

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

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

Not-For-Profit:

Ellis University

- Associate of Arts in Child Development in the Chicago Region
- Bachelor of Arts in Child Development in the Chicago Region

Lincoln Christian University (formerly Lincoln Christian College and Seminary)

- Bachelor of Arts in General Ministry in the Prairie Region

Rosalind Franklin University of Medicine and Science

- Master of Science in Health Professions Education in the North Suburban Region

Rush University

- Bachelor of Science in Imaging Sciences in the Chicago Region
- Master of Science in Physician Assistant Studies in the Chicago Region

University of St. Francis

- Bachelor of Science in Nursing in the Chicago Region

For-Profit:

American Academy of Art

- Bachelor of Fine Arts in Photography in the Chicago Region

Argosy University - Schaumburg

- Master of Arts in Education in Educational Leadership in the Fox Valley Region (Out of Region Authority)
- Master of Arts in Education in Instructional Leadership in the Fox Valley Region (Out of Region Authority)
- Education Specialist in Educational Leadership in the Fox Valley Region (Out of Region Authority)
- Education Specialist in Instructional Leadership in the Fox Valley Region (Out of Region Authority)
- Doctor of Education in Educational Leadership in the Fox Valley Region (Out of Region Authority)
- Doctor of Education in Instructional Leadership in the Fox Valley Region (Out of Region Authority)

ITT Technical Institute at Orland Park

- Associate of Applied Science in Nursing in the South Metropolitan Region

Sanford-Brown College, LLC (formerly Sanford-Brown College, Inc.)

- Associate of Applied Science in Business Administration in the Southwestern Region
- Associate of Applied Science in Medical Billing and Coding in the Southwestern Region
- Associate of Applied Science in Medical Massage Therapy in the Southwestern Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

The Illinois Board of Higher Education (IBHE) has responsibility for administration of "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a location outside the higher education region of original operating authority, and out-of-state institutions planning to operate in Illinois for the first time are required to obtain authorization to operate. These institutions also are required to obtain authorization for each new degree program.

Applications for new operating and degree-granting authority submitted by independent Illinois institutions and out-of-state institutions are reviewed by the staff. Recommendations are developed by applying criteria for operating and/or degree-granting authority, which are defined in the rules adopted for administration of the statutes and Board policies on assessment of student learning and specialized accreditation requirements for student licensure. These criteria encompass educational objectives, institution and degree titles, curricula, facilities, faculty and administrator qualifications, student policies, publications, records, compliance with pertinent laws, and fiscal stability. Staff recommendations are based on analyses of application materials, responses to questions, and site visits. Out-of-region sites are defined as sites located within an IBHE approval region other than the region within which an institution's original operating authority was granted. There are ten IBHE approval regions; each is coterminous with one or more community college districts. Approval to operate within a new approval region entitles an institution to operate throughout the region, and not solely at the site at which the institution initially applied.

This item includes recommendations to grant operating and/or degree-granting authority to ten institutions.

Ellis University
111 North Canal Street - Suite 380
Chicago, Illinois 60606
President: Roger Widmer

Proposed Program Title: Associate of Arts in Child Development in the Chicago Region

Projected Enrollments: The University has projected that fall enrollments in the proposed program will grow from 15 students in the first year to 30 students in the fifth year and beyond.

Proposed Program Title: Bachelor of Arts in Child Development in the Chicago Region

Projected Enrollments: The University has projected that fall enrollments in the proposed program will grow from 15 students in the first year to 30 students in the fifth year and beyond.

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

Background and History

Ellis University (the University) is a private, not-for-profit institution of higher education. The University was originally granted operating authority in Illinois in October 2003, as a branch campus of the New York Institute of Technology (NYIT). Ellis University has been granted operating authority as a separate independent institution and degree-granting authority for those programs previously approved under Ellis College of NYIT in April 2008.

