed.D. in Community College Executive Leadership must present evidence of: (1) graduation with a master's degree from a regionally accredited educational institution or an appropriately certified institution; (2) a minimum grade point average of 3.0 (on a 4.0) scale in work leading to the master's, and in any subsequent graduate study; and (3) minimum TOEFL scores of 213 (computer version), or 550 (paper version) for those applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. In addition, students must provide the

following: completed application form, non-refundable application fee, official transcripts from all postsecondary schools attended, a letter of recommendation from a community college leader, and documentation of applicant employment with, or access to, a professional or educational organization.

## Curriculum

The proposed program is designed to prepare “higher education personnel for senior administrative positions in community colleges.” Completion of the program requires 60 semester credit hours beyond the master’s degree. Included in the curriculum are nine credit hours in research methods, twelve dissertation credit hours, and a three credit hour internship. The cognate core courses include Critical Analysis of Problems and Issues in Education, Comprehensive Planning and Implementation, Higher Education in the United States, Educational Policy, Community College Leadership, Organization and Governance of Community Colleges, and Community College Finance. Students are also required to complete a course in writing for research and professional publication prior to beginning work on their dissertation. To be eligible for graduation, students must meet the following requirements:

- Satisfactory completion of all requirements in the program of study;
- Satisfactory completion of 60 semester credit hours beyond the master’s degree;
- Evidence of a grade point average of 3.0 or higher (on a scale of 4.0);
- Satisfactory performance on the comprehensive examination;
- Successful completion and defense of the dissertation; and
- Submission of a completed Petition to Graduate.

## Assessment of Student Learning

Argosy University employs a system of “outcomes-based assessment strategies that are multifaceted, continuous in application, progressive, pre- to post- time framed, summative and formative in nature, and involve both direct and indirect methodologies.” The results of these strategies are integrated with the University’s ongoing analyses of students’ academic behaviors and achievements to continuously review and revise the educational programs of the university. At the program level, faculty design assessment strategies on the basis of specific programmatic goals and objectives, including academic skills, behaviors, and knowledge bases appropriate to the level of education, accreditation standards where applicable, and disciplines in which the degrees are offered.

## Program Assessment

All of Argosy’s degree programs are evaluated using multiple assessment measures to determine the institution’s effectiveness in supporting student learning. The Campus Academic Affairs Committee coordinates all institutional effectiveness efforts on the campus. The Department Review process is the primary mechanism for assuring focus on the assessment of student learning in relation to specified program objectives. The results of this departmental review provide faculty with the basis for identifying and implementing necessary improvements in student learning. Additional information is provided by end of course evaluations, faculty and student attrition and graduation rates, job placement rates, alumni surveys, employer surveys, financial and practice audits, and accreditation reviews.

## **Facilities (space, equipment, instructional materials)**

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

Facilities and equipment are adequate to support the proposed programs. The University leases campus facilities from outside management companies, and the lease requires building owners to maintain facilities in accordance with all federal, state, and local fire and building codes. Both Argosy campuses currently offer the Doctor of Education which will be able to provide support for the proposed program through shared faculty, library resources and shared administrative support and leadership. Partnership agreements with local community colleges will provide the resources needed to support the program's internships.

## **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Argosy University faculty must hold a terminal degree related to the program in which they teach and must demonstrate teaching and professional experience in the discipline. All contractual faculty must hold a degree higher than the degree granted in the area in which they will teach at either the Argosy University/Chicago Campus or Argosy University/Schaumburg Campus. For doctoral programs, faculty must hold equivalent level degrees in the discipline. Each candidate for a faculty position is expected to demonstrate excellence in teaching.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

Fiscal and personnel resources for the institutions are adequate. The campuses have submitted financial plans indicating that tuition revenues for the proposed degree program will exceed operating expenditures within the program's first year.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The Argosy University/Chicago Campus and Argosy University/Schaumburg Campus Handbooks, along with the Argosy University Academic Catalog and the Argosy University website provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for completion of the proposed courses of study, and procedures governing faculty and student affairs. The

institutions' cancellation and refund policies are fair and reasonable, and their publications include accurate statements about their accreditation and the limitations on transferability of earned credits to other institutions.

### **Accreditation/Licensure**

Neither specialized accreditation nor licensure of graduates is required. In developing the curriculum, Argosy University has followed the "Competencies for Community College Leaders" developed by the American Association of Community Colleges.

**Staff Conclusion.** The staff concludes that Argosy University/Chicago Campus and Argosy/Schaumburg Campus and their proposed 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.

**Chamberlin College of Nursing**  
**1221 North Swift Road**  
**Addison, Illinois 60101**  
**President: Susan L. Groenwald**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools

**Background/History.** Chamberlin College of Nursing was originally founded in 1889 in Saint Louis, Missouri as Deaconess College of Nursing. This institution was purchased in March 2005 by DeVry Inc., which is an approved institution by the Illinois Board of Higher Education. In October 2006, Deaconess College of Nursing was renamed to Chamberlin College of Nursing to reflect plans for institutional expansion. Chamberlin College of Nursing is requesting authorization to operate and grant the Associate of Science in Nursing and Bachelor of Science in Nursing on the DeVry University-Illinois campus located in the West Suburban Region.

### **Mission and Objectives**

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

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

The proposed Associate of Science in Nursing and Bachelor of Science in Nursing are consistent with the mission of Chamberlin College of Nursing to provide quality and innovative health care education programs. The College offers programs with a strong historical foundation, broad general education, and extensive clinical practice. The programs are designed to prepare graduates for professional practice in health care settings with skills in oral and written communication, critical thinking, appreciation of cultural diversity, holistic health, and the encouragement of lifelong learning. Chamberlin is committed to fostering student development, career mobility, community service, and leadership among health care professionals.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Admission**

Chamberlin College of Nursing requires that all applicants have a high school diploma, GED, or be a graduate of an approved postsecondary institution to be admitted into the Nursing degree programs. Students are also required to demonstrate academic ability at the college level through placement testing or have a minimum score of 21 on the American College Test (ACT). Applicants are required to complete background screening, provide verification of physical examination, have complete immunization records, and have current certification in cardiopulmonary resuscitation (CPR).

### **Curricula**

#### **Associate of Science in Nursing**

The Associate of Science in Nursing has been designed to prepare students with the skills, knowledge, and ability to be employed in the field of nursing. The program curriculum requires students to complete 72 credit hours of coursework. Students are required to complete 21 credits in general education consisting of composition, humanities, mathematics, psychology, sociology, and communications. The program requires 15 credits in biological sciences consisting of anatomy and physiology I and II, pathophysiology, and microbiology-chemistry. Students will complete 36 credits in nursing consisting of fundamentals of nursing, nursing skills, pharmacology for nursing, nursing and patient care I and II, adult health I and II, maternal-child nursing, nursing of children, mental health nursing, multi-system nursing care, and nursing management.

#### **Bachelor of Science in Nursing**

Students completing the Bachelor of Science in Nursing are prepared with the skills and professional ability to practice effectively in a variety of health care settings. The program curriculum requires students to complete 126 credits of coursework. Students are required to complete 66 credits in general education consisting of anatomy and physiology I and II, microbiology-chemistry, composition I and II, history, cultural diversity, nutrition, pharmacology, general psychology, developmental psychology, communications, sociology, freshman seminar, statistics, college algebra, economics, logic, pathophysiology, ethics, and humanities. There are 36 credits in nursing that includes fundamental skills, patient care, mental health nursing, maternity newborn nursing, nursing of children, adult health I and II, and critical care nursing. Students will complete 24 credits in the nursing major consisting of health assessment, transitions in professional nursing, community health nursing, collaborative healthcare, information systems in healthcare, evidence-based practice, and a capstone course.

### **Assessment of Student Learning**

Chamberlin College of Nursing uses an assessment structure that reviews the achievement of students through a collaborative administration, faculty, and student centered model. This format is set up to encourage proactive response and improve teaching and learning interactions. Chamberlin College of Nursing seeks to provide deeper knowledge and greater



skills in general education and nursing. As students move through the program, skills are successively refined, demonstrating the mastery necessary to complete their clinical skills and prepare for the professional examination in the field. Direct assessment of programmatic objectives is conducted by evaluating student performance through testing, presentations, and clinical experience. The program is completed with a capstone course that gauges the students' abilities in fundamental, practical, and critical nursing skills.

