

**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 / Argosy University-Schaumburg Campus

- Master of Science in Management

Benedictine University

- Bachelor of Science in Nursing off campus in the Central Region

Brown Mackie College – Moline (operating)

- Associate of Applied Science in Accounting Technology
- Associate of Applied Science in Business Management
- Associate of Applied Science in Medical Assisting

Computer Systems Institute

- Associate of Applied Science in Health Information Technology

Coyne American Institute

- Associate of Applied Science in Electrical Construction and Supervision

Illinois Institute of Art – Chicago

- Associate of Applied Science in Hospitality Management

Kaplan University

- Associate of Applied Science in Business Administration / Accounting
- Associate of Applied Science in Business Administration / Management
- Bachelor of Science in Business
- Bachelor of Science in Management
- Master of Science in Management
- Master of Business Administration

Lewis University

- Bachelor of Arts in Fire Service Administration in the Chicago and West Suburban Regions

Millikin University

- Bachelor of Science in Early Childhood in the Central Region

Robert Morris College

- Master of Business Administration in the Central and North Suburban Regions
- Master of Information Systems in the Central and North Suburban Regions

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 eleven institutions.

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

Argosy University - Schaumburg Campus
999 North Plaza Drive Suite 111
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 privately owned 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 2006 enrollments for Argosy University - Chicago Campus were 1,077 and at Argosy University - Schaumburg Campus were 560.

Argosy University - Chicago Campus and Argosy University - Schaumburg Campus are requesting authorization to grant the Master of Science in Management.

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 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.

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 Master of Science in Management 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.

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 Master of Science in Management must present evidence of: (1) graduation with a bachelor's degree from a regionally accredited educational institution or an appropriately certified institution; (2) a minimum grade point average of 3.0/4.0 scale for the last 60 hours of coursework (including graduate work) or a 2.7/4.0 cumulative grade point average; 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, and official transcripts from all postsecondary schools attended.

Curriculum

The proposed program is designed to help students build competencies to manage organizations and people. Ten core courses and two electives for a total of 36 semester credit hours are required for completion of the degree. Individual courses provide a combination of theory and practical application through the use of case studies, best practices, projects, and research. Courses cover topic areas such as business principles, business ethics, organizational systems and change, communication strategies, marketing, operational planning, and financial strategies for managers. Students complete the program by taking a capstone course, Solutions to Organizational Challenges. Successful completion of the program requires that students earn a minimum grade point average of 3.0/4.0.

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

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 each 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.

Current facilities and equipment are adequate to support the proposed programs. Both campuses have full-service libraries that maintain extensive and focused collections of print and electronic resources to support the studies and research of students and faculty members in the fields of business, education, leadership, administration, counseling, and psychology. Students are also given access to the libraries’ resources via the Internet.

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 the Argosy University - Chicago Campus and Argosy University - Schaumburg Campuses. 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, 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

There is no specialized accreditation, nor is licensure of graduates required.

Staff Conclusion. The staff concludes that Argosy University - Chicago Campus and Argosy University - Schaumburg Campus and their 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.

Benedictine University
5700 College Road
Lisle, Illinois 60532
President: William Carroll

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

Background and History. Benedictine University is a not-for-profit institution founded in 1887 and chartered in Chicago by the State of Illinois in 1890. The institution later relocated in Lisle. The University became fully coeducational in 1968. The fall 2006 enrollment was approximately 3,900.

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 University states that “distinguished and guided by its Catholic and Benedictine tradition and heritage, [it] is committed to liberal arts and professional education in order to prepare its students for a lifetime as active, informed, and responsible citizens and leaders in the world community”. Benedictine University intends to continue to serve adult students as well as traditional age students in the most effective manner. The University continues to provide traditional liberal arts undergraduate and professional graduate programs while reaching out to the needs of the growing number of working adults who are returning to or entering higher education in order to advance their careers.

Benedictine University now proposes to offer the Bachelor of Science in Nursing (B.S.N.) in cooperation with Springfield College in Illinois and hospitals located in the Central Region. The intended audience for the proposed baccalaureate completion program will come from practicing Registered Nurses (RNs) at local hospitals. Plans call for the initial cohort to be offered at Memorial Medical Center in Springfield, Illinois.

Enrolling students in the Central Region is in keeping with the University’s mission related to serving adult students and furthers the University’s efforts to expand its partnership with Springfield College 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 proposed program is intended to be delivered in a cohort model; the University estimates a maximum enrollment of 25 students in the first year of the program. Applicants seeking admission to the program must submit a one-time application fee, an official transcript demonstrating successful completion of an accredited pre-licensure program, official transcripts

from all colleges and universities previously attended, and a copy of their current, valid Illinois Registered Nurse license, which is to be kept on file with the University. In the event that an applicant is lacking one or more of the requirements, the Admissions Committee will review the application and may grant provisional admission. Students admitted on a provisional basis have until the last day of the third course of the program to satisfy the provisions of the admission. These requirements are identical to those of native Benedictine students seeking entry to the on-campus program.

Curriculum

Students admitted to the degree completion program are required to complete a total of 120 semester credit hours. Up to 65 semester credit hours of community college credit, normally encompassed in an earned Associate Degree in Nursing, will be accepted by the B.S.N. program. Courses in the major include Nursing Transitions, Biomedical Ethics, Holistic Nursing, Health Assessment, Health Aspects of Aging, Caring and the Family, U.S. Health Care System, Caring and the Community, Management, and Contemporary Issues. Within the Caring and the Family and Caring and the Community, students will have clinical assignments arranged by faculty with the RN student's work schedule in mind. Additional courses in humanities and research applications targeted to the nursing profession complete the curriculum.

Assessment of Student Learning

Student assessment will be conducted throughout the program using measures such as examinations, health assessments, presentations, clinical practice, individual and group projects, and written reports and papers. The evaluation of students in clinical practice is conducted by the preceptors at the site as well as the faculty of record for the course. To measure the success of the curriculum, the nursing students are required to take the National League for Nursing (NLN) Achievement test for baccalaureate nursing. This national test compares the scores of all nurses completing a baccalaureate degree in nursing.

Program Assessment

Program assessment procedures are the same as those for on-campus programs, with department chairs/directors responsible to assess and oversee refinements of curricula. In addition to the test results achieved on the NLN Achievement test, all graduates of the proposed program are given exit interviews and complete quantitative surveys. Employers of the nursing graduates are surveyed for data about the quality of the RN Baccalaureate program and its graduates. The University utilizes this feedback to make continuous improvements to the program.

Facilities (space, equipment, instructional materials)

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

All classes will be offered onsite at local hospitals to the RN students. The Springfield College in Illinois will provide library services, instructional support, and student services as needed. As such, the facilities and equipment are suitable to the purposes of Benedictine University and the proposed program.

Faculty and Staff

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

The University has identified four full-time faculty members who will guide the proposed program offered through the Springfield College in Illinois. All faculty hired will hold at a minimum at least one graduate degree and will meet University and North Central Association credential standards. Plans call for the addition of new full-time faculty by year two depending upon program enrollment. In addition to periodic reviews by the Division Chair, students evaluate all faculty members at the conclusion of each course.

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.

Since the program will be delivered on-site at local hospitals, no expenditures for facilities are anticipated. Student and instructional support services, such as library, financial aid, and academic advising will be provided by Springfield College in Illinois as part of their partnership agreement with Benedictine University. Financial statements included with the application indicate that the University has the necessary fiscal resources to support the proposed program.

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.

As the proposed program is the same as that offered on-campus in Lisle and off-campus in Rockford, existing program descriptions will provide the basis for public information about the proposed offering in the Central Region. 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

The Bachelor of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission. Students entering the program are required to hold a valid, current Illinois nursing license; no further licensure is required upon completion of the program.

Staff Conclusion. The staff concludes that Benedictine 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.