The University is currently requesting authorization to grant the Associate of Arts in Child Development and Bachelor of Arts in Child Development in the Chicago Region. Ellis University offers online undergraduate and graduate degree programs designed to be flexible and convenient for working adult students. The University has a Fall 2008 enrollment of approximately 3,015 students.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives of the degree program(s) must be consistent with that 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 proposed programs adhere to the University's mission of helping working adult learners by providing them accessible, relevant, and quality education within a supportive environment. The degree programs to be offered by Ellis University are consistent with the purpose, goals, objectives, and 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

Undergraduate admissions requirements are for a student to have a high school diploma or the equivalent, evidence of current employment or access to a work or an organizational environment that allows for testing and refining of the proficiencies assessed as part of coursework, and at least 30 hours of transferable degree credit or 12 to 29 transfer credits and three years of work experience.

Curricula

Associate of Arts in Child Development

The Associate of Arts in Child Development is designed to provide students with entry-level child care workers skills to be effective caregivers and teachers of young children. The program requires the completion of 60 semester credits consisting of general education courses in composition, communication, sociology, history, and concepts of mathematics. Students will complete college success skills, health safety and nutrition in early child development, adolescence, child family community relations, early childhood education, learning communities, growth and development, instructional technology, children's literature and literacy, art, music, and movement in early childhood, exceptional children, early childhood methods: science and math, early childhood methods: language and social studies, observation and assessment in early childhood, infants and toddlers in group care, and guiding young children and managing the classroom.

Bachelor of Arts in Child Development

The Bachelor of Arts in Child Development requires students to complete 120 semester credits. Ellis University requires the completion of 48 general education credits including: college success, communication, composition I and II, sociology, mathematics, science, humanities, and electives. Students will complete 72 credits in core and specialization courses. Courses will include health safety and nutrition, child growth and development, early childhood education, learning communities, growth and development, instructional technology, children's literature and literacy, art, music and movement, exceptional children, methods in math and science, methods in language and social studies, observation and assessment, group care, guiding and managing young children, educational psychology, contemporary issues, children's play and learning, effective learning environments, behavior relationships and teaching, supervision and professional development, language and literacy development, social policies and advocacy for children, the reflective practitioner in childhood development, family studies, program planning, care and management, organization and management of early childcare, legal and financial issues, grant writing and fundraising, screening and assessment, working with families, and methods of teaching.

Assessment of Student Learning

The University's courses have articulated learning objectives linked to specific learning resources, tools to track student use of resources, student course evaluations, instructor and supervising faculty evaluations, periodic assessment studies, and tracking of student progress success through program courses.

Program Assessment

Ellis University has established a set of outcome guidelines identified through each program of study. Programs have identified objectives and student learning outcomes. The University collects data from standardized testing, pre-post testing, alumni surveys, employer surveys, and faculty surveys. The University's administration is responsible for measuring progress and achievement through the review of programs using these guidelines and the data collected.

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.

Ellis University operates its education program utilizing a web-based instructional format. The University's technology platform supports all courses and the overall student environment. Students have access to the virtual library and physical library resources. The library includes an extensive collection of online journals, full-text databases, resources and tools, and practical guides available through the University's web platform. The resources support immediate access to up-to-date information that supports instruction, class participation, and online discussion. Professionals and research librarians continually update these resources.

Faculty and Staff

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

All University faculty must hold terminal degrees or a master's degree in the field in which they provide instruction, as well as teaching and professional experience in the discipline. University faculty are required to undergo specific training in online instruction techniques and be certified in each course they are contracted to teach. Full-time supervisory faculty monitors each instructor's performance.

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.

Ellis University indicates that fiscal and personnel resources are adequate to fulfill commitments to students. The proposed programs will exceed operating expenditures within the first year of operations.

Accreditation/Licensure

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

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.

Ellis University's catalog and website provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for the proposed course of study, and procedures governing faculty and student affairs. The University's cancellation and refund policies are reasonable and fair, and its publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions.