#### **Program Assessment**

Chamberlin College of Nursing conducts program assessment on a system-wide basis and uses assessment data to further the institution in areas of continuous quality improvement. Faculty in each academic program plan and develop intended outcomes and the accompanying evidences that the outcomes are being accomplished. Results from program assessments are used to develop the curricula, student learning, and academic and administrative processes.

#### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

The Bachelor of Science in Nursing and Associate of Science in Nursing will be offered in the West Suburban Region. The nursing skills laboratory is currently under construction as part of the existing DeVry University-Illinois west suburban campus. It will replicate hospital and clinical settings and feature state-of-the-art training equipment. Laboratory space will include a four-bed basic skills laboratory, two-bed intensive care unit equipped with patient monitoring equipment, a specialty unit obstetrical bed, pediatric crib and newborn isolette, and a six-bed physical assessment room with examination tables. There is also a four-bed practice unit, two study carrels within the laboratories for independent study and view of multimedia material. The laboratory areas also include table and chairs for instructional interaction.

As for library access, Chamberlin College of Nursing is a member of the ILLINET Interlibrary Loan system through its association with DeVry University-Illinois. All Chamberlin College of Nursing students have access to EBSCO Information Services and ProQuest, Gale, Faulkner, Hoover's family of databases, CINAHL and MEDLINE. Students can access these learning resources from any Internet-connected computer at any time. Through these resources, students are able to search extensive collections of newspapers, journals, periodicals, and data sets.

#### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of faculty, staff and instructors shall reasonably ensure that the students will receive education consistent with the objectives of the program.*

Faculty members in the Chamberlin College of Nursing program are required to have a master's degree in the discipline of instruction. Chamberlin College of Nursing has contracted with DeVry University-Illinois to teach the general education courses that are required for this program. The College documents faculty having the requisite teaching skills for success in the classroom by utilizing test lectures in the hiring process and working proactively to ensure all new instructors also complete the University Teaching Excellence program that promotes effectiveness in the classroom.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

Financial plans submitted by Chamberlin College of Nursing indicate tuition revenues for the proposed programs will exceed operating expenditures after the second year of the program's operation.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The Academic Catalog of Chamberlin College of Nursing and other published materials provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for completion of the proposed programs of study. The institution's cancellation and refund policies are fair, reasonable, and publications include accurate statements about the institution's accreditation. The institution also provides information on limitations and transferability of earned credits to other institutions.

## **Accreditation/Licensure**

Chamberlin College of Nursing has programmatic accreditation for both the Bachelor of Science in Nursing and Associate of Science in Nursing programs. The Bachelor of Science in Nursing and Associate of Science in Nursing are approved by the National League for Nursing Accrediting Commission (NLNAC). The Bachelor of Science in Nursing is also accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the programs will be eligible to take the National Council of State Boards of Nursing Examination (NCLEX-RN) which leads to licensure as a registered professional nurse.

**Staff Conclusion.** The staff concludes that Chamberlin College of Nursing and its proposed programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**The Chicago School of Professional Psychology**  
**325 North Wells Street**  
**Chicago, Illinois**  
**Chief Executive Officer: Michael Horowitz, Ph.D.**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools

**Background and History.** The Chicago School of Professional Psychology (CSPP) is a not-for-profit institution that offers graduate level degree programs in psychology and related behavioral and health sciences. The Institution is dedicated to preparing professional psychologists who reflect a commitment to respecting and acknowledging individual and cultural differences. In 1979 the institution was incorporated and received approval to operate from the Illinois Board of Higher Education. Since that time, The Chicago School has received the authorization to grant the following degrees: M.A. in Clinical Psychology; M.A. in Organizational and Industrial Psychology; M.A. in Forensic Psychology; M.A. in Clinical Psychopharmacology; Psy.D. in Business Psychology, the Psy.D. in Clinical Psychology and the Education Specialist degree in School Psychology. The Institution is a full member of the National Council of Schools and Programs of Professional Psychology (NCSPP) and has specialized accreditation from the American Psychological Association for its doctoral program in Clinical Psychology.

The Chicago School of Professional Psychology is requesting authorization to grant the Master of Arts in Applied Psychology, the Master of Arts in Applied Behavior Analysis, and the Doctor of Psychology in Applied Behavior Analysis at its campus in Chicago.

### **Mission and Objectives**

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

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

The mission of The Chicago School of Professional Psychology is to integrate theory, professional practice and innovation to prepare graduates for careers in psychology and related behavioral and health sciences. The proposed programs are congruent with the Institution's mission and fits within the long-term institutional goal to diversify program offerings in the field.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Master of Arts (M.A.) in Applied Psychology**

#### **Admission**

Applicants eligible for consideration must have a bachelor's degree from an accredited institution with at least five years of post-baccalaureate work experience. Additional factors considered in the application process include the GPA from undergraduate and graduate schools, generally a minimum 3.2 on a 4.0 scale for undergraduate studies is required, successful work history after completion of the baccalaureate degree, and an essay describing the applicant's professional goals that includes a self-assessment of the challenges and resources needed for successful completion. The program is intended for non-traditional students who seek to apply knowledge about psychology and human behavior to their work with specific populations which may include children, adolescents, and older adults.

## Curriculum

The proposed Master of Arts in Applied Psychology requires 35 semester credit hours of academic work, including an applied research project. Courses specific to the major cover the topics of psychopathology, life span development, diagnostic and clinical interviewing, counseling, diversity, the biological bases of behavior, and medical disorders and psychopharmacology. Three additional courses in the application of the foundational courses is also included in the program. Topics on college level writing, applied research methodologies, information literacy, and ethics in research and practice are covered in five one-credit courses to prepare students for the applied research project. The program will be offered in a blended format incorporating both online and face-to-face instruction.

## Assessment of Student Learning

The Chicago School of Professional Psychology has developed *The Plan for Assessing Student Outcomes*, a five-part, “competency-based model that is directed toward the agreed-upon academic institutional goals of Scholarship, Diversity, Professional Behavior, and Professional Practice.” The specific learning outcomes for the M.A. in Applied Psychology are:

- Students will apply essential behavioral health skills to improve learning and performance for a variety of non-clinical populations;
- Students will assess the theoretical frameworks and scientific bases of psychology as appropriate at the Masters’ level for a specific behavioral health situation;
- Students will evaluate the impact of diversity and cultural issues in the field of psychology;
- Students will select and apply an appropriate research methodology to a case requiring psychological intervention ; and
- Students will identify and demonstrate the ethical and professional conduct requirements governing the field of psychology.

### **Master of Arts (M.A.) in Applied Behavior Analysis Doctor of Psychology (Psy.D.) in Applied Behavior Analysis**

## Admission

Applicants for both programs will be judged on their overall ability to do graduate work. Factors that will be considered include the GPA from undergraduate and graduate schools, successful work history after completion of the baccalaureate degree, an essay, Graduate Record Examination scores for the doctoral program, and letters of recommendation from academic professors or supervisors from professional or volunteer experiences. Generally, a GPA of 3.2 or higher on a 4.0 scale is required for undergraduate work and a GPA of 3.0 or higher is required for graduate work. In addition, students are expected to have taken a minimum of one research or statistics course, one psychology course, and have experience in either Experimental or Applied Behavior Analysis.

## Curricula

The proposed M.A. in Applied Behavior Analysis will be developed from the existing Applied Behavior Analysis Master’s Specialization in Clinical Psychology. Total semester credit hours for the program is 54 and the program will be offered as a terminal degree and also serve as

the foundation for the proposed doctoral degree in Analysis of Behavior. Included in the program are 1,000 hours of closely supervised practicum experience in direct service delivery.

As stated above, the proposed doctoral program begins with the 54 credit hour M.A. in Applied Behavior Analysis as the foundation. Students may then specialize in one of two tracks: Biobehavioral Clinical Sciences or Biobehavioral Learning Sciences. The Psy.D. in Applied Behavior Analysis requires 112 semester credit hours of academic work, (which includes the M.A.), four field placement rotations (four semesters at 20 hours per week) and three Summer Clerkships (30 hours per week) in addition to the M.A. practicum experience.

Coursework provided in both proposed programs will cover the analysis of behavior, theory, measurement, assessment, intervention, biological and institutional issues in behavior, neurology, imaging, performance technologies, computer technologies, and research methods.