Brown Mackie College - Moline
1527 47th Avenue
Moline, Illinois 61265
President: Carol Ray

Institutional Accreditation: The Accrediting Council of Independent Colleges and Schools

Background/History. The Brown Mackie College is a for-profit school originally established in 1890, as LaPorte Business College by Mr. A. N. Hiron in LaPorte, Indiana. The institution was founded as a means of providing educational skills to the expanding industrial and business community. In 1919, the college ownership transferred to Grace and J. J. Moore. Harley and Stephanie Reese operated the institution in 1946 under the name of Reese School of Business. The institution was renamed to the Commonwealth Business College under the ownership of Steven C. Smith in 1975.

During 1984/1985, the College expanded in the Midwest by opening campuses in Merrillville, Indiana and Davenport, Iowa. In 1987, the Davenport campus relocated to the present site of Moline, Illinois. In 1995 the American Education Corporation purchased the institution. In 2003, the institution was acquired by the Education Management Corporation. The Education Management Corporation renamed all American Education Center colleges as Brown Mackie College in 2004.

Brown Mackie College in Moline is requesting authorization to operate in Region 4, The Western Region, and to grant the Associate of Applied Science in Accounting Technology, Associate of Applied Science in Business Management, and Associate of Applied Science in Medical Assisting.

Mission and Objectives

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

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

The proposed programs are reflective of the mission of Brown Mackie College, which is to provide a quality education in academic, technical, and business skills. These objectives are part of the institution's commitment to address community needs and help students plan, define, and accomplish personal and career goals. The institution is committed to maintaining a positive and productive learning environment that promotes student development.

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

Brown Mackie College has established admission requirements for all students entering the institution. Students are assigned to a representative from the admissions office as part of the admission process. Students are expected to have a high school diploma or the General Educational Development (GED) diploma. Applicants are given assessment testing to determine college level placement. Students are also required to attend an orientation as part of the admission process.

Curricula

Associate of Applied Science in Accounting Technology

The Associate in Applied Science in Accounting Technology prepares students for entry-level employment in the accounting and business fields. Students acquire a foundation in accounting, business, and general education. The degree requires a total of 96 quarter credits, including 32 credits in general education with courses in Composition I and II, public speaking, literature, government, mathematics, and sociology. There are 28 credits in accounting consisting of Accounting I, II, and III, computerized accounting, payroll accounting, tax accounting, and the accounting externship. Students will complete 24 credits in business including Introduction to Business, business law, human resources, professional development, ethics, and business communications. The program also has computer requirements consisting of 12 credits including Introduction to Microcomputers, spreadsheets, and word processing.

Associate of Applied Science in Business Management

Students in the Associate of Applied Science in Business Management are prepared for entry-level employment in business. Students learn and establish a foundation in management principles, business technology, computer operations and general education. The degree requires a total of 96 credits consisting of 36 credits in business including Introduction to Business, business law, human resources, small business management, marketing and advertising, business externship, professional development, ethics, and business communication; 32 credits in general education consisting of Composition I and II, public speaking, literature, government, mathematics, and sociology; 16 credits in computers with microcomputers, spreadsheets, word processing, and presentation techniques; and 12 credits in accounting that include finance, accounting, and payroll accounting.

Associate of Applied Science in Medical Assisting

The Associate of Applied Science in Medical Assisting prepares students to work in the medical field under the direction of physicians. Students are prepared in medical assisting, health care practice, and general education skills through this program. The degree requires 96 credits consisting of the 40 credit medical assisting core that includes anatomy and physiology, medical terminology, administrative practice, ethics, Clinical Procedures I and II, phlebotomy and hematology, urinalysis and microbiology, pharmacology, and an externship. Students will complete 32 credits in general education that requires public speaking, Composition I and II, literature, government, mathematics, psychology, and sociology. The program includes 8 required credits in microcomputers and word processing, and 16 credits in business consisting of business, business law, human resources, and business communications.

Assessment of Student Learning

Brown Mackie College conducts an initial assessment of students through placement testing. Testing allows the institution to place students into courses based on demonstrated academic skill. All students at Brown Mackie College are required to complete course assessments through quizzes, oral discussion, and examinations. The overall assessment of student learning is a continuous part of the institution's mission to meet the career and educational needs of students.

Program Assessment

Brown Mackie College has a documented plan that highlights the institution's effort to effectively assess and manage program outcomes. The College conducts Advisory Board meetings to assure regular and systematic evaluation of academic programs. The Advisory Board is composed of College administrators and faculty, alumni, and business representatives.

Facilities (space, equipment, instructional materials)

Criteria 1030.60(a)(3) and 1030.60(a)(4) provide that the institution shall have adequate and suitable space, equipment and instructional materials.

Brown Mackie College indicates the current facilities will be used for instructional purposes and are adequate for program operations. The facility is approximately 17,000 square feet with classrooms, laboratories, administrative and library space. The library will provide students access to periodicals, journals, magazines, videos, and text materials.

Faculty and Staff

Criteria 1030.60(a)(4) and 1030.60(a)(5) provide 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.

Brown Mackie College has documented that the institution's educational operations will be supervised by the Dean of Academic Affairs. The College requires faculty to possess training, credentials, and other related qualifications to provide instruction at the institution. The College is required to hire faculty and staff with a master's degree in the specific area of general education instruction. Faculty for the proposed programs have been identified and have appropriate credentials. Additional faculty and staff will be hired as needed according to established College policy.

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 Associate in Applied Science degrees are consistent with existing programs offered at the institution. Brown Mackie College has submitted fiscal plans indicating tuition revenue for the programs will exceed operating expenditures within the second 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 Brown Mackie College catalog provides accurate information regarding the institution's policies, admissions procedures, tuition, fees, and refund policies. Material provided on the proposed programs identifies objectives, course requirements, statements about accreditation, and the 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 Brown Mackie College and the 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.

Computer Systems Institute
8930 Gross Point Road
Skokie, Illinois 60077
President: Dr. Ella Zibitsker

Institutional Accreditation: The North Central Association Commission on Accreditation and School Improvement as a post secondary non-degree-granting institution.

Background and History. Computer Systems Institute is a for-profit institution founded in 1989 to serve the educational demands of a vastly expanding computer industry. The institution currently operates in Skokie, Illinois and has teaching locations in downtown Chicago, Lombard, and Gurnee. Computer Systems Institute is requesting authorization to grant the Associate of Applied Science in Health Information Technology at its location in Skokie, which is 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 proposed Associate of Applied Science in Health Information Technology is consistent with the mission of Computer Systems Institute to offer degree and certificate programs that correspond with the changing needs of the job market while insuring student access

to career growth. The institution has documented a commitment to serve students, provide educational support services, and offer connections to the employment market through internship and other career placement activities. Computer Systems Institute has articulated plans to encourage student development, programs, and institutional growth as part of the mission and objectives of the proposed program.

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

Computer Systems Institute has established admissions standards that require students to have a high school diploma or the General Educational Development (GED) diploma. Applicants are expected to visit the school prior to being admitted and undergo a personal interview. Potential students are expected to complete assessment testing and place at the college level in reading, writing and mathematics skills.

Curriculum

Associate of Applied Science in Health Information Technology

The proposed curriculum requires students to complete 99 quarter credit hours. The program will prepare students with the skills to manage health care data used to support patient care, evaluate services, and contribute to the development of computer-based patient records. The program requires students to complete a core concentration consisting of 72 credits that includes comprehensive spreadsheets, health delivery systems, medical terminology, diagnostic and procedural classifications, procedural coding, medical insurance and reimbursement, computers in healthcare, coding and billing, health records systems, simulated professional practice I and II, anatomy and physiology, medical transcription, medical office pharmacology and pathophysiology, health records, and health information systems. The general education requirements consist of 27 credits with courses in composition, communication, time management and organization, statistics, critical thinking, and ethics.

Assessment of Student Learning

The assessment model of Computer Systems Institute is based on the institution's commitment to providing a learning environment that prepares students with comprehensive skills in the healthcare and healthcare technology fields. Learning outcomes are continually assessed as part of preparing students for the corporate environment. Computer Systems Institute "charts each individual's progress, beginning with initial placement examinations, continuing through the educational experience, and culminating with the end of course assignments". The institution's academic leadership committee is involved with faculty, administrators, technical personnel, and industry leaders to ensure alignment of program outcomes to industry expectations.