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

Lincoln Christian University (formerly Lincoln Christian College and Seminary)
100 Campus View Drive
Lincoln, Illinois 62656
Chief Executive Officer: Keith H. Ray

Proposed Program Title: Bachelor of Arts in General Ministry in the Prairie Region

Projected Enrollments: The proposal projects enrollments of 20 students in the first year, rising to 28 students by the fifth year.

Institutional Accreditation: Lincoln Christian University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Association for Biblical Higher Education, and the Association of Theological Schools.

Background and History

Lincoln Christian University (the University) is a not-for-profit institution founded in 1944. The University is affiliated with independent Christian Churches and Churches of Christ, a non-denominational fellowship. The University changed its name from Lincoln Christian College and Seminary to Lincoln Christian University in July 2009.

Lincoln Christian University is seeking approval to offer the Bachelor of Arts in General Ministry off campus in the Prairie Region. The Fall 2008 enrollment was approximately 1,050 students.

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 proposed program adheres to the mission of Lincoln Christian University "to nurture and equip Christians with a Biblical worldview to serve and lead in the church and the world." The proposed program is consistent with the purpose, goals, objectives, and mission of the University 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

As a baccalaureate completion program, applicants enter the program with a minimum of 45 hours of transfer credit from an accredited institution, including at least 37 hours of general education coursework. Students with fewer than 45 hours of previous college work will be advised to complete appropriate coursework at the associate degree level for entry into the program. Additionally, applicants must have at least two years of work experience in an organizational setting with opportunity to apply what they are learning. In addition, applicants must submit a written essay that focuses on the applicant's professional and spiritual pilgrimage, and must also provide three references.

Curriculum

Bachelor of Arts in General Ministry

The program is designed "to provide adult learners with previous college experience the knowledge, attitudes, and skills necessary to enter vocational ministry." The program will be delivered through the University's Hargrove School, "a school for Christian working adults who desire to become more effective in their chosen professions through undergraduate or graduate programs delivered through non-traditional means that suit their busy lives." The program will be offered at Crossroads Christian Church in Danville. Program graduates must complete 120 semester hours of undergraduate coursework with a cumulative grade point average (GPA) of 2.0 or better on a 4.0 scale. In addition to general education coursework, required courses include: Introduction to the Bible, Foundations of Bible Study, Life of Christ, Acts, Foundations of Biblical Theology, Introduction to Adult Studies, Dynamics of Self-Leadership, Character and Ethics, Biblical Research, Pentateuch, Biblical Language Tools, Hebrew History/Lit. II, Pauline Epistles, History of Theology I and II, Teaching and Learning, Church Leadership, Dynamics of Evangelical Missions, Homiletics, and Ministerial Ethics.

Assessment of Student Learning

Lincoln Christian University has established policies for assessment of student learning outcomes. Assessment of student learning is based on course, program, and institutional objectives. A variety of assessment measures are employed including classroom exams, faculty observation, writing assignments, the American College Test (ACT) Collegiate Assessment of Academic Proficiency (CAAP) test of writing, reading, critical thinking, the Association for Biblical Higher Education standardized Bible content test, and a required capstone course in which a portfolio assessment is completed.

Program Assessment

The University has established policies for program assessment. Program assessments are linked to specific program objectives. Data collected on student learning outcomes are incorporated into institutional planning. Additional sources of program assessment data include results of the National Survey of Student Engagement, graduate placement data, senior exit interviews and surveys, and student course evaluations. Assessment is coordinated by the Director of Assessment and Institutional Effectiveness through the Assessment Office under the supervision of the Academic Dean.

Facilities (space, equipment, instructional materials)

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

The proposed degree program will be offered at the existing educational facilities at Crossroads Christian Church in Danville. The facility has been used for educational purposes by the church for several years and is sufficient for the program. Students in the program will have full access to the University's library. The library maintains a collection of over 144,000 volumes and is a member of the iShare online system. The library has over 2,300 e-books that are program-related and fully accessible to Danville area students, as well as 44 online research databases.

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.

Lincoln Christian University has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University adheres to a faculty credential requirement of a minimum of a master's degree in the field of instruction for baccalaureate courses.