#### Assessment of Student Learning

Throughout the program students will assemble an electronic portfolio that will document the student's mastery of the "knowledge, skills, and dispositions needed by professionals in Behavioral Analysis." The mission of the M.A. program is to "train students to understand and implement Applied Behavioral Analysis theories and procedures correctly and ethically, to measure continually their learners' performances and ensure that learners make progress, and to forward outstanding students to the next steps in the professional progression."

The mission of the Psy.D. is to "educate well-rounded doctoral-level graduates who will fill the increasingly needed roles for behavioral psychologists who can integrate findings from many fields to solve problems in human behavior and produce and measure effects at the level of the individual as well as for groups."

#### Program Assessment

Program assessment for all of The Chicago School's programs is closely tied to the assessment of student learning which occurs throughout the program. Annual surveys of graduates will be conducted to determine their satisfaction with the program after they are employed. Student performance information will be used to determine both the skills of the student and the extent to which the program has been successful with respect to that skill. Information gleaned from these assessments will be used to identify areas of strength and weakness within the program and to provide guidance for addressing any areas that need improvement.

#### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment, and instructional materials.*

The proposed programs will not require additional equipment or instructional materials. A wide range of student support services are available and will be provided by the Office of Student Services; Office of Student Finance; Office of Placement and Training, the Library, and the Academic Support Center. The Institution has a library equipped with "electronic resources, access to full text and research databases, a full inventory of testing materials, and up to date collections in each discipline of professional psychology offered at the school, including relevant support materials in related disciplines." Library consortia and reciprocal networking

agreements, coupled with the Library's interlibrary loan service, provide access to the collections of all participating libraries in the Chicago metropolitan area and the state of Illinois. Internet access provides students with the ability to search for resources through *WorldCat*, "which provides access to the collections of over 50,000 libraries in 96 countries and territories around the world." Through the Library's website, students have online access 24/7.

## **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The M.A. in Applied Psychology will begin with one faculty member as Program Director who holds a doctoral degree in Psychology or Behavioral science, with additional courses taught by existing full-time and adjunct faculty teaching in the clinical psychology programs.

The Psy.D. in Applied Behavior Analysis degree programs will begin with one faculty member who is a Board Certified Behavior Analyst (BCBA) and expand to three full-time equivalent faculty (by FY2010), of whom at least two will hold BCBA.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

Financial statements submitted with the application indicate that the Institution has the resources to initiate the new degree programs while continuing to support on-going programs. The M.A. in Applied Psychology expects to enroll no more than 40 students in the first year and no more than 102 students at any one time. The M.A. in Applied Behavior Analysis, which represents the conversion of an existing specialization into a full degree, expects to enroll 45 students annually. The doctoral program expects to admit 16 students annually, with no more than 60 students in residence at a time.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The institution's catalogs and other information provided to the public fairly and accurately describe degree programs offered, program objectives, length of program, tuition and fees, refund policies, and other material facts that are likely to affect students.

## **Accreditation/Licensure**

The Chicago School plans to seek approval for all three degrees from the Higher Learning Commission upon approval from the Illinois Board of Higher Education. After the first cohort of students has graduated from either of the degree programs in behavioral analysis, the institution plans to seek approval from the Association for Behavior Analysis: International. Graduates of the behavioral analysis programs will meet all criteria for the Board Certified Behavior Analysis credential from the Behavior Analysis Certification Board.

**Staff Conclusion.** The staff concludes The Chicago School of Professional Psychology and its proposed programs meet the criteria in Section 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-Illinois**  
**One Tower Lane**  
**Oakbrook Terrace, Illinois 60181**  
**President: David J. Pauldine**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background/History.** In 1931, Dr. Herman DeVry established DeForest Training School in Chicago to prepare students for technical work in electronics, motion pictures, radio, and television. The institution became DeVry Technical Institute in 1953 and expanded to achieve associate degree-granting status in electronic engineering technology in 1957. The Superintendent of Public Instruction authorized the institution to grant the bachelor's degrees in electronics engineering technology in 1969. DeVry Institute merged with Keller Graduate School of Management in 1987 and incorporated as Keller Graduate School of Management, Inc., a Delaware corporation. The institution's name was changed to DeVry University, Inc. in 1999. DeVry University-Illinois has been an Illinois corporation since 2002.

DeVry University-Illinois provides associate, baccalaureate, and master degree programs in technology, business and management. Fall 2005 enrollment in Illinois is reported at 9,852 undergraduate and 4,139 graduate students. The institution is requesting authorization to grant the Master of Science in Electrical Engineering at their existing campus in the Chicago Region and the Associate of Applied Science in Web Graphic Design in the Chicago, South Metro, and West Suburban Regions. These programs will also be offered online.

## **Mission and Objectives**

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

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

The proposed programs are consistent with the mission of DeVry University-Illinois to promote learning through career-oriented undergraduate and graduate programs in technology and business management. DeVry University-Illinois delivers its programs at campuses, centers,

and online to meet the needs of a diverse student population. The proposed Master of Science in Electrical Engineering and the Associate of Applied Science in Web Graphic Design adhere to the stated purpose, mission and objectives.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### **Admission**

The Associate of Applied Science in Web Graphic Design requires that all applicants be at least 17 years old on the first day of class, have a high school diploma, GED, or be a graduate of an approved postsecondary institution. Applicants can demonstrate proficiency in basic college-level skills through assessment testing, submitting SAT or ACT scores, or grades in qualifying coursework from another approved institution of higher education. Students enrolled at the Illinois campus must also show proof of immunizations as required by law.

Admissions requirements for the Master of Science in Electrical Engineering are based on applicants having earned a baccalaureate degree in an electrical or computer-engineering field accredited by the Accreditation Board of Engineering and Technology. Students are additionally required to have a grade point average of at least 3.0 calculated using courses taken in the last 60 semester hours of the student's qualifying baccalaureate degree program.

#### **Curricula**

### **Associate of Applied Science in Web Graphic Design**

The Associate of Applied Science in Web Graphic Design program prepares students to develop graphic media, web pages, advertising, instructional material, and multimedia projects. The program requires the completion of 68 credits. Students will complete 11 credits in communications, 3 credits in humanities, 3 credits in social sciences, 5 credits in personal and professional development, 8 credits in mathematics, 3 credits in business, 2 credits in computing, and 33 credits in web design that includes a capstone course.

### **Master of Science in Electrical Engineering**

The program curriculum for the Master of Science in Electrical Engineering is designed to address needs in industry and for practitioners in the electrical engineering field. The proposed program has been “developed following the recommendations of the National Collaborative for Engineering Graduate Education Reform” with input from industry and educational focus groups. The program curriculum is designed to advance technical and professional skills, provide mentoring and experience in the field of electrical engineering.

Students in the program will be required to complete 33-semester credits consisting of five core courses, four courses from an area of concentration, and an integrated capstone course. Students are required to complete: Probability and Statistics for Engineers; Project Management Systems; Computer Communications Networks; Mathematical Methods for Computer Systems Engineering; Computer Systems Organizations; Computer Architecture; and a Capstone Project. Students will select two courses from the following: Real Time Systems; Advanced Data Structures and Algorithms; Distribution Systems; Wireless Networks; Multimedia Systems; Local



and Wide Area Networks; Software Testing; and Quality Assurance. Two additional concentration electives are selected from Broadband Networks, Radio Frequency Electronics, Neural Networks, and Reliability Engineering.

#### Assessment of Student Learning

DeVry University-Illinois uses an assessment structure that reviews the achievement of students through a collaborative administration, faculty and student centered model. This format is set up to encourage proactive response and improve teaching and learning interactions. The University seeks to provide thorough graduate preparation to serve student and employer need. As students move through the program, skills are successively refined, demonstrating the mastery necessary to complete their capstone project. Direct assessment of learning outcomes is conducted through evaluations of student projects and testing.

#### Program Assessment

DeVry University-Illinois has identified program assessment based on the shared responsibility of faculty and academic administrators. The proposed academic program is established through broad organizational development and is systematically evaluated. Program evaluation is defined as adhering to a developed set of intended outcomes and accompanying evidences that the outcomes are being accomplished. This assessment is coordinated throughout the institution and used to promote continuous improvement in areas of curricula, student learning, and to assist in the application of administrative policies.

#### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

The Associate of Applied Science in Web Graphic Design will be offered in the Chicago, South Metropolitan and West Suburban Regions, and through the institution's online center. The facilities provide adequate space for the proposed programs. The Master of Science in Electrical Engineering program will be offered in the Chicago Region and through the institution's online center. The Chicago campus uses two facilities, one 103,000 square feet and the other 52,000 square feet. DeVry University-Illinois students have library access to databases, textbooks, journals, and news publications and staff to accommodate their educational needs.

#### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of faculty, staff and instructors shall reasonably ensure that the students will receive education consistent with the objectives of the program.*

The faculty requirement for the Associate of Applied Science in Web Graphic Design will be a master's degree from a regionally accredited institution. DeVry University-Illinois documents that faculty have the requisite teaching skills for success in the classroom. Faculty in the Master of Electrical Engineering program will generally have a doctoral degree in electrical or computer engineering. In special circumstances of professional expertise, faculty with a master's degree will be considered to teach program courses. The institution will work proactively to ensure faculty participation in DeVry's instructor-training programs, professional development

activities, classroom observations, student surveys, performance reviews and maintenance of membership in professional associations.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

DeVry University-Illinois has submitted financial plans indicating that tuition revenues for the proposed programs will exceed operating expenditures after the first year of operations.

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The DeVry University-Illinois Academic Catalog and other published materials provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for completion of the proposed programs of study. The institution's cancellation and refund policies are fair and reasonable. Publications include accurate statements about the institution's accreditation. The institution also provides information on limitations and transferability of earned credits to other institutions.

### **Accreditation/Licensure**

DeVry University-Illinois will seek program accreditation for the Master of Science in Electrical Engineering from the Accreditation Board for Engineering and Technology (ABET). The Associate of Applied Science in Web Graphic Design does not require further accreditation. Licensure of graduates of the proposed programs is not required.

**Staff Conclusion.** The staff concludes that DeVry University and its proposed 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.

**Franklin University**  
**201 South Grant Avenue**  
**Columbus, Ohio 43215**  
**President: Paul J. Otte**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background and History.** Franklin University was founded by the YMCA in 1902 and now has more than 30,000 alumni. In 1964, the relationship between the YMCA and the University

ceased to exist, and the University is now an independent, not-for-profit institution. The University currently enrolls more than 8,000 students in baccalaureate and master's degree programs. More than 85 percent of the University's students are employed while attending classes. Franklin University now operates in partnership with more than 230 community colleges in 32 states, including 38 institutions in Illinois, to offer baccalaureate completion opportunities.

Franklin University requests authorization to offer statewide the Bachelor of Science in Business Forensics, the Bachelor of Science in Financial Management, and the Bachelor of Science in Forensic Accounting through the Community College Alliance, a web-based, degree-completion program.

### **Mission and Objectives**

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

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

Franklin University's distance education programs are delivered through the Community College Alliance (CCA), a creation of the University, designed to enable community college graduates to complete baccalaureate degrees using web-based technology. Through the creation of the CCA, Franklin University continues implementation of its mission to make educational opportunities more accessible through flexible delivery systems and schedules. While CCA offers additional opportunities and methodologies for completing degrees, it has not created a separate faculty devoted only to CCA students; the University's regular faculty members design all courses in the majors and related fields which are offered via the Internet.

During the winter term of 2006, CCA enrolled more than 1,400 students in courses nationwide, including 153 students in Illinois. Since Franklin University initiated CCA in 1998, a total of 1,305 students have completed baccalaureate degrees including 159 students in Illinois.

The design of Franklin's CCA programs builds on coursework taken in associate degree programs. Students must complete the associate's degree (60 credit hours) and take bridge courses (which may include general education not taken in the associate degree) and major courses. The faculty members teaching the bridge courses will be community college faculty, both full- and part-time, since the bridge courses are considered lower division. Students then must complete a minimum of 40 semester hours of Franklin University coursework.

Bridge courses provide additional general education, electives commonly found in all baccalaureate degrees, and core or introductory courses in the major. These courses constitute between 20 and 24 credits beyond the associate's degree and are selected by Franklin University from courses offered by the community colleges, or specifically designed to allow associate degree students to transition smoothly into upper division coursework. Franklin works with the individual community college partners in CCA to select bridge course equivalents necessary for each student. From the point at which students complete work at the community college and enroll in Franklin University, the University has complete academic control of the baccalaureate degree, including all courses and the faculty. The proposed programs are consistent with the University's mission in Illinois.

## **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Admission**

The model for admission into the CCA is based on students completing the associate's degree or 60 semester/90 quarter hours of transferable credit before enrolling in baccalaureate completion programs provided by Franklin University.

### **Curricula**

Degree programs offered by Franklin University require students to complete a total of 124 semester credit hours. Eighty-four of the semester hours are completed at the community college and are comprised of the courses taken for the associate's degree, additional general education courses required by the University, and the bridge courses which provide the foundational courses required of all Franklin students. Forty credit hours of completion courses constituting the major area of emphasis are taken at the University and delivered via the Internet. Two of the courses, Learning Strategies and Global Cultures, are common to all three proposed degrees. This model is identical to that previously approved by the Illinois Board of Higher Education for Franklin University.

#### **Bachelor of Science in Business Forensics**

The proposed B.S. in Business Forensics contains two major components: (1) Litigation services that recognize the role of the business graduate as an expert or consultant; and (2) Investigative services that make use of the business persons' skills, which may or may not lead to courtroom testimony. Completion courses include: Fraud Examination; the Behavioral Basis of Detecting and Deterring White Collar Fraud; Decision Making and Problem Solving; Organizational Policy and Ethics; Legal Elements of Fraud; and Corporate Governance and Internal Control Assessment. Students are required to take two electives and complete the business administration capstone course.

#### **Bachelor of Science in Financial Management**

The proposed B.S. in Financial Management is designed to prepare graduates for employment in business financial management, investment management, personal financial planning, international finance, and the financial services industry. Courses specific to the degree include Money, Banking and Financial Markets, Investments, and Advanced Financial Management. Students also take five elective courses with the requirement that one must be in the major. A financial policy seminar serves as the capstone course for this degree.

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

Forensic accounting is the application of accounting principles, theories and discipline to facts or hypotheses at issue in a legal dispute and encompasses every branch of accounting knowledge. The major courses include: Fraud Examination; Legal Elements of Fraud; Accounting Information Systems; the Behavioral Basics of Detecting and Deterring White Collar Fraud; Corporate Governance and Internal Control Assessment; and Auditing. Two electives and a capstone course, Accounting Research and Analysis, complete the degree requirements.

## Assessment of Student Learning

The University states that graduates of the B.S. in Business Forensics will meet degree expectations by:

- resolving fraud and theft issues using technical, analytical, and problem-solving skills;
- demonstrating written and oral communication skills in fraud and forensics of accounting;
- using current technology to develop strategic fraud and examination information;
- analyzing ethical issues in the fraud and business practices;
- conducting specific fraud and forensic research; and
- analyzing fraud and forensic business issues.

Graduates of the B.S. in Financial Management will meet degree expectations by:

- relating financial decision making to the environment in which this decision making takes place;
- ethically managing the financial statements of a corporation in the pursuit of owner objectives;
- appraising the various investments available and explaining the process of portfolio management;
- designing finance models using technology;
- providing financial advice by synthesizing and integrating financial concepts;
- having the communication skills to develop text and speech which are rhetorically appropriate for the finance discipline; and
- demonstrating information literacy; the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information.

Graduates of the B.S. in Forensic Accounting will meet expectations by:

- resolving fraud and forensic accounting issues using technical, analytical and problem-solving skills;
- demonstrating written and oral communication skills in fraud and forensic accounting;
- using current technology to develop strategic fraud and forensic accounting information;
- analyzing ethical issues in the fraud and forensic accounting professions;
- conducting specific fraud and forensic accounting research; and
- analyzing fraud and forensic accounting issues.

As with all Franklin programs, each of the proposed degree programs requires a capstone course in which the students demonstrate mastery of the major content and learning objectives. In this course, students complete projects, working in teams or as individuals that require them to integrate and apply course content from all courses in the major. The evaluation of these projects is part of the assessment process at the University.

## Program Assessment

On average, each course offered through the CCA is redesigned every two years. At least every five years, each Franklin University program goes through a comprehensive program review, including graduate follow-up surveys. This collection of various assessment activities provides a systematic and comprehensive assessment of student learning and program effectiveness, with information used to improve programs and instruction.