Program Assessment

Computer Systems Institute has a documented process of curricular assessment related to the proposed program in Health Information Technology. The process includes review of course

evaluations, graduate and employer questionnaires, and a comprehensive program review through the Academic Priorities Committee. Overall program outcomes are assessed as part of a continuous program improvement 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.

Computer Systems Institute indicates that existing facilities will be used for instructional purposes and are adequate for program operations. The Skokie campus will accommodate 500 full and part time students. The facility is approximately 12,000 square feet with classrooms and parking for students. Classrooms can accommodate up to twenty-four students with twenty-four personal computers and an instructor's workstation in each classroom. All students have access to the internet through the institution.

Library resources available to students include a selection of books, periodicals and online library resources. Computer Systems Institute documents that the institution "will provide 5,000 scholarly and popular periodicals available through Thompson Learning web-based software, InfoTrac College Edition." This on-line resource will allow students the opportunity to access more than "18 million articles" and over "5,000" sources to conduct on-line research.

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 Vice President of Academic Affairs and Academic Dean at Computer Systems Institute are responsible for hiring, orientation, and administration of academic staff. A bachelor's degree in the field of instruction and teaching experience are required of faculty teaching in vocational program areas. Faculty providing instruction in general education are required to have a master's degree in the area of instruction.

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 Health Information Technology is consistent with existing programs offered at the institution. Computer Systems Institute has submitted fiscal plans indicating that tuition revenue for the program will exceed operating expenditures within the first year of the program.

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 Computer Systems Institute catalog provides accurate information regarding the institution's policies, admissions procedures, tuition and fees, and refund policies. Material provided on the proposed program identified objectives, course requirements, statements about accreditation and the limitations on transferability of earned credits to other institutions.

Accreditation/Licensure

Neither specialized accreditation nor licensure of graduates is required of the Associate of Applied Science in Health Information Technology.

Staff Conclusion. The staff concludes that Computer Systems Institute 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.

Coyne American Institute
330 North Green Street
Chicago, Illinois 60607
President: Russell T. Freeman

Accreditation: The Accrediting Commission of Career Schools and Colleges of Technology

Background/History. Coyne American Institute is a for-profit school originally established in 1899 as a residential technical training center. The institution specializes in industrial-oriented training to fulfill entry-level vocational employment needs. Coyne American Institute is the result of the Coyne Electronics Institute and the American Institute of Engineering and Technology merger. The fall 2006 student enrollment was 607 students.

Coyne is currently seeking degree-granting authority for the Associate of Applied Science in Electrical Construction and Supervision in the Chicago region.

Mission and Objectives

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

Coyne American Institute's stated mission is to provide quality career degree and diploma programs that lead to "entry-level employment." The programs are designed to help students develop skills, knowledge, and the credentials needed to be productive in the current job market. The institution seeks to implement practical course designs that encourage student learning through classroom theory, industry related projects, and problem solving skills. The proposed degree program is consistent with the purpose, mission, and objectives of Coyne American Institute.

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

A prospective student must be 17 years of age or older and a high school graduate or have a General Educational Development (GED) diploma and have an American College Test (ACT) score of at least 15 or a Scholastic Aptitude Test (SAT) score of at least 800. If ACT or SAT scores are not available, applicants are required to take a placement test as a part of the admissions process. Verification of high school completion will be required in the form of a high school transcript, diploma, or GED certificate.

Applicants will be required to submit an essay as part of the admission process. The essay topic is determined by the Director of Admissions. Essays will be judged on content, coherence, grammar, and usage. Potential students with scores below admissions standards are able to enroll in a free enrichment course as part of further admissions preparation. Prospective students will be allowed three opportunities to complete placement testing.

Curriculum

Associate of Applied Science in Electrical Construction and Supervision

The Associate of Applied Science in Electrical Construction and Supervision is designed to provide students with the knowledge, skill, and ability to be successful in the electrical construction industry. Graduates of the program may work as entry-level electricians in electrical construction. The program requires the completion of 97 quarter hour credits. Student will complete 67 credits in electrical maintenance consisting of courses in electrical principles, electrical test equipment and safety, computer applications, electrical construction, residential electrical construction, commercial electrical construction, programmable controllers, project planning, and blueprint reading. Students will complete 30 credits in general education courses consisting of written communication, public speaking, general education mathematics, ethics, sociology, and health.

Assessment of Student Learning

Coyne American Institute conducts student assessments through course participation, projects, papers, and testing. Students are required to complete coursework with a minimum grade of 75 percent. A comprehensive final examination is required for all courses completed at the institution. Attendance is regularly monitored and the institution has policies in place to encourage student participation in educational activities as an active part of the learning experience.

Program Assessment

Coyne American Institute documents program assessment as part of the responsibilities of the Director of Education, Program Advisory Committee, and the faculty of the institution. Meetings are scheduled on a regular basis for planning, design, and evaluation of programs within the structure of Coyne American Institute. Student surveys are also used as a part of the institutional review of program objectives.

Facilities (space, equipment, instructional materials)

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

Coyne American Institute will offer the Associate of Applied Science in Electrical Construction and Supervision within the existing facilities of the institution. The main campus consists of a two-story facility with 76,000 square feet of space. The training facility of the institution includes classrooms, laboratories, shops, the learning resource center, and administrative offices. Library services are available through the campus library and statewide library lending agreements. Students have access to computers, the Internet, textbooks, periodicals, and general educational reference material.

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.

Vocational faculty at Coyne American Institute are required to have a minimum of an associate degree and six years of experience in a technical area of instruction. General education faculty are required to have a master's degree in the specific discipline of instruction. Faculty at the institution are hired based on qualifications, experience and the ability to provide effective classroom instruction. Additionally, instructors are evaluated by the administration and through student evaluations.

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.

Coyne American Institute has submitted fiscal information indicating that the Associate of Applied Science in Electrical Construction and Supervision program will exceed operating expenditures within the third fiscal 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 Academic Catalog and other published material provide a clear description of the degree program, requirements, objectives, and schedules of tuition, fees, and other expenses necessary to complete the proposed program. Coyne American Institute's cancellation and refund policies are available to students and reasonable. Publications include statements about accreditation and information on transferability of earned credits.

Accreditation/Licensure

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

Staff Conclusion. The staff concludes that Coyne American Institute 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.

The Illinois Institute of Art – Chicago
350 N. Orleans Street
Chicago, Illinois 60654
President: John Jenkins

Institutional Accreditation: The Higher Learning Commission of the North Central Association of Colleges and Schools and the Accrediting Commission of Career Schools and Colleges of Technology

Background/History. The Illinois Institutes of Art are for-profit schools affiliated with the Art Institutes International, Inc., a subsidiary of Education Management Corporation. In November 1995, the Illinois Institute of Art at Chicago (IIA- Chicago) and the Illinois Institute of Art at Schaumburg (IIA – Schaumburg) received approval to operate and to award a number of baccalaureate and associate level degrees in the fields of design and business. The Illinois Institute of Art – Chicago is also accredited by the Accrediting Commission of Career Schools and Colleges of Technology.

The Illinois Institute of Art – Chicago is seeking authority to grant the Associate of Applied Science in Hospitality Management. The institution estimates that 125 new students will enroll in the program during the first year, with approximately 10 new students each subsequent year through year five.

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 the Illinois Institute of Art – Chicago is to offer undergraduate programs in the creative and applied arts to a diverse student body from greater Chicago, the United States, and abroad. Its stated purpose is to offer programs of instruction that are designed to allow students:

- To develop the knowledge and skills necessary for entry-level employment and career growth;
- To develop intellectual ability, social awareness, and leadership skills that will advance their potential for personal and professional success; and
- To develop an understanding of people, cultures, ethics, and scientific and artistic discoveries.

The proposed Associate of Applied Science in Hospitality Management is congruent with the mission and purpose of the Institute.