Fiscal and 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 University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that Lincoln Christian University and the proposed degree program meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Rosalind Franklin University of Medicine and Science
3333 Green Bay Road
North Chicago, IL 60064
Chief Executive Officer: K. Michael Welch

Proposed Program Title: Master of Science in Health Professions Education in the North Suburban Region

Projected Enrollments: The proposal projects enrollments of seven students in the first year, rising to 17 students by the fifth year.

Institutional Accreditation: Rosalind Franklin University of Medicine and Science is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

Rosalind Franklin University of Medicine and Science (the University) is a not-for-profit university. Finch University of Health Sciences/The Chicago Medical School was chartered as the Chicago Hospital College of Medicine in 1912. In August 2001, Finch University acquired Dr. William M. Scholl College of Podiatric Medicine. On March 1, 2004, Finch University of Health Sciences/The Chicago Medical School changed its name to Rosalind Franklin University of Medicine and Science.

Rosalind Franklin University is seeking approval to offer the Master of Science in Health Professions Education at its home campus in the North Suburban Region. The Fall 2008 enrollment was over 1,800 students.

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 proposed program adheres to the mission of Rosalind Franklin University of Medicine and Science “to serve the nation through the education of health and biomedical professionals and the discovery of knowledge dedicated to improving the health of its people.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University 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

Applicants for admission to the program must have a minimum of a baccalaureate degree in an appropriate science or healthcare profession from a regionally accredited college or university.

Curriculum

Master of Science in Health Professions Education

The program is designed to offer healthcare profession practitioners or students in the healthcare professions an opportunity to develop or enhance skills to become post-secondary educators in the healthcare professions. The program is completed primarily online, with some on-campus components. Students must complete 45 quarter hours of coursework with a minimum of a 3.0 cumulative grade point average (GPA). There are 30 hours of required courses in the program including: Learning Theories, Curriculum Design, Managing Change in Educational Organizations, Course Development, Classroom Assessment, Research in Education, Instructional Presentation Skills, Program Evaluation and Accreditation, Teaching Practicum, and Portfolio Presentation.

Assessment of Student Learning

Rosalind Franklin University has established policies for assessment of student learning outcomes. Student learning outcomes are identified for each course. Faculty assesses student activity through assessment of discussion postings, graded assignments, and exams using the online Learning Management System, Desire2Learn. The University employs a competency-based portfolio system for all of its Nutrition and Healthcare Administration and Management programs. The proposed program will follow the same portfolio assessment model using two required capstone experiences, the Teaching Practicum and the Portfolio Presentation.

Program Assessment

Rosalind Franklin University has established policies for program assessment. Attainment of identified program objectives is assessed using several sources of data. Information is gathered from student learning assessments, online course surveys, end of program evaluations, and surveys of alumni, project advisors, and employers. Data are evaluated by the faculty, the program director, and the department chair, and program adjustments are made as necessary.

Facilities (space, equipment, instructional materials)

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

The proposed degree program will be offered primarily online, but in part at the existing campus of Rosalind Franklin University. No additional facilities will be needed to accommodate program participants. Appropriate security and technical support are provided for online course delivery. The University uses the secure online Learning Management System, Desire2Learn, for recording student activity in the course. Rosalind Franklin University's Boxer Library offers resources suitable for the proposed program. Students will have access to the University's medical collection including over 100,000 volumes and access to over 1,800 journals available online. The University is a member of the Greater Midwest Regional Library Network.

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.

Rosalind Franklin University has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University adheres to a faculty credential requirement of a minimum of a degree in the field of instruction one level higher than that of the program.

Fiscal and 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 Master of Science in Health Professions Education is consistent with existing programs offered at the University. The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

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

Program Information

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

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

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

Rush University
1653 West Congress Parkway
Chicago, Illinois 60612
President: Larry Goodman

Proposed Program Title: Bachelor of Science in Imaging Sciences in the Chicago Region

Projected Enrollments: The proposal projects enrollments of 12 students in the first year, rising to 40 students by the fifth year.