## Facilities (space, equipment, instructional materials)

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

As with all CCA programs, the faculty are employed by Franklin University and deliver the courses via the Internet. Counseling and advisement are carried out by Franklin University with its CCA partner institutions. The partner colleges and the University provide library and computing resources, but students also have access to the online resources of Franklin University.

## Faculty and Staff

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Franklin University's faculty members possess the appropriate academic credentials to teach in the proposed programs. Full-time faculty design the online courses and remain involved as course managers when the course is offered. The course manager is responsible for assuring the coursework is delivered as designed and for providing support to all faculty members teaching a particular course. All faculty teaching via the Internet must pass a Franklin University faculty development course in teaching online before being permitted to teach in the CCA program.

## Fiscal/Personnel Resources

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

Franklin University has the fiscal resources to support curriculum development for the proposed programs and the Community College Alliance. The University estimates that fewer than 15 students statewide will enroll in each of the proposed programs during their first five years of operation in Illinois. While the enrollment projects may seem low, the web-based course sections will consist of students enrolled throughout the country, allowing Illinois students to progress through the degree programs.

## Program Information

*Criterion 1030.60(a)(6) 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.*

Franklin University's catalog and the CCA materials describe the programs accurately. The objectives of the Alliance, the curricular design principles, the relationship between the University and its partner community colleges, and student responsibilities are clearly stated. Tuition, refund policies, and other information impacting a student's decision to enroll is provided in printed and web site materials.

### **Accreditation/Licensure**

There is no specialized accreditation for the proposed programs and licensure of graduates is not required. However, graduates of the forensic accounting program will have the educational background and framework to seek professional certification.

**Staff Conclusion.** The staff concludes that Franklin University and its proposed programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

### **International Academy of Design and Technology**

**One North State Street, Suite 400**

**Chicago, Illinois 60602**

**President: Mr. Robert Nachtsheim**

**Institutional Accreditation:** Accrediting Council for Independent Colleges and Schools.

**Background/History.** The International Academy of Design and Technology (IADT) was founded in 1977 as the International Academy of Merchandising and Design. The institution was purchased by Career Education Corporation in 1997. The institution's name was changed to the International Academy of Design and Technology in 2001. This change highlights the focus of technology within program curricula. Fall 2006 enrollment at the International Academy of Design and Technology was reported at 2,611 students.

The International Academy of Design and Technology is requesting authority to grant the Associate of Applied Science in Merchandising Management and the Bachelor of Arts in Merchandising Management off-campus in the North Suburban Region.

### **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.*

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

The mission of the International Academy of Design and Technology is to provide academic training in Merchandising Management, Fashion Design, Interior Design, Advertising and Design, Computer Graphics, Information Technology and Game Design, and Interactive Media through a career-related and general curriculum. The proposed Associate of Applied

Science in Merchandising Management and Bachelor of Arts in Merchandising Management are consistent with the mission and purpose of the institution.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Admission**

The International Academy of Design and Technology entrance requirements are based on the completion of a high school diploma or the General Equivalency Diploma (GED). Potential students are also evaluated on an individual basis through interviews and using placement testing scores or review of the American College Test (ACT) or Scholastic Assessment Test (SAT) scores to determine course assignments in math and English.

### **Curricula**

#### **Associate of Applied Science in Merchandising Management**

The Associate of Applied Science in Merchandising Management will require students to complete 96 quarter credits. Six quarters of full-time study are necessary to complete the program. Courses in the program consist of 40 credits in general education including: verbal communication; composition I and II; humanities; math or science elective; social science elective; quantitative math; and a cultural diversity course. Students can select either Fashion Merchandising or Retail Operations Management as an area of program concentration.

The Fashion Merchandising concentration requires completion of 56 core credits. Courses include: college success; merchandising principles and practice; fashion merchandising; business design; textile analysis; visual merchandising; computer concepts and applications; theory and history of fashion; retail management; business math; accounting; marketing; and business communication.

The Retail Operations Management option also contains 56 core credits. Courses include: college success; computer concepts and applications; design merchandising principles and practices; business; business law; business math; business communication; business computer applications; retail management; accounting; marketing; and finance.

#### **Bachelor of Arts in Merchandising Management**

The Bachelor of Arts in Merchandising Management is designed to provide students with the essential skills, business principles and techniques related to the merchandising management industry. Students in the program will complete 180 quarter credits. The general education courses will consist of 60 credits that include: composition I and II; communication; ethics; humanities and arts; general education electives; economics; critical thinking; psychology or sociology; quantitative literacy; math or science elective; cultural diversity; and a science elective. Students can choose from two program concentration tracks: Fashion Merchandising or Retail Operations Management.

The Fashion Merchandising concentration consists of 120 credits that includes: accounting; introduction to business; business communication; business math; sales; advertising;



business law; finance; entrepreneurship; international business; computer concepts and applications; design; college success; fashion marketing and consumer behavior; direct or internet marketing; merchandising principles and practices; fashion merchandising; textile and apparel analysis; retail management; visual merchandising; theory and history of fashion design; principles of buying; merchandise planning and inventory control; global sourcing and product development; fashion journalism; fashion trend analysis; special topics in fashion merchandising; advanced topics in merchandising management; and an internship.

The Retail Operations Management concentration consists of 120 credits that includes: principles of finance; marketing; buying; consumer behavior; merchandising principles and practices; retail management; visual merchandising; planning and inventory control; global sourcing and product development; sales principles; business; business law; accounting; business math; business law; human resource management; entrepreneurship; international business; ethics; business to business marketing; direct or internet marketing; computer applications; college success; design fundamentals; production and operation management; sales and trend forecasting; special topics in merchandising management; advanced topics in merchandising management; and an internship.

#### Assessment of Student Learning

The International Academy of Design and Technology provides an initial student assessment through placement testing. Students are placed into English and mathematics courses based on their measured reading comprehension, writing and mathematical skill levels. The institution reviews student achievement and academic progress based on testing, internships, and a portfolio review as a means of preparing students in their area of study. All students must maintain a minimum grade point average of 2.0 to adhere to satisfactory academic performance policy of the International Academy of Design and Technology.

#### Program Assessment

The International Academy of Design and Technology has an identified program assessment based on systematic procedures and a coordinated administrative and faculty review process. The Vice President of Academic Affairs oversees course and instructional evaluations. The institution utilizes an Academic Council, Curriculum Committees, and industry advisory council to review all academic programs. Students are also involved in the review of programs, courses, and instructional delivery on a quarterly basis.

#### **Facilities (space, equipment, instructional materials)**

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

The proposed programs will be offered within existing facilities of the International Academy of Design and Technology north suburban location. The space, equipment, and instructional materials used in association with the proposed programs adequately accommodate students and instructional need. The library houses a collection of multimedia and other educational resources that relate to general education and major programs of study. Tutors provide “competency based” support services to enhance educational offerings throughout the institution. In addition, a range of academic support services is available to assist and encourage students in the attainment of their educational objectives.

## **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The International Academy of Design and Technology has established policies to ensure the qualifications of administrators, supervisors, and faculty. In addition, prospective instructors are required to interview, conduct a lecture demo, provide appropriate credentials, and participate in faculty orientation sessions and attend faculty workshops. Faculty identified to teach in the proposed programs meet the educational requirements for their area of instruction.

## **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.*

The proposed programs are consistent with other program offerings at the institution. The International Academy of Design and Technology does not anticipate a decline in enrollment based on the proposed program. Tuition revenue for the program is projected to exceed operating expenditures within the third year of program operations.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The International Academy of Design and Technology has published material available for students through the Course Catalog that provides information on degree programs, program requirements, and information related to degree completion. The schedule of student tuition, fees, and refund policy is provided to students through the Enrollment Agreement as well as outlined in the catalog. Institutional policies and procedures are fair and available to students prior to enrollment.

## **Accreditation/Licensure**

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

**Staff Conclusion.** The staff concludes that the International Academy of Design and Technology and its proposed programs meet 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.

**Northwestern Business College**  
**4829 North Lipps Avenue**  
**Chicago, Illinois 60630**  
**President: Lawrence W. Schumacher**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background and History.** Northwestern Business College was founded in 1902 in the greater Chicago land area. The institution was authorized to operate and grant degrees in 1973 by the Illinois Office of Education. In 1979, the Illinois Office of Education became the Illinois State Board of Education and assumed regulatory authority for the College's degree granting programs. In 2003, the College was granted authority to operate off-campus in the West Suburban Region. The College also operates a campus in the South Metro Region.