Curriculum/Assessment

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

Admission

To be considered for admission to the Illinois Institute of Art - Chicago, students must hold a high school diploma or its equivalent. Scores on national exams such as the ACT or SAT may be considered for admission, but are not required. The Admissions Committee reviews all applications and evaluates candidates based on the following:

- A writing sample describing how an education at the Institute will help them attain their career goals. Writing samples are evaluated based on structure, grammar, and compatibility of the candidate's goals with the program outcomes;
- A college preparedness indicator (high school or college cumulative grade point average or GED scores); and
- Using a combination of high school GPA, GED, and evaluation of their essays, the admissions committee decides whether the application should undergo further review. That further review can involve a third reading of the paragraph or essay, or the applicant may be asked to provide additional information, such as a portfolio, work history, or letters of reference. In some cases the applicant may be asked to interview with the Academic Director or the Admissions Committee.

Curriculum

The Associate of Applied Science in Hospitality Management will prepare students to become practicing professionals in the hospitality industry as entry-level managers and supervisors with hospitality related establishments. The curriculum for the degree totals 96 quarter credit hours consisting of 69 quarter hours in the major, 3 quarters hours of externship and 24 quarter hours in general education/liberal arts courses. Courses in the major include Food Production, Sanitation and Safety, Nutrition, Purchasing and Cost Control, *Garde Manger*, Dining Room and Catering Management, Menu and Facilities, Kitchen Supervision and Employment Law, Wine and Beverage Management, Marketing Applications in Foodservice, Introduction to Hospitality, Purchasing and Product ID, American Cuisine, Hospitality Management Accounting, and Hotel Operations. A capstone portfolio course is taken during the final quarter of the program.

Assessment of Student Learning

Minimum competencies and grading criteria are provided in all course syllabi. Faculty use a variety of methods to evaluate student competencies. These techniques include standardized tests, instructor-developed tests, skills tests, portfolios, demos, displays, and showings. In addition to the final evaluation at the end of each course, students receive midterm evaluations from faculty so that they may focus on any areas that might need more attention and development. In order to graduate, students must complete all required courses with a cumulative

GPA of not less than 2.0 and be judged by the faculty members as having met the requirements of the A.A.S. in Hospitality Management.

Program Assessment

Programs of study at the Illinois Institute of Art – Chicago are reviewed and analyzed by an internal curriculum committee. The committee makes recommendations for new courses and modifications of existing courses, as well as monitors the effectiveness of existing academic policies. All proposals submitted to the curriculum committee are examined to ensure quality and determine compatibility with the Institute's mission, programs and resources, as well as employer and student demand. In addition to the work of the curriculum committee, the Institute establishes a Program Advisory Committee (PAC) for each program or related set of programs. The PAC consists of outside professionals practicing in the field of the department's specialty. The PAC meets with members of the faculty and the Academic Director two times per year. A formal review of the program's mission, exit competencies, course descriptions, and course competencies must take place at one of these meetings. Students complete individual course evaluations throughout the program.

Facilities (space, equipment, instructional materials)

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

The A.A.S. in Hospitality Management will be taught in the existing facilities at the Chicago location. Classrooms and laboratories currently in place to support other degree programs are sufficient to support the instructional needs of the proposed program.

The institution's library utilizes the McGraw-Hill (Columbia) Library Management System, which makes possible fully automated circulation and provides access to FirstSearch and NetFirst, ILLINET (Illinois interlibrary loan system), and the Compuserve online service. The library is a full member of the Online Library Computer Center (OCLC), which is a worldwide consortium of resource-sharing libraries. The library staff also maintains professional relationships with city, regional, state, and national libraries and professional organizations through VAPA (Visual and Performing Arts Librarians), Chicago Library System, North Suburban Library System, Illinois State Library, ARLIS (Art Librarian Society), and the Special Libraries Association.

Faculty and Staff

Criterion 1030.60(a)(5) provide 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 Illinois Institute of Art – Chicago will only employ faculty whose academic degrees and professional experience meet the criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools and the Accrediting Commission of Career Schools and Colleges of Technology. All faculty members recruited for the A.A.S. curriculum will have, at a minimum, a bachelor's degree as well as proven professional experience in order to be considered. All faculty members recruited to teach general education courses at the Institute will hold, at a minimum, a graduate degree with appropriate education in the specific subject area being taught.

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.

Revenues and existing resources from the other degree programs offered by the Institute are sufficient to support the new programs. To ensure that the addition of a new program will not impede the Institute's ability to continue support for existing programs, the Institute engages in a comprehensive planning and evaluation procedure. The Committee on Institutional Planning and Effectiveness ensures that established decision-making, planning, and assessment processes and financial, physical, and administrative resources are adequate for the institution to accomplish its purposes and strengthen its educational effectiveness.

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 Institute's catalog is clear and comprehensive, providing prospective students with adequate information upon which to base a decision to enroll, including program objectives, length of program, tuition and other expenses. The materials submitted by the Institute as representative of communications to the public are clear and not misleading.

Accreditation/Licensure

There are no licensure or certification requirements for graduates of the proposed A.A.S. in Hospitality Management program.

Staff Conclusion. The staff concludes that the Illinois Institute of Art – Chicago and its proposed program meet the criteria in Section 1030.60 of the rules to implement "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Kaplan University
550 West Van Buren Street, 7th Floor
Chicago, Illinois 60607
Chief Executive Officer: Andrew Rosen

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

Background and History. Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), is a for-profit institution founded in 1937 in Davenport,

Iowa. Kaplan University is now owned by Kaplan Higher Education, a subsidiary of Kaplan, Inc., a wholly owned subsidiary of The Washington Post Company.

The University was founded to provide professional business training and has pursued this objective for over 65 years. The University offers Master of Arts, Master of Science, Master of Business Administration, Master of Education, Bachelor of Science, Associate of Science, and Associate of Applied Science degrees, as well as diploma and certificate programs at its campus in Davenport, Iowa, and through on-line instruction, which is primarily supported by personnel located within support centers in Fort Lauderdale, Florida; New York, New York; Atlanta, Georgia; Phoenix, Arizona; and Chicago, Illinois. The presence of the support center in Chicago necessitates that Kaplan University seek degree-granting authority from the Illinois Board of Higher Education.

Kaplan University is currently seeking approval to offer the following degrees:

- Associate of Applied Science in Business Administration / Accounting
- Associate of Applied Science in Business Administration / Management
- Bachelor of Science in Business
- Bachelor of Science in Management
- Master of Science in Management
- Master of Business Administration

All of the degrees have received accreditation by The Higher Learning Commission for the home campus in Iowa and will be offered in an online format.

Mission and Objectives

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

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 Kaplan University mission statement describes the institution as one “of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education. [Kaplan] programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.” The titles and objectives of the degree programs are 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

Prospective students are required to fulfill the following requirements:

- Submit a completed Enrollment Agreement and Student Information Form with a deposit as outlined on the Tuition and Fee schedule;
- Complete an informational interview;
- Tour the on-line learning environment before enrolling;
- Demonstrate the ability to speak, read, and write English fluently during the interview, application process, and placement exam;
- Be a high school graduate or possess a General Educational Development (GED) diploma or possess a Home Study certificate or transcript from a Home Study program that is equivalent to high school level and recognized by the student's home state, and be beyond the age of compulsory attendance in that state;
- Complete all required placement exams;
- International students must be 18 years or older; must complete all regular admission requirements; provide evidence of adequate financial resources; and submit TOEFL scores of 525/159 or higher for undergraduate admission and scores of 550/213 or higher for graduate admission;
- Complete financial arrangements prior to starting class;
- Demonstrate the ability to use email; access, create, and save documents in Microsoft® Office® programs; browse the web; and run an antivirus application; and
- Have access to a computer that meets minimum hardware and software requirements and access to an Internet Service Provider and an email address

There are additional admission requirements for students pursuing the Master of Science in Management and the Master of Business Administration. Applicants must possess a bachelor's degree from an accredited institution recognized by the U.S. Department of Education with a cumulative grade point average of 2.5 on a 4.0 scale. Applicants to the M.S. in Management are also required to complete the Foundations of Graduate Learning course prior to beginning the program.