Proposed Program Title: Master of Science in Physician Assistant Studies in the Chicago Region

Projected Enrollments: The proposal projects enrollments of 20 students in the first year, rising to 85 students by the fifth year.

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

Background and History

Founded in 1972, Rush University (the University) is a not-for-profit institution affiliated with Rush University Medical Center. The University includes Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College. Rush University is seeking approval to offer the Bachelor of Science in Imaging Sciences and the Master of Science in Physician Assistant Studies in the Chicago Region. The Fall 2008 enrollment was approximately 1,660 students.

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 proposed programs adhere to the mission of Rush University to “teach, study, and provide the highest quality healthcare, using a unique and multidisciplinary practitioner-teacher model for health sciences education and research, while reflecting the diversity of our communities in its programs, faculty, students, and service.”

Curriculum/Assessment

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

Admission

Applicants to the Bachelor of Science in Imaging Sciences must have completed an associate’s degree from a regionally accredited institution in an imaging sciences field, including specific general education and science courses with a minimum of a 2.5 grade point average (GPA), and be eligible for accreditation in the practice of medical radiation technology by the Illinois Emergency Management Agency (IEMA). Applicants to the Master of Science in Physician Assistant Studies program must have completed a bachelor’s degree from a regionally accredited institution with a minimum of a 2.75 GPA, and must submit Graduate Record Examination (GRE) scores, three letters of recommendation, and documentation of prior healthcare experience.

Curricula

Bachelor of Science in Imaging Sciences

The Bachelor of Science in Imaging Sciences is designed to “provide advanced training and education to certified imaging technologists who have earned an associate’s degree in Medical Radiography, Nuclear Medicine Technology, or Diagnostic Medical Sonography from a program accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), the Joint Review Committee on Educational Programs in Nuclear Medicine (JRCNMT) or the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS).” The program will prepare graduates to perform advanced diagnostic and interventional medical imaging procedures, including interventional radiology, cardiac imaging, computed tomography (CT), magnetic resonance imaging (MRI), neuroradiology, nuclear medicine fusion imaging procedures (positron emission tomography [PET]/CT), pediatric radiology, and women’s imaging. In addition to program prerequisites, students must complete 98 upper division quarter credit hours, including over 800 hours of clinical in-hospital practice. Core courses include Patient Assessment, Pathophysiology I and II, Cross Sectional Anatomy I and II, Digital Imaging I and II, Community Health and Education, Research, Managerial Leadership, Healthcare in America, Clinical Practicum I, II, III, and IV, and Clinical Seminar I, II, and III, as well as 20 hours of electives.

Master of Science in Physician Assistant Studies

The Master of Science in Physician Assistant Studies is designed to “prepare advanced level physician assistants, trained to deliver services in hospitals, clinics, and physician’s offices.” The program will adhere to standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Students are required to complete specific undergraduate coursework with a minimum of a 3.0 grade point average (GPA), including human anatomy and physiology, general chemistry, organic chemistry, biochemistry, microbiology, college-level mathematics, statistics, and psychology. Students must maintain a minimum 3.0 GPA as well as pass annual competency exams. Core courses include Pharmacology I, II, and III, Microbiology and Infectious Disease, Biostatistics, Research Methods, Clinical Medicine I, II, III, and IV, History and Physical Examination I and II, Seminar I, II, III, and IV, Diagnostic Methods I and II, Emergency Medicine, Fundamentals of Surgery, Pediatrics, Healthcare in America, Clinical Skills, Family Medicine, Internal Medicine, General Surgery, Emergency and Critical Care Medicine, Pediatrics, Women’s Health, Psychiatry, Long Term Care, and 36 quarter hours in clinical specializations. The program will prepare graduates to take the national certification exam developed by the National Commission on Certification of Physician Assistants (NCCPA), which is required for licensure in Illinois.

Assessment of Student Learning

Rush University has established policies for assessment of student learning outcomes. Goals and objectives are clearly identified for each program. Courses are aligned with competencies that have outcomes, which are measured in a variety of ways, such as exams, advanced seminar end projects, and theses. Certification exams demonstrating the acquisition of competencies are required for graduates.