Northwestern Business College has Illinois Board of Higher Education approval to award Associate of Applied Science Degrees in Administrative Assisting, Business Administration, Business Computer Programming, Business Information Systems, Computer Technical Support, Criminal Justice, Cyber Security, Desktop Publishing, Executive Accounting, Health Information Technology, Hospitality Management, Human Resources Assisting, Information Management Systems, Medical Assisting, Message Therapy, Paralegal, Real Estate, Travel and Tourism, Video Game Design and Development, and Web Site Design and Maintenance.

Northwestern Business College is requesting authorization to grant the Associate of Applied Science in Nursing in the Chicago, South Metro, and West Suburban Regions. The institution has enrollment for fall 2006 at approximately 2,215 students.

### **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree program must be consistent with what the institutional name and degree program title implies.*

*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 Associate of Applied Science in Nursing is consistent with the mission, objectives, and goals stated by Northwestern Business College as "an institution of higher education, to empower students to realize their career potential and individual goals. Our quality educational programs combined with our commitment, integrity, and personal attention, provide a vital human resource to the community."

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### **Admission**

Admission requirements for Northwestern Business College are that prospective students must be a high school graduate or have completed a General Educational Development (GED) equivalency diploma. Students are also expected to have a minimum score of 15 on the

American College Test (ACT) or a score of 550 on the Scholastic Aptitude Test (SAT). Applicants have the option of using scores from the placement test administered on campus for admissions if other test scores are not available. Northwestern Business College accepts transfer credit for courses that are comparable with courses offered at Northwestern Business College. Transfer courses are expected to be completed with a grade of “C” or higher.

Admission into the Nursing Program requires students to submit an application, transcripts, test scores, and a personal statement of purpose. Students will be required to have college level placement scores in reading, writing, and mathematics; pass the nursing entrance examination; and complete a high school or college level biology and chemistry course with a grade of “C” or higher within the past five years of enrollment.

## Curriculum

The Associate in Applied Science in Nursing has been designed to prepare students with skills, knowledge, and the ability to be employed in the field of nursing. The program requires students to complete 106 credits. There are 32 credits in general education with courses consisting of general education mathematics; composition I and II; communications; psychology; sociology; logic and cultural diversity. Students will complete 12 credits in allied health science courses, consisting of anatomy and physiology I and II; and microbiology. Nursing courses, totaling 62 credits, include: pharmacology I and II; legal ethical topics in nursing; concepts in nursing; gynecologic nursing; mental health nursing; surgical nursing; pediatric nursing; advanced nursing I and II; nursing leadership management; and mandatory clinical experience.

## Assessment of Student Learning

Northwestern Business College has several instruments of assessment that are utilized at various times throughout the student’s enrollment at the institution. First, an entrance examination is used to determine the appropriate course placement. In the classroom, students are consistently evaluated through quizzes, testing, projects and presentations. These standards are identified to students at the beginning of each course in all course syllabi. Each academic department has a formal plan of assessment that is revised annually, which encompasses both course and programmatic assessment. Data is collected throughout the year, reviewed by faculty and academic administration for the purpose of effective outcome assessment.

## Program Assessment

All programs at Northwestern Business College undergo curriculum review in alternating years that includes review of program outcomes, departmental mission statements, enrollments, data from employer and alumni surveys, and input from advisory boards. An Academic Standards Committee reviews the academic progress of every student to ensure standards are met. Graduates and companies employing students that have attended the College are surveyed each year to gain information related to the effectiveness of curricula in preparing them for post-graduate study or work experience.

## Facilities (space, equipment, instructional materials)

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

The Associate of Applied Science in Nursing will be offered at the existing campuses of Northwestern Business College. Materials submitted in the application indicate that the current campus facilities will be able to accommodate the proposed program. There is adequate classroom space for course delivery. The library resources are available at all campus locations. The libraries are equipped with computers and provide Internet access. The library subscribes to Proquest Information and Learning Research Library. The Proquest database product indexes over 800 journals of full text articles. The libraries also have access to a variety of periodicals and professional journals that can be reviewed by all registered students at Northwestern Business College.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Northwestern Business College indicates that the faculty is required to complete a faculty orientation, provide credentials and all other related qualifications based on institutional guidelines to provide instruction at the institution. The College strives to hire faculty and staff with a master's degree in the field of instruction. Candidates are also considered with a bachelor's degree, college-level teaching experience, a minimum of two years of professional experience and a strong portfolio that reflects a high degree of subject knowledge in teaching area. To be qualified to teach nursing courses, faculty are required to have an earned master's degree, with a minimum of two years clinical experience.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

The proposed Associate of Applied Science in Nursing at Northwestern Business College is consistent with existing programs offered at the College. The institution does not anticipate a declining student enrollment based on the proposed program. The College will use existing facilities for the new programs. Northwestern Business College has adequately budgeted for the program's operation. Projections related to the program budget indicate tuition revenue will exceed program expenditures within the second year of program operation.

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The catalog provided by Northwestern Business College offers clear and accurate information relating to degree programs offered, program objectives, tuition and fees, and other pertinent information on program and degree completion at the College. The institution's

cancellation and refund policies are fair and reasonable, and the institution's publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions. The College's catalog, student handbook, and other published material provide detail on program requirements, policies, and procedures governing faculty and student affairs at Northwestern Business College.

### **Accreditation/Licensure**

Northwestern Business College will apply for nursing accreditation through the National League for Nursing Accrediting Commission (NLNAC). Graduates of the program will be eligible to take the National Council of State Boards of Nursing Examination (NCLEX-RN) which leads to licensure as a registered professional nurse.

**Staff Conclusion.** The staff concludes that Northwestern Business College and its proposed 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 College**  
**401 South State Street**  
**Chicago, Illinois 60605**  
**President: Michael P. Violtt**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background and History.** 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. The College currently offers a number of associate degree programs, three bachelor's degree programs (Business Administration, Computer Studies, and Graphic Design) and two master's degree programs (Business Administration and Information Systems) at its main campus in Chicago. The College is also authorized to grant several associate and bachelor's degrees in the Central, North Suburban, South Metropolitan, and West Suburban Regions as well as the two master's degrees in the South Metropolitan and West Suburban Regions.

Robert Morris College is requesting authorization to grant the Associate of Applied Science in Pharmacy Technician at its campuses in the Chicago and West Suburban Regions.

### **Mission and Objectives**

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

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

The mission of Robert Morris College is to provide applied education to underserved and underrepresented populations. The majority of Robert Morris College students are first-generation college students who benefit from the highly structured Robert Morris learning environment. The proposed A.A.S. in Pharmacy Technician is consistent with the mission of the

College and is designed to prepare students for careers as pharmacy technicians or to provide the foundation to complete a bachelor's degree in business administration with a concentration in healthcare management. The proposed program will be added to the School of Health Studies at Robert Morris which had an enrollment of just over 900 students (fall 2005) and graduated 374 Health Studies students with associate degrees in 2004-2005.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### **Admission**

Admission to the proposed program is identical to the admission requirements of the College. Each candidate is considered by the Institutional Admissions Review Board on an individual basis. Materials taken into consideration during the admissions process include:

- high school record;
- GED Score;
- examination results, including ACT, SAT, SAT II, and Robert Morris College's AESA (Applied Education Skills Assessment), College Level Examination Programs (CLEP) and Dantes; and
- evidence of successful employment experience.

In addition to the listed criteria for admissions, applicants are informed that in order to be eligible to sit for the National Pharmacy Technician Certification Exam and/or to be granted a certificate through the Illinois Department of Financial and Professional Regulations, the applicant can have no felony convictions.

Credit will not be accepted for remedial or developmental courses or for life experience. Courses accepted for transfer must be comparable to those taught at Robert Morris College and/or must be recognized by the Registrar as generally being applicable toward an associate or baccalaureate degree. Credit can be awarded to students who earn sufficiently high grades on Advanced Placement (AP) and (CLEP). The College also provides College Proficiency Examinations that cover materials taught in college courses in particular subjects.

#### **Curriculum**

The proposed program is designed to prepare students to work in hospital and community pharmacies. In addition, the College has articulated the A.A.S. in Pharmacy Technician to its Bachelor of Business Administration/Health and Fitness concentration in order to accommodate those students who wish to continue their education and pursue a bachelor's degree.