A student entering the MBA program whose academic background does not include economics, statistics, accounting, or finance is required to take two foundation courses prior to advancing to candidacy: Foundations of Mathematics and Economics and Foundations of Accounting and Finance.

Curricula

General Education Core Curriculum

In keeping with the mission of Kaplan University to offer “applied” or practice-oriented degree programs, all enrolled students who do not have an earned associate degree or evidence of completion of general education courses from another recognized institution, are required to complete a specified number of credit hours from the University's Core Curriculum. The categories in the core curriculum include: Communication, Composition and Writing, Diversity and Culture, Ethics, History, Humanities, Mathematics, Professional Studies, Science, and Social Science. Courses available in all categories are the same as those that would be found in traditional compilations of general education courses. At a minimum, students enrolling in the Associate of Applied Science degrees must select one course from six of the categories with additional core courses as required for the specific degree. Bachelor degree students must select one course from eight of the categories with additional courses as required for the specific degree. All courses fulfilling the Core Curriculum requirement for each degree program is clearly

identified as such. In some cases, core curriculum courses only meet the requirements for specific degree programs and are clearly identified in the catalog.

Associate of Applied Science in Business Administration / Accounting
Associate of Applied Science in Business Administration / Management

The A.A.S. in Business Administration / Accounting is designed to prepare students with the knowledge, technical skills, and work habits required for an entry-level position in accounting. The A.A.S. in Business Administration / Management prepares students for entry-level positions in a variety of fields, including banking, retail sales, or personnel, or for management of their own business. A minimum of 90 quarter credit hours is required for completion of each degree, including 47 quarter hours in general education requirements and electives. Both degrees share the following courses in the major: Accounting I and II, Introduction to Business, Business Law, and Finance. Students pursuing the Accounting degree are also required to take Payroll Accounting and Managerial Accounting or Federal Tax. Management students complete Human Resource Management and Marketing to fulfill their degree major. In both programs, as with all Kaplan University degrees, students complete a capstone course in their major during the last quarter of study.

Bachelor of Science in Business

The goal of the B.S. in Business is to prepare students for a variety of positions in the field of business. In addition to the 70 quarter hours in core curriculum requirements and electives and 70 quarter hours in business major requirements, the degree program has several emphasis options allowing students to focus their studies in their area of interest. The areas of emphasis are accounting, finance, management of information systems, and business security and assurance. The capstone course for the B.S. in Business is tailored to address the area of emphasis selected by the student. A minimum of 180 quarter credit hours is required for completion of the degree.

Bachelor of Science in Management

The B.S. in Management prepares students for career advancement in management and provides the foundation for students who wish to continue their study of management beyond the baccalaureate level. In addition to the 70 quarter hours in core curriculum requirements and electives and 70 quarter hours in business major requirements, the degree program has several emphasis options allowing students to focus their studies in their area of interest. The areas of emphasis are e-business, health care management, sales and marketing, and human resource management. The subject of the capstone course focuses on the area of emphasis. A minimum of 180 quarter credit hours is required for completion of the degree.

Master of Science in Management

The M.S. in Management consists of 13 courses for a total of 52 quarter credit hours beyond the baccalaureate degree. Courses in the core curriculum include: Becoming an Effective Leader, Management Theories and Practices, Skills for Professional Impact, Leadership, Culture, and Change, Creating and Sustaining Organizational Excellence, Action Research and Consulting Skills, Strategic Financial Analysis, and Strategic Human Resources Management. Students select from four areas of specialization to complete the program: Change Leadership, Healthcare Management, Project Management, and Supply Chain Management and Logistics. Each

specialization consists of four courses. The required applied research project is tailored to the student's area of emphasis.

Master of Business Administration

Completion of the MBA program requires a minimum of 52 quarter credit hours. Thirteen courses are required in the general MBA program. Students also have the option of taking additional courses to develop a specialization within their degree program. Each specialization consists of four courses. Students may select from the following specializations: Finance, Marketing, Human Resources Management, Information Technology, Entrepreneurship, and Management, Communications, and Quality.

Assessment of Student Learning

Kaplan University has implemented an Assessment Portfolio and Capstone Course assessment model. Each program of study has associated with it a list of educational goals that any student graduating from the program is expected to meet. Within each course, a project is selected for assessment and associated with one or more program outcomes. Students also submit their personal reflections on each project and the instructor's assessment, which is based on outcome-specific rubrics. All programs also consist of a required capstone course taken during a student's last term of study at the institution. Capstone courses are designed to provide students with an opportunity to demonstrate the range of their learning. This learning is evaluated as it reflects the achievement of program outcomes and provides a summative assessment of student performance.

Program Assessment

Program quality and assessment begins with the development of program outcomes and continues through an ongoing review process. Learning outcomes are developed for each program and regularly reviewed by a team of Kaplan University faculty and administrators in coordination with an Advisory Council. The Advisory Council is comprised of scholars from peer institutions and industry experts. Program outcomes include discipline-specific goals as well as general education goals. The University's Assessment Committee reviews all courses and programs to ensure an appropriate level of assessment. Assessment Committee members include the Director of Institutional Research and Assessment, nine faculty representatives elected by the faculty, and two students.

Curricula decisions are made by either the Graduate Council and Curriculum Committee or the Undergraduate Council and Curriculum Committee. These committees are responsible for reviewing and approving program-specific admission standards, new certificates, diplomas, and degrees, new courses, changes to existing courses, and course requirements.

Facilities (space, equipment, instructional materials)

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

Information submitted by Kaplan University indicates that the current facilities, the sixth and seventh floor of the building at 550 West Van Buren, are adequate at this time although the University has exercised an option to occupy an additional floor to accommodate increasing

enrollment and the addition of new programs. The University currently occupies approximately 42,000 square feet and will acquire an additional 21,000 through expansion. The facility currently accommodates staff for admissions, advising, financial aid, registration and records, faculty and staff for several academic programs including criminal justice, nursing, management, and paralegal studies, technology support, career services, human resources, graduate studies, and faculty and staff training. The space also includes offices for the Vice President of Academic Affairs, University Provost, and the Senior Vice President of Administration. The expansion will enable the University to hire additional staff in admissions, registration, advising, financial aid, and in select academic program areas.

Kaplan University's online platform is located on the Internet at www.kaplan.edu. It is supported by a large number of Web servers, located in Downers Grove, Illinois at an Acxiom facility, which are configured in a manner that assures uninterrupted, around-the-clock operation. Courses are administered through the Course Management System, a multi-user database management system created and developed by staff at Kaplan University. A staff review of the system indicates that it is an appropriate and adequate tool for delivering online programs. Information provided by the University indicates that the current infrastructure is adequate for the current number of students and that plans are in place to secure and provide additional technological resources as enrollment increases.

Library services are provided through a relationship developed between Kaplan University and the UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The library's catalog is available online for student access. The library can ship books to the students and articles and excerpts can be scanned and sent electronically. The library also offers access to 13,000 electronic journals.

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.

Current institutional policies are in place to ensure that individuals are selected, trained, and promoted based on relevant factors such as work quality, experience, and other work-related habits and behavior. Faculty members are selected based upon academic and professional qualifications appropriate for the subject matter(s) they teach. At minimum, faculty teaching 300- and 400-level courses must hold a master's degree, have significant professional experience in the assigned area of teaching, and have substantial documented teaching experience. The institution also gives preference to individuals with master's degrees or higher when hiring faculty to teach 100- and 200-level courses within the associate's degree programs. In addition, all faculty members must hold degrees from regionally accredited institutions.

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.

Primary financial support for Kaplan University comes in the form of shared services provided at the corporate level of the Kaplan Higher Education Corporation (e.g., financial aid, payroll, technology), Kaplan, Inc. (e.g., accounting, human resources, legal, technology, business

continuity planning), and to a limited degree the Washington Post Company (employee benefits). Recent financial statements from the Kaplan Higher Education Corporation indicate that the organization is financially stable and capable of meeting the stated objectives.