Program Assessment

The University has established policies for program assessment. The Rush University College of Health Sciences uses a Program Review and Outcomes Assessment System (PROAS). Program outcome measures are specified. Data is collected through certification exam results, student learning outcome data, student evaluations, student conferences, employer surveys, and graduate exit surveys. Data regarding licensure exam results will be incorporated as an end of program assessment measure. Data from program assessment measures are reviewed by the Program Director, Medical Director, Director of Clinical Education, and the program's advisory committee.

Facilities (space, equipment, instructional materials)

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

The facilities at Rush University are sufficient for the proposed programs. Existing facilities, equipment, and support systems are in place to accommodate the addition of new healthcare programs. Rush University has an extensive medical library with the print and electronic resources necessary to support the proposed programs.

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.

Rush University has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University adheres to a faculty credential requirement of a minimum of a master's degree in the field of instruction with all appropriate licensures for baccalaureate degree programs and a terminal degree with all appropriate licensures in the field for those in master's degree programs.

Fiscal and 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 Bachelor of Science in Imaging Sciences and the Master of Science in Physician Assistant Studies are consistent with existing programs offered at the University. Rush University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree programs.

Accreditation/Licensure

For the Bachelor of Science in Imaging Sciences program, neither specialized accreditation nor licensure of program graduates is required. For entry into the program, students must hold licensure or eligibility for accreditation in the practice of medical radiation technology by the Illinois Emergency Management Agency (IEMA). These individuals also will be eligible for the American Registry of Radiologic Technologists (AART) primary certification in Radiography or Nuclear Medicine Technology. Depending on courses taken in the program, graduates will be eligible for AART post-primary certification in Computed Tomography, Magnetic Resonance Imaging, or Vascular-Interventional Radiography. For graduates who have completed the appropriate clinical experience requirement, the Nuclear Medicine Technology Certification Board (NMTCB) offers specialty certification in Positron Emission Tomography (PET) to individuals holding the AART or NMTCB credential.

Programmatic accreditation for the proposed Master of Science in Physician Assistant Studies program will be sought through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). No students will be enrolled in the program until an award of Provisional Accreditation is achieved. Graduates of accredited programs must pass the Physician Assistant National Certifying Examination (PANCE) developed by the National Commission on Certification of Physician Assistants (NCCPA). Physician assistants in Illinois are licensed through the Department of Financial and Professional Regulation (IDFPR).

Program Information

Criterion 1030.60(a)(6) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning

the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

University of St. Francis
500 North Wilcox Street
Joliet, Illinois 60435
President: Michael Vinciguerra

Proposed Program Title: Bachelor of Science in Nursing in the Chicago Region

Projected Enrollments: The proposal projects enrollments of 12 students in the first year and capped at 16 students by the fifth year.

Institutional Accreditation: The University of St. Francis is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Commission on Collegiate Nursing Education.

Background and History

The University of St. Francis (the University) is a not-for-profit, Roman Catholic, Franciscan institution. Originally established in 1920 as Assisi Junior College, the University was renamed the College of St. Francis in 1930, and finally the University of St. Francis in 1998. In 1997, the institution became affiliated with Saint Joseph College of Nursing to award the Bachelor of Science in Nursing degree. In addition to its other programs, the University offers several Nursing degree programs, including the Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice.

The University of St. Francis is seeking approval to offer the Bachelor of Science in Nursing off campus in the Chicago Region. Fall 2008 enrollment was approximately 2,900 students.

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 proposed program adheres to the mission of the University of St. Francis: “As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking.” The proposed program is consistent with the purpose, goals, objectives, and mission of the University of St. Francis 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

Applicants for admission are required to have completed the Associate Degree in Nursing with a minimum of 60-64 semester hours of transferable credit, including specific lower division general education coursework. Applicants must also be a licensed registered nurse, submit two letters of reference from employers, and must provide proof of liability insurance.