The A.A.S. in Pharmacy Technician requires the completion of 92 quarter credit hours: 36 quarter hours in general education; 52 quarter hours in the pharmacy technician major; and 4 quarter hours of an elective. Included in the major are courses in: anatomy and physiology; medical terminology; principles of pharmacology including drug identification; pharmaceutical calculation; pharmacy law and ethics; aseptic and non-aseptic compounding techniques; and pharmacy business operations. Two externship experiences are required, one in a community pharmacy and one in an acute care pharmacy. The proposed curriculum follows the model

curriculum for pharmacy technicians developed by the American Society of Health-System Pharmacists (ASHP).

#### Assessment of Student Learning

Upon completion of the proposed program, students will be prepared to:

- understand and incorporate appropriate medical terminology into all aspects of the pharmacy;
- apply the theories and principles of basic and applied sciences including human anatomy and physiology, and microbiology to the pharmacy technician role of dispensing medicines;
- exhibit proficiency in the theoretical and practical application of receiving and screening prescriptions, preparing and distributing medications, and assisting with basic clinical services;
- analyze pharmaceuticals and the environment and use this knowledge to identify and assume appropriate responsibility for patient care;
- demonstrate accuracy in all aspects of the operations of the pharmacy; and
- speak and write effectively, analyze problems and develop solutions, and advance in their career field with experience or further education.

Student progress is reviewed at the mid-point and end of each academic quarter. In order to advance through the program, students must maintain a cumulative 2.0 grade average at the end of each quarter.

#### Program Assessment

The College holds curriculum meetings five times per year, providing faculty the opportunity to participate in the assessment of the curriculum. Based on samples of student work, the degree to which course-by-course learning objectives are achieved, and the results of the end-of-program comprehensive exam, faculty are able to make revisions to all aspects of the program, including curriculum, instruction, learning, and student/support services.

In addition, Robert Morris College uses the following sources of information to continuously improve programs and services offered by the College:

- student opinion surveys;
- retention and graduation rates and time-to-degree completion;
- employer survey and placement data collected by the Career Services Department;
- National Survey of Student Engagement; and
- Alumni Survey conducted by the College's Institutional Effectiveness Assessment Committee.

#### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*



Laboratories necessary to support anatomy and physiology and microbiology courses are currently in place at both campuses. In accordance with the guidelines for accreditation, the College plans to develop a pharmaceutical technician lab at each campus and has allocated the resources to do so. Specialized reference materials will be added to the College's reference collection and additional books, journals, videos, CD-ROM's, software, and other multimedia materials will be added to the library collection. All materials will be available to students regardless of the campus they attend.

### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The College has planned for two new full-time faculty members for the proposed program. Each of the two campuses will have at least one full-time pharmacy technician faculty assigned to the campus. Based on enrollment projections, the College has plans to add additional faculty during years two to five. All faculty teaching in the program will meet the qualifications outlined in the accreditation guidelines for pharmacy technician programs.

### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

The College's overall financial health and capability of implementing new initiatives is evidenced by its 3.0 composite score of financial responsibility (on a scale of 3.0) as defined by the U.S. Department of Education. The College has the resources to support the proposed program while continuing support for existing programs. Enrollment in the proposed program is estimated at 30 students at the Chicago campus during the first year, and an additional 20 students at the DuPage campus during its second year of operation.

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The program requirements as outlined for inclusion in the catalog fairly represents the program and its requirements, tuition and fees, and refund policies.

### **Accreditation/Licensure**

The American Society of Health-Systems Pharmacy (ASHP) has developed a model curriculum designed to meet standards established for pharmacy technicians. Robert Morris College is following the ASHP curriculum in the design of the proposed A.A.S. in Pharmacy

Technician. To be eligible for accreditation, the program must be in operation for one full cycle and have at least one graduate. The College plans to apply for ASHP accreditation as soon as the program meets these requirements.

Graduates of the proposed program will be prepared to sit for the certification examination offered by the Pharmacy Technician Certification Board (PTCB) and will be informed of the requirements to become registered to practice as a Pharmacy Technician in Illinois.

**Staff Conclusion.** The staff concludes that Robert Morris College and its proposed 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.

**St. Ambrose University**  
**518 West Locust Street**  
**Davenport, Iowa 52806**  
**President: Edward Rogalski**

**Institutional Accreditation:** The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Background and History.** St. Ambrose was established in 1882 as a seminary and school of commerce for young men. In 1968 St. Ambrose became fully coeducational, although women had been taking classes on campus ever since the 1930s. St. Ambrose University is a private coeducational, liberal arts university affiliated with the Roman Catholic Diocese of Davenport, Iowa. The University offers nine baccalaureate programs and 14 graduate programs, including two doctoral level programs. Fall 2006 enrollment at the University was 3,780.

St. Ambrose University is seeking operating and degree-granting authority to offer the Master of Education in Teaching at the Quad-Cities Graduate Center in the Western Region.

### **Mission and Objectives**

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

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

According to its mission statement, St. Ambrose University “enables its students to develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others.” In fulfilling its mission, the University relies upon the core values and guiding principles of Catholicity, integrity, the liberal arts, life-long learning, and diversity.

Illinois school districts within the Western Region have asked St. Ambrose University to provide the proposed program to their teachers. As a charter member of the Quad-Cities Graduate Center, the University is responding to student needs by providing access to graduate education at convenient locations. The proposed program is consistent with the mission of the University.

## Curriculum/Assessment

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

### Admission

The proposed program will be offered in an initial cohort composed of twelve students. Applicants to the program must possess a valid teaching license and have earned a minimum 2.75 grade point average based on a 4.0 scale during the last two years of undergraduate studies. The degree program offers coursework leading to a teacher's application to National Boards.

### Curriculum

St. Ambrose University has been offering the M.Ed. in Teaching on campus and the curriculum for the proposed off-campus offering will mirror the on-campus program. The program is designed to provide the skills and resources needed to make application for National Boards and prepare for national board certification, while earning a graduate degree. Working as a cohort group, students will be mentored through the national board portfolio process by national board certified teachers.

Three different curriculum options are available to students, based on their areas of interest: (1) a secondary teaching strand; (2) an elementary reading endorsement; and (3) a reading endorsement with Writing Institute Fellow. Courses common to all three options include: K-12 Content Area Reading; Teaching in the 21<sup>st</sup> Century; Assessing Student Growth; School/Community Partnerships; Content Teaching; Reflective Teaching; Teaching Diverse Students; and Ethics, Integrity, and Social Responsibility. Students in the secondary strand also take Educational Research and Statistics, Summer Writing Institute, and a three-credit hour content elective for a total of 32 semester credit hours. Students interested in pursuing either the elementary reading endorsement or reading endorsement with Writing Institute Fellow are required to take additional courses in teaching reading for a total of 33 semester credit hours or 38 semester credit hours respectively.

### Assessment of Student Learning

The intended learning outcomes of the proposed program will enable graduates to:

- gain a thorough understanding of the standards for accomplished teaching as set forth by the National Board for Professional Teaching Standards (NBPTS);
- analyze their own teaching practice using the standards;
- reflect on their own teaching practices using the standards as a guide for improvement; and
- assess student learning and reflect on how achievement may be improved.

In order to graduate students must meet the following requirements:

- completion of all coursework as set forth in the program;
- obtain no more than one "C" grade in the degree plan of study offset with an "A" grade; and

- develop a portfolio of four entries suitable for submission to the National Board for Professional Teaching Standards.

#### Program Assessment

Assessment of the proposed program will be the same as it is for the on-campus program and the results are used to assess and improve student learning, curriculum, and instruction. Measures specific to the M.Ed. in Teaching include:

- percentage of students who pass their National Board Certification along with score comparisons of the portfolio and assessment tests;
- graduate satisfaction with the quality and delivery of the courses and instruction of the degree; and
- satisfaction by the administrative supervisors of the teachers earning the degree.

#### Facilities (space, equipment, instructional materials)

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

The proposed program will be offered at the Quad Cities Graduate Center (GradCenter), an academic consortium of five Iowa and five Illinois universities. The GradCenter is staffed to provide support services to faculty and students and provides access to classrooms and computer labs at no charge to member institutions. Students in the proposed program will have access to the O’Keefe Library at St. Ambrose University which supports the university’s 75 undergraduate majors, 12 master’s programs, and 2 doctoral programs. Remote access to the collection is also available from the students’ home or work place.