Kaplan University currently employs a total of approximately 2,000 staff and 1,700 faculty. By the end of 2008, Kaplan University expects to employ over 600 individuals in Chicago. Current and projected personnel resources are adequate to support the anticipated growth from 11,425 students in 2004 to 28,000 students in 2007.

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 Kaplan University catalog provides accurate descriptions of degree programs offered and program objectives for the proposed courses of study. 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 specialized accreditation nor licensure of graduates is required for the proposed programs.

Staff Conclusion. The staff concludes that Kaplan 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.

Lewis University
One University Parkway
Romeoville, Illinois 60446
President: Brother James Gaffney, FSC

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

Background/History. Lewis University is a not-for-profit institution first incorporated in 1932. The University operates four colleges: the College of Nursing and Health Professions, the College of Business, the College of Education, and the College of Arts and Sciences, and serves a largely commuter student body. Fall 2005 enrollment was just over 5,000 students.

Lewis University is seeking approval to offer the Bachelor of Arts in Fire Service Administration off-campus in Region 3, The West Suburban Region, and Region 10, The

Chicago Region. This program is currently being offered at the University's Shorewood campus in Region 6, The South Metropolitan Region.

Mission and Objectives

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

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

The proposed program is consistent with Lewis University's mission to provide a diverse student population programs for a liberal and professional education, guided by its Catholic and Lasallian heritage. This mission is informed by five fundamental values: knowledge, fidelity, wisdom, justice and association grounded in mutual respect.

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

This program is targeted towards academically qualified fire fighters who have goals to further their careers in fire service. The immediate intended student market for the program is active duty fire fighters with associate degrees in Fire Science Technology. Students seeking admission to the program must meet the following requirements:

- Submit completed application and fee;
- Provide official transcripts from all colleges previously attended indicating a 2.0 grade point average on a 4.0 scale in the last 60 semester hours of undergraduate work;
- Be at least 24 years of age;
- Demonstrate 3 years of full-time work experience; and
- Provide evidence of an earned associate degree in fire service or equivalent hours in fire service from a regionally accredited college.

As part of the admissions process, students will also be interviewed by a faculty advisor or program coordinator.

Curriculum

Designed as a baccalaureate degree completion program, the curriculum builds upon the student's associate degree coursework. The degree requires 39 credit hours beyond the associates degree in the major core and related electives. Core courses include: Fire Service Administration, Risk Management in the Fire Service, Labor – Management Relations, Ethics in the Fire Service, Planning for Community Fire Protection, Analysis of Issues and Trends in the Fire Service, Administration of Emergency Medical Services, Personnel Management of the Fire Service, Legal Aspects of Fire Service Management, Financial Management of the Fire Service, and Applications of Fire Research. Students are required to complete two electives selected from the

following Department of Justice, Law and Public Safety Studies offerings: Criminalistics, Intelligence Gathering, Agency – Community Relations, and Architectural Design.

The program is structured on the cohort model. Each course will be conducted over an eight week period. Students will typically take two courses in the fall and spring semesters and one course in the summer. Continuous enrollment in the program will allow students to complete the requirements for the major in just over two calendar years.

Assessment of Student Learning

Student learning is assessed throughout the program using papers, projects, evaluation of oral reports, article reviews, research studies, group projects, and case studies. Designed to prepare fire service personnel to meet the growing challenges and increased administrative responsibilities in the areas of emergency management services, hazardous materials management, community safety planning, and emergency medical and risk management, the learning objectives of the program enable students to:

- Develop leadership and management skills necessary for success in a complex, interdependent workplace;
- Apply skills in assessment, analysis and evaluation to effectively manage financial, human, and material resources;
- Value diverse perspectives, collaborative decision-making, and interactive learning experiences in all administrative decision making;
- Demonstrate ethical behavior, recognizing the integrity, diversity, truth, and worth of all individuals;
- Analyze the legal implications of the fire department's role in public safety;
- Utilize effective written and oral communications consistent with the fire service and related professional environment;
- Describe the impact of historical events and social change of the fire and rescue service of today;
- Apply relevant fire service research to contemporary issues in fire protection and emergency management; and
- Use computer technology to inform and enhance operational and strategic management decisions.

Program Assessment

Feedback from students and employers is collected in a variety of ways, all of which contributes to the continuous review of the strengths and weaknesses of the program. Student evaluations are collected at the end of each course, both for the course and the instructor. Alumni surveys are sent out at regular intervals by the University Alumni Office. The Fire Service Administration Advisory Council meets with the Dean twice each year. The Student Advisory Board meets annually to provide feedback and a formal external review of all programs in the College of Arts and Sciences is conducted every five years.

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 Chicago Fire Academy will provide space and instructional support for the program offered in Region 10. In Region 3, the program will be offered at the regional campus of Lewis University, which has the necessary facilities and materials to support the proposed program. All students will have access to the University's library, which includes a wide array of books and periodicals supportive of its academic programs, a depository of government documents, materials on microfilm readers/printers, copy machines, computers and printers for on-line searches, additional computers with printers for general student use, a full array of indices, databases, and abstracting services, and a partnership network of libraries for extended services. Library access and bibliographic search systems are available on-line to Lewis students.

Faculty and Staff

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

The faculty and staff that will provide instruction and other services at the proposed off-campus locations are largely those that currently provide instruction on the main campus and at the other sites where Lewis University offers degree programs. In anticipation of the expansion of this program, the University has hired one new full-time faculty member to teach in the program. Faculty meet the qualification standards set by the HLC/NCA.

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 University's revenue and expenditure estimates, based on a projected enrollment of 14 students in each of the two new regions, indicate that revenues would exceed required expenditures by approximately 50%. This margin should provide the University with sufficient flexibility to accommodate unexpected changes in enrollment.

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.

Lewis University will provide prospective students with the same information as is provided to students considering enrolling on campus or at other extension sites where the University offers the proposed degree. The University's catalog also provides a clear statement of the tuition and fee charges for the program, along with a statement regarding refunds.

Accreditation/Licensure

There is no specialized program accreditation for the proposed degree, nor is licensure of graduates required.

Staff Conclusion. The staff concludes that Lewis 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.

Millikin University
1184 West Main
Decatur, IL 62522
President: Doug Zemke

Institutional Accreditation: Millikin University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background/History. Millikin University, a small not-for-profit comprehensive university, was founded by James Millikin in 1901. In establishing this institution, Millikin envisioned the University would embrace the “practical” side of learning along with the “literary and classical.” Millikin University is affiliated with the Presbyterian Church and has four colleges and schools, these include: the College of Arts and Sciences, the College of Fine Arts, the College of Professional Studies, and the Tabor School of Business.

Millikin University is seeking approval to offer the Bachelor of Science in Early Childhood in Region 5, the Central Region, where it has a partnership agreement with Lincoln Land Community College (LLCC). This program will be offered through the Millikin Professional Adult Comprehensive Education (PACE) program, which uses non-traditional approaches to provide access to higher education to non-traditional students.

Mission and Objectives

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

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

The proposed program is consistent with Millikin University's mission to offer an education that integrates the traditional liberal arts and the practical arts of the professions.

Curriculum/Assessment

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

Admission

Lincoln Land Community College and Millikin University have formed a cooperative relationship to promote the seamless transition of students from one institution to another,

minimize duplication of instruction and resources, and build effective educational pathways from the community college to the university and, ultimately, to the work place. The agreement between LLCC and Millikin provides that any student who has completed an Associate of Arts or Associate of Arts in Teaching degree with a concentration in Early Childhood Education at LLCC with the required 2.7/4.0 grade point average; has passed the Illinois Basic Skills Test; submits the required application and supporting documentation; and, accepts an admission offer, will be admitted, as a junior, to Millikin University's Early Childhood Education program and will be deemed to have met Millikin's lower division general education requirements.