Curriculum

Bachelor of Science in Nursing

The program is designed “to provide an educational opportunity for the registered nurse to obtain a baccalaureate degree in nursing.” Students enter the program with 60-64 semester hours of coursework and must complete an additional 64-68 hours for a total of 128 semester hours. Core courses include the following: Concepts of Professional Nursing, Physical Assessment, Nursing Research, Health Policy, Finance and Informatics, Ministry of Nursing, Professional Nursing Seminar, Community Health, Applied Clinical Concepts, Leadership and Management, and at least six hours from the following electives: Spiritual and Ethno Cultural Aspects of Nursing, Client Education, Pain-Concept Management, and Healthcare and Aging.

Assessment of Student Learning

The University of St. Francis has established policies for assessment of student learning outcomes. Student learning objectives are identified for each course and are congruent with American Association of Critical Care Nurse’s Essentials of Baccalaureate Nursing Education and the learning outcomes of the Commission on Collegiate Nursing Education’s Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs. Outcomes related to the objectives are measured using several methods, including case studies, group presentations, simulation learning, written and oral examinations, and major projects. The clinical courses Community Health Nursing and Applied Clinical Concepts taken near the completion of the program include major clinical projects, which provide end of program measures of student learning.

Program Assessment

The University of St. Francis has established policies for program assessment. The University’s program assessment meets the standards of the Commission on Collegiate Nursing Education. The University’s assessment process includes an assessment plan for every academic

program. Multiple data sources are incorporated into the assessment process, including a systematic evaluation plan (SEP), course evaluation tools, classroom faculty evaluation, clinical faculty and clinical agency evaluation by students, annual course reports by faculty, faculty self-evaluations, Bachelor of Science in Nursing exit surveys, employer evaluations, and alumni surveys. At the end of each academic year, programs compile an assessment report that includes recommendations for improvements. These are incorporated into a college level report, which is then presented to the Assessment Council and, in turn, to the Provost and the President.

Facilities (space, equipment, instructional materials)

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

The proposed degree program will be offered at the Shriner's Hospital located at 2211 North Oak Park Avenue in Chicago. For all off-campus programs, the University follows standard guidelines for every site. Sites must provide access to technology (e.g. PowerPoint capabilities, overhead projectors, and duplication equipment), and meet proper maintenance standards. The facilities are monitored by the instructors, program coordinators, and location coordinators. The University library provides the appropriate resources to support the proposed program. The library collection includes over 120,000 titles, with 2,500 titles related to nursing and 15,000 titles to the health sciences, and over 250 periodical subscription titles in print and online. Additionally, over 50 electronic databases are accessible through the library's web portal. The library's online I-share catalog enables students to access over 16 million titles from 70 academic and research libraries in Illinois. The library participates in both the Consortium of Academic and Research Libraries in Illinois (CARLI) and the Resource Sharing Alliance of the Alliance Library System (ALS-RSA) providing students access to over 260 libraries.

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 of St. Francis has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the University. The University adheres to a faculty credential requirement of a minimum of a master's degree in the field of instruction for baccalaureate courses.

Fiscal and 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 Bachelor of Science in Nursing program is consistent with existing programs offered at the University. The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

Accreditation/Licensure

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

Program Information

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

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

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

American Academy of Art
332 South Michigan Avenue
Chicago, Illinois 60605
Chief Executive Officer: Richard H. Otto

Proposed Program Title: Bachelor of Fine Arts in Photography in the Chicago Region

Projected Enrollments: The proposal projects enrollments of 20 students in the first year, rising to 115 students by the fifth year.

Institutional Accreditation: The American Academy of Art is accredited by 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 and History

The American Academy of Art (the Academy) is a for-profit institution originally founded in 1923. In 1972, the Superintendent of Public Instruction authorized the Academy to operate as a post-secondary institution. In 1995, the Academy was granted authority to grant the Bachelor of Fine Arts degree. The American Academy of Art is seeking approval to offer the Bachelor of Fine Arts in Photography at its home campus in the Chicago Region. The Fall 2008 enrollment was 377 students.