#### Faculty and Staff

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

All of the faculty members teaching in the proposed program are full-time faculty of St. Ambrose University and possess the appropriate educational qualifications to teach in the program.

#### Fiscal/Personnel Resources

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

Financial information provided by the University indicates that the University has the resources to support the proposed program while continuing to support existing options. As a charter member of the GradCenter, the University is able to access classrooms and computer labs at the off-campus location at no charge.

## **Program Information**

*Criterion 1030.60(a)(6) 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.*

Since the program is the same as that offered on-campus in Davenport, the written materials already developed regarding the program will provide the basis for public information about the proposed offering at the GradCenter. The University's catalog lists all information germane to a student's decision to enroll in the University and program, including tuition and fee structures and refund policies.

## **Accreditation/Licensure**

Participation in the proposed program is limited to teachers who possess a valid teaching license. The program is designed to prepare teachers to become National Board Certified Teachers upon successful completion of the appropriate exams.

**Staff Conclusion.** The staff concludes that St. Ambrose University and its proposed 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.

**Sanford-Brown College**  
**1101 Eastport Plaza Drive**  
**Collinsville, Illinois 62234**  
**President: Carole Underwood**

**Institutional Accreditation:** The Accrediting Council for Independent Colleges and Schools.

**Background and History.** Sanford-Brown College is a private coeducational institution founded in 1866 by Rufus C. Crampton. The institution was originally known as Jacksonville Business College. The institution became Sanford-Brown College in 1992. It currently operates under the Illinois State Board of Education based on the Private Business and Vocational School Act. Sanford-Brown College is owned by Career Education Corporation.

The institution is seeking operating and degree granting authority through the Illinois Board of Higher Education for the Associate of Applied Science in Business Administration. This degree will be offered on their campus in the Southwestern Region of Illinois.

## **Mission and Objectives**

*Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree program must be consistent with what the institutional name and degree program title implies.*

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

Sanford-Brown College's mission is to offer degree and non-degree career oriented programs that help students take the skills developed in school into future employment. The objectives of the institution includes meeting the needs of students by providing focused programs of study, having academic support services that enhance student success, maintain a caring environment, and to provide curricula, facilities, equipment, and faculty to prepare students for an ever-changing job market.

### **Curriculum/Assessment**

*Criterion 1030.60(a)(3) provides that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.*

#### **Admission**

Sanford-Brown College requires students to have a high school diploma or the equivalency, which is the General Educational Development (GED) certificate. Applicants participate in an admissions interview and complete placement testing. Students who have taken the American College Test (ACT) or the Scholastic Aptitude Test (SAT) with scores of 20 or above on the ACT or scores above 950 on the SAT will not be required to complete placement testing to determine course selection.

#### **Curriculum**

The Associate of Applied Science in Business Administration has been designed to provide students with the appropriate general education, theory, and hands on skills required to obtain entry-level employment in the business field. The proposed degree is a single program with two areas of concentration consisting of business management or accounting. The business management concentration requires students to complete 94-quarter credits. There are 24 credits in general education consisting of: economics; composition I and II; government; and mathematics and science. Students will complete 6 credits in professional development, 40 credits in core courses consisting of: financial accounting; payroll accounting; business management, communications; information management; finance; human resources; marketing; business law; and either an externship or capstone course. Students also complete 24 credits in the business management concentration with courses in: investments; organizational behavior; small business management; ethics; business and organizational management; and project management.

The accounting concentration requires students to complete 92-quarter credits. There are 24 credits in general education consisting of: economics; composition I and II; government; mathematics; and science. Students will complete 6 credits in professional development and 40 credits in core courses consisting of: financial accounting; payroll accounting; business management; communications; information management; finance; human resources; marketing; business law; and either an externship or capstone course. Students also complete 22 credits in the accounting concentration with courses in: financial accounting II and III; cost accounting; taxation; computerized accounting; and integrated accounting.

#### **Assessment of Student Learning**

Improving teaching and learning practices is part of Sanford-Brown College's effort to encourage student success. To achieve that goal, the College has identified a campus-wide assessment plan that includes an on-going review of student progress toward educational goals.

Students are evaluated in the classroom through quizzes, testing, and presentations. They are also involved in educational activities through externships and career services as part of preparation for the employment market. These projects are also assessed to ensure effective learning outcomes.

#### Program Assessment

Sanford-Brown College has documented a process for assessing the curriculum of the proposed program in business administration. The process includes the review of course evaluations and graduate and employer surveys. The campus President, Director of Education and faculty are involved in the review of program outcomes on a continuous basis within the institution.

#### **Facilities (space, equipment, instructional materials)**

*Criterion 1030.60(a)(4) provides that the institution shall have adequate and suitable space, equipment and instructional materials.*

Sanford-Brown College has provided documentation describing the institution's ability to provide space, equipment, and instructional material to operate the Associate of Applied Science in Business Administration. The college library provides students access to textbooks, periodicals, and on-line reference material. Students are able to utilize EbscoHost, Infotrac, Proquest, Wilson Web, Electronic Library, eBrary, Grove Art Online, NetLibrary, Safari Tech Books Online, and Oxford Reference Online.

#### **Faculty and Staff**

*Criterion 1030.60(a)(5) provides that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

Sanford-Brown College requires faculty teaching in the Associate of Applied Science in Business Administration to have a minimum of a baccalaureate degree. General education courses require instructors to have a master's degree in the specific discipline of instruction. Faculty hiring is based on qualifications, experience and the ability to provide effective classroom instruction. Faculty are hired through an established institutional process of employment.

#### **Fiscal/Personnel Resources**

*Criterion 1030.60(a)(7) provides that the 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 degree program.*

The proposed Associate of Applied Science in Business Administration will be the first associate degree offered at the College. The institution does not anticipate a declining student enrollment based on the proposed program. The College will use existing facilities for the new program. Sanford-Brown College has budgeted for the program's operation and projects that tuition revenue will exceed program expenditures within the first year of program operation.

## **Program Information**

*Criterion 1030.60(a)(6) provides that the information which the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.*

The catalog provided by Sanford-Brown College offers clear and accurate information relating to programs offered, program objectives, tuition and fees, and other pertinent information on program and degree completion at the college. The institution's cancellation and refund policies are fair and reasonable, and the institution's publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions.

## **Accreditation/Licensure**

Neither accreditation of the proposed programs nor licensure of program graduates is required.

**Staff Conclusion.** The staff concludes that Sanford-Brown College and the proposed program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Argosy University/Chicago Campus and Argosy University/Schaumburg Campus, Authorization to Grant the Doctor of Education in Community College Executive Leadership in the Chicago and North Suburban Regions, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Chamberlin College of Nursing the Certificate of Approval and Authorization to Operate in the West Suburban Region and further grants Authorization to Grant the Associate of Science in Nursing and the Bachelor of Science in Nursing, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to The Chicago School of Professional Psychology, Authorization to Grant the Master of Arts in Applied Psychology, the Master of Arts in Applied Behavior Analysis, and the Doctor of Psychology in Applied Behavior Analysis, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to DeVry University-Illinois, Authorization to Grant the Associate of Applied Science in Web Graphic Design in the Chicago, South Metro and West Suburban Regions and further grants Authorization to Grant the Master of Science in Electrical Engineering in the Chicago Region, subject to the institution's maintenance*



*of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Franklin University, Authorization to Grant the Bachelor of Science in Business Forensics, the Bachelor of Science in Financial Management, and the Bachelor of Science in Forensic Accounting statewide as part of the Community College Alliance, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to the International Academy of Design and Technology, Authorization to Grant the Associate of Applied Science in Merchandising Management and the Bachelor of Arts in Merchandising Management off-campus in the North Suburban Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Northwestern Business College, Authorization to Grant the Associate of Applied Science in Nursing at its campuses in the Chicago and South Metro Region, and off campus in the West Suburban Region, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Robert Morris College, Authorization to Grant the Associate of Applied Science in Pharmacy Technician in the Chicago and West Suburban Regions, subject to the institution's 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 St. Ambrose University, Authorization to Grant the Master of Education in Teaching in the Western Region, subject to the institution's 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 Sanford-Brown College the Certificate of Approval and Authorization to Operate in the Southwestern Region and further grants Authorization to Grant the Associate of Applied Science in Business Administration, subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