Curriculum

Millikin's Baccalaureate of Science in Early Childhood Education (ECE) requires 121 credits of coursework into which LLCC Associate of Arts students can transfer up to 66 hours of credit. Millikin University's ECE major coursework consists of Characteristics of Young Children With Special Needs, Creating Communities of Learners, Teaching Language Arts & Social Studies in Early Childhood, Children's Literature, Child, Family, & Schools, Teaching Math & Science in Early Childhood, Creative Arts & Movement in Early Childhood, Leadership & Professionalism in Early Childhood Programs, Reading Methods in Early Childhood, and Assessment & Diagnosis of Children with Special Needs. Professional education courses for baccalaureate completion include Education Internship I & II, Human Development, PreK-Grade 6, Technology for Preschool & Elementary Classrooms, Exceptional Child, twelve hours of student teaching, and Education Senior Seminar. Students are required to fulfill 100 hours of clinical experiences prior to 14 weeks of full-time student teaching. Additionally, students will develop and maintain a candidate portfolio throughout the Early Childhood Education program. The Millikin/PACE education courses provided at the LLCC site will utilize an accelerated format that results in a reduced number of hours in the classroom coupled with approximately 100 additional hours of independent work for a 3 semester-credit course.

Assessment of Student Learning

Teacher candidates are assessed at three important checkpoints in their program: at admission to the School of Education, at admission to student teaching, and at completion of program – as well as specific Candidate Assessments that are continuously embedded into teacher education coursework. Two culminating assessments that serve as a programmatic capstone experience are the Student Teaching Evaluation and the Candidate Portfolio.

Program Assessment

The University's School of Education uses a variety of measures to gauge the overall effectiveness of its programs. The School of Education's Unit Assessment System (UAS) utilizes non-course based requirements such as state tests, GPAs, technology assessments and portfolio evaluations that are used to measure candidates' growth and development within the School of Education. This system, which was formally approved by the Millikin Committee on Teacher Education Programs in February 2005 with implementation beginning in Fall 2005, is aligned to the standards set for teacher educators in the State of Illinois.

Alumni surveys provide essential data to guide program assessment. The University Career and Experiential Center surveys all graduates at 6 months and compiles an annual success report. In addition, the School of Education surveys alumni during the first and third year after graduation and has established an advisory board to assist in tracking alumni.

The School of Education regularly reviews courses, assessment, rubrics, and internship experiences at the end of each academic year. The School utilizes the above mentioned data as well as data collected from university supervisors, cooperating teachers, university faculty, and the Community Advisory Committee to identify areas that require modification. Small faculty working groups make any determined revisions to the curriculum during the summer semester.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(4): The institution shall have adequate and suitable space, equipment and instructional materials.

The agreement between LLCC and Millikin University provides classroom space for upper division Millikin courses, space for faculty coordinators, and student support services such as parking, library, vending/food services, and computer laboratories consistent with the needs of LLCC students. To offset expenses, Millikin will remit the students' semester technology support fees (\$125/student/semester) to LLCC to cover expendable resources and space use. All Millikin students have a library account that allows them to check out materials online from any ILCSO library (65 libraries statewide) and pick these materials up at LLCC, the University of Illinois-Springfield, the Illinois State Library, or Benedictine University. LLCC has an Early Childhood Learning Center that will be used for observations and internships. In addition, community resources will be cultivated for specialized internships necessary to move the students through the curriculum toward certification.

Faculty and Staff

Criterion 1030.60(a)(5): 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.

A Faculty Coordinator has been hired to oversee the Millikin/PACE ECE program and will be responsible for administrative duties. As faculty in the School of Education and an administrator within the PACE department, the Coordinator will ensure that collaboration between the two departments remains effective. Primary responsibilities will include teaching, recruiting, student advising, course scheduling and placement, as well as serving as point person for all collaboration with LLCC.

At least 50% of the coursework in the LLCC-based Millikin/PACE ECE program will be taught by full-time Millikin faculty. Two additional full-time Early Childhood Education faculty and three to four adjunct faculty will be hired prior to the initial year of operation.

Fiscal/Personnel Resources

Criterion 1030.60(a)(7): 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 University projects that it will start the Early Childhood Education program with a cohort of between eight and ten students, going no higher than 20. New cohorts after the original start will have at least 10 to 15 students. If more than 25 students are enrolled at any point, that group will be split into two cohorts. Based upon these projections, the University anticipates that the revenues over the first five years of operating the program at LLCC will exceed expenditures by approximately \$400,300.

Program Information

Criterion 1030.60(a)(6): 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 there are no differences between the PACE Early Childhood Education program as presented on the main campus and what is proposed for the LLCC site, all materials related to the program as currently described in the University catalog, including accurate program objectives and requirements, schedule of tuition, fees, and other expenses necessary for completion of the proposed courses of study and refund policies, apply to the LLCC site. As such, students have available through the catalog or on-line the information necessary to inform their decisions about enrollment.

Accreditation/Licensure

Millikin University is approved by the Illinois State Board of Education to offer the B.S. in Early Childhood Education. Students graduating from this program will be eligible for Type 04 Certification (birth-grade 3) in the same manner as students graduating from the Decatur campus.

Staff Conclusion. The staff concludes that Millikin 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.

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, bachelor's degree programs, and two master's degree programs 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 Master of Business Administration and the Master of Information Systems at its campuses in the Central and North 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.

Robert Morris College's mission is to offer applied education in a collegiate environment to underserved communities; the latter is defined by geography, employer needs, educational attainment, gender and racial/ethnic representation, or socio-economic make-up. The proposed MBA and MIS degrees are designed as practitioner degrees that build on the College's expertise in applied program delivery, success in serving students from diverse backgrounds, and inclusive institutional culture. Both degree programs are shaped to address the educational and professional goals of women and minorities since the College anticipates that the proposed programs will serve its own baccalaureate graduates as well as bachelor degree holders from the region's general population.

The proposed MBA degree program will prepare students to meet the rigorous demands and changing expectations required of a business leader. Emphasis will be placed on concepts application and decision-making through the study of accounting, economics, finance, information systems, management, and marketing. The proposed MIS degree program will provide students with the requisite knowledge and skills to succeed in the evolving information systems management field. It emphasizes the integration of analysis, innovation, and technology skills to resolve business challenges and anticipate future conditions.

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 MBA or MIS program requires a bachelor's degree from a regionally accredited institution. Generally, students will be accepted who have earned an undergraduate cumulative grade point average of 3.25/4.0; students with an undergraduate GPA below 3.25 will be considered for admission based on a defined formula that combines the cumulative grade point average and GMAT score. Additionally, the Admissions Committee will consider letters of recommendation and professional work experience. Applicants for whom English is a second language will be required to achieve a TOEFL score of 500 or higher on the paper exam.

Curricula

Both degree programs embody real-world experiences that are central to the students' learning outcomes. These experiences are integrated into coursework through case studies; practical projects in the workplace; and the Leadership Forum, a program feature delivered through four one-credit-hour Graduate Seminar courses with executives and mid-level managers as guests to share their professional stories of successes and challenges and to engage students in discussion and reflection. Each degree program also contains a professional mentoring component.

Master of Business Administration

The proposed MBA program, which includes a concentration in Management/Leadership, requires that students complete 60 quarter hours of specified graduate level coursework. The following courses are required: Accounting for Managerial Decisions, Managerial Economics, Corporate Finance, Management Information Systems, Research and Statistics for Management, Marketing Management, Ethics and Communication, Leadership Theory and Practice, Managing Diverse Organizations, Operations Management, Strategic Human Resource Management, Organizational Design and Change Management, Contemporary Leadership, Graduate Seminar, and Capstone – Competing Globally.

Foundation courses in Accounting, Finance, Economics, and Statistics that are not creditable toward degree requirements will be offered for students who do not have the prerequisite knowledge for successful completion of the required courses.

Master of Information Systems

The proposed MIS program requires that students complete 56 quarter hours of graduate level coursework, including the following specified courses: Database Design and Management, Client/Server Development, Object-Oriented Programming, System Analysis and Design, Data Communication and Networking or Accounting for Managerial Decisions, Network and Internet Security, Ethics and Communications, Research and Statistics for Management, Leadership Theory and Practice, Graduate Seminar, Capstone—Connecting Globally. Additionally, students may choose from the following to customize a concentration in information or business to gain depth in a topic or choose courses in technology and business to gain breadth: Database Administration, Operating System and Database Security, Information Security Management, Managing Diverse Organizations, Organizational Design and Change Management, Operations Management, and Contemporary Leadership.

Foundation courses in Computing and Statistical Methods that are not creditable toward the degree requirements will be offered for students who do not have the prerequisite knowledge for successful completion of the required courses.

Assessment of Student Learning

Robert Morris College's process for assessing student learning in the proposed programs, as well as in its undergraduate programs, is premised on program level objectives that specify the competencies and knowledge students will possess upon degree completion.

The MBA program objectives and expected student competencies are broadly defined as professionalism, analytical skills, technology, ethics and social responsibility, strategic analysis and integration, and leadership. Specifically, at the completion of the MBA program, students will be able to:

- Demonstrate communication strategies appropriate to professional roles. Students will be able to demonstrate effective oral and written communication, presentation skills, and collaborative competencies;
- Conceptualize, organize, and resolve complex business problems. Students will be able to analyze and interpret data in the areas of accounting, finance, economics, marketing, management information systems, and management to formulate sound business decisions;

- Manage technological resources to meet organizational goals. Students will be able to utilize statistical and analytical software and describe the role of collaborative systems in formulating effective business solutions;
- Evaluate the ethical, social, and environmental implications of business and personal decisions. Students will be able to analyze and propose solutions that balance the ethical and social needs of the global community with the sustainability of the organization;
- Synthesize and integrate relevant evidence regarding internal and external environmental conditions to formulate and recommend feasible strategic actions. Students will be able to formulate strategic perspectives that identify an organization's competitive advantages and address stakeholder concerns, organizational capabilities, and ethical responsibilities; and
- Develop personal leadership competencies that address the needs of dynamic organizations. Students will be able to demonstrate growth in personal leadership competencies and assess an organization's leadership and social capital and evaluate their effects on an organization.

Qualitative measures used to assess the achievement of these objectives and expected outcomes include the following tools: research project, written case-study analysis, capstone project, videotaped presentation, written executive summary, and leadership development plan. Quantitative assessment tools include pre- and post-test of competencies, a simulation project, and a comprehensive exam. Indirect assessment of learning will include an exit survey, alumni survey, retention analysis, job placement data, and program advisory board input.

The MIS program objectives and expected student competencies are broadly defined as professionalism, analytical skills, ethics and social responsibility, database management, and information assurance and networking. Specifically, at the completion of the MIS program, students will be able to:

- Demonstrate communication strategies appropriate to professional roles. Students will be able to demonstrate effective oral and written communication, presentation skills, and collaborative competencies;
- Conceptualize, organize, and resolve complex information system problems. Students will be able to analyze, plan, and manage information systems that solve current and future business systems problems;
- Evaluate the ethical and social implications of business and personal decisions. Students will be able to analyze and propose solutions that balance the ethical and social needs of the global community with the sustainability of the organization;
- Conceptualize and implement database systems to manage information in an organization. Students will be able to analyze, design, implement, and test a database to ensure its efficiency and integrity; and
- Design secure network infrastructure and disaster recovery plans to protect organizational resources from internal and external threats. Students will be able to apply principles of computer networking, telecommunications, and security to evaluate alternative strategies.

Program Assessment

Robert Morris College is committed to upholding a set of assessment practices for its undergraduate and graduate programs that support the institution's ongoing strategic planning

efforts through the coordination, implementation, and evaluation of a comprehensive program of assessment activities. The assessment program supports outcomes derived from the institution's mission by providing a basis for continuous quality improvement of student learning and institutional effectiveness. Formal feedback mechanisms are in place to ensure that the assessment program provides timely information to improve the curriculum, teaching/learning process, and the services provided to students.

Faculty Curriculum Committees and Directors for the MBA and MIS programs will interpret results gathered through the various direct measures of student learning and make recommendations in an annual report; likewise, to identify perceived strengths and opportunities of the programs, an Institutional Effectiveness Committee comprised of faculty and staff will assemble and interpret the results of the indirect measures of student learning in an annual report. Both reports will be forwarded to the Graduate Council.

Facilities (space, equipment, instructional materials)

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

Robert Morris College's physical facilities at the Springfield, Peoria, and Lake County branch campuses are sufficient in quantity and appropriately equipped to promote a graduate study environment. Faculty and administrative areas are easily accessible to students and also provide the necessary privacy for confidential discussions. Course management software as well as the Internet is used to support faculty's and students' out-of-class communication needs.

The Library at each location will serve as the focal point for graduate student services. Through a peer/benchmark study of the libraries at other colleges/universities with similar graduate programs, the College confirmed that its library resources are very current and that it has an adequate collection to support the MBA and MIS. Students have anywhere/anytime access to the RMC on-line catalog, to the more than 60 electronic resource databases to which the College subscribes, and to the on-line union catalog through Robert Morris College's membership in the Consortium of Academic and Research Libraries in Illinois (CARLI); the College also subscribes to OCLC/World CAT which provides access to national and international library collections.

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 plans to utilize both academically-qualified (a doctorate in the discipline required) and professionally-qualified (a Master's degree in the field of instruction with a minimum of five years' professional experience at a middle or senior management level required) faculty to teach in the program. A minimum of fifty percent of the graduate courses will be taught by academically-qualified faculty and the remainder by professionally-qualified. The College plans to offer the graduate coursework with its existing full and part-time faculty who currently teach in both programs. Additional part-time faculty will be hired as needed. A combination of full- and part-time faculty will be utilized at each location where the programs will be offered; the College's guidelines call for a minimum of fifty percent of the courses to be taught by full-time faculty. A Graduate Student Manager for each student cohort will provide academic and career advising as well as professional coaching.

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. Fall 2006 enrollment in the graduate programs previously approved was 190 students.

During the first year of operation the College anticipates beginning one cohort of MBA students and one cohort of MIS students in the Central Region. During the second and third year, three student cohorts for the Master of Business Administration – two in the Central region and one in the North Suburban Region – will begin. The same pattern will hold true for the Master of Information Systems.

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 represent the program and its requirements, tuition and fees, and refund policies.

Accreditation/Licensure

Neither of the proposed degree programs require specialized accreditation to meet program objectives; however, the College submitted an annual report to the International Assembly for Collegiate Business Education (IACBE) in November 2006 requesting approval for the Master of Business Administration and the Master of Information Systems. The College expects IACBE approval in 2007.

Licensure is not a requirement for graduates of either program.

Staff Conclusion. The staff concludes that Robert Morris College 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 staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Argosy University - Chicago Campus Authorization to Grant the Master of Science in Management in Region 10, The Chicago Region and Argosy University - Schaumburg Campus Authorization to Grant the Master of Science in Management in Region 3, 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 Benedictine University Authorization to Grant the Bachelor of Science in Nursing off-campus in Region 5, The Central 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 Brown Mackie College – Moline the Certificate of Approval and Authorization to Operate in Region 4, The Western Region and further grants Authorization to Grant the Associate of Applied Science in Accounting Technology, the Associate of Applied Science in Business Management, and the Associate of Applied Science in Medical Assisting, 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 Computer Systems Institute Authorization to Grant the Associate of Applied Science in Health Information Technology, 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 Coyne American Institute Authorization to Grant the Associate of Applied Science in Electrical Construction and Supervision, 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 Illinois Institute of Art – Chicago Authorization to Grant the Associate of Applied Science in Hospitality Management, 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 Kaplan University Authorization to Grant the Associate of Applied Science in Business Administration / Accounting, the Associate of Applied Science in Business Administration / Management, the Bachelor of Science in Business, the Bachelor of Science in Management, the Master of Science in Management, and the Master of 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.

The Illinois Board of Higher Education hereby grants to Lewis University Authorization to Grant the Bachelor of Arts in Fire Service Administration off-campus in Region 10, The Chicago Region, and Region 3, The 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 these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Millikin University Authorization to Grant the Bachelor of Science in Early Childhood in Region 5, The Central 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 Master of Business Administration and the Master of Information Systems in Region 5, The Central Region, and Region 1, The 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 this authorization is granted.