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 proposed program adheres to the mission of the American Academy of Art: “To teach students the traditional and contemporary skills of the professional artist to enable them to pursue careers in art.” The proposed program is consistent with the purpose, goals, objectives, and mission of the Academy 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

Applicants for admission to the American Academy of Art must be a high school graduate or General Educational Development (GED) recipient. In addition, applicants must complete a two step interview process used to evaluate the student for admission consideration.

Curriculum

Bachelor of Fine Arts in Photography

The program is designed to prepare “graduates to work in the professional photography field with a diverse set of skills, knowledge, and practices.” Students must complete 122 semester hours of coursework, including 60 hours of photography specific courses: Introduction to Photographic Imaging, Studio Lighting and Techniques, Advanced Photographic Imaging, Portfolio Photography, Computer Graphic Foundations, Advanced Projects, Electronic Imaging, Advanced Electronic Imaging, Web Design, and three courses from the following: Location Photography, Fine Art Photography, Advanced Studio Lighting and Techniques, and Advanced Location Photography.

Assessment of Student Learning

The American Academy of Art has established policies for assessment of student learning outcomes. Student learning outcomes are identified for each course and are linked to the program outcomes. The Academy has a long tradition of helping students to create art portfolios as a method of self-assessment and as a sample of a student’s body of work. The portfolios are shown to potential employers and clients, and selections are submitted to juried art competitions. The process has been expanded to include student learning from all areas of the curriculum, while creating an assessment portfolio for each student.

Program Assessment

The American Academy of Art has established policies for program assessment. Each academic department defines measurable program outcomes linked to course outcomes for each program offered at the Academy. The cumulative portfolio assessment process provides program outcome data. The Academy's assessment plan is based on data from several sources, including current students, alumni, employers, and the Academy's Program Advisory Committee. Feedback from current students is obtained through the annual Noel-Levitz Student Satisfaction Inventory. The Academy's Career Services Coordinator collects alumni satisfaction data. Feedback from employers regarding trends in the art field is collected through discussions with employers, meetings with the Program Advisory Committee, and during the program review process. Each of the Academy's degree programs is reviewed every three years using internal and external assessment data. Based on the data, program faculty plans for changes are presented to the academic dean and department chairs for approval and implementation.

Facilities (space, equipment, instructional materials)

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

The proposed degree program will be offered at the existing campus of the American Academy of Art. No additional facilities will be needed to accommodate program participants. Resources have been identified to add appropriate instructional materials. The American Academy of Art's Irving Shapiro Library has the resources suitable for the proposed program. In addition to its book collection, the library subscribes to approximately 40 print periodicals, primarily related to fine art, commercial art, graphic art, and photography. The library provides access to more than 25 electronic databases through subscriptions to EBSCOhost and FirstSearch and through membership in the Consortium of Academic and Research Libraries in Illinois (CARLI). The library is a member of both the Metropolitan Library System and the Online Computer Library Center (OCLC), which provides access to more than one billion items in libraries worldwide via interlibrary loan.

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 American Academy of Art has policies in place to ensure that academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the Academy. The Academy adheres to a faculty credential requirement of a minimum of a master's degree in the field of instruction for general education and baccalaureate courses.

Fiscal and 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 Bachelor of Fine Arts in Photography is consistent with existing programs offered at the Academy. The Academy has submitted fiscal plans indicating that tuition revenue will exceed operating expenditures in the first year of operation for the proposed degree program.

Accreditation/Licensure

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

Program Information

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

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

Staff Conclusion. The staff concludes that the American Academy of Art and the proposed degree program meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

Argosy University – Schaumburg
999 Plaza Drive
Schaumburg, Illinois 60173
President: James Chitwood

Proposed Program Title: Master of Arts in Education in Educational Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of 15 students in the first year and 35 students in the fifth year.

Proposed Program Title: Master of Arts in Education in Instructional Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of ten students in the first year and 25 students in the fifth year.

Proposed Program Title: Education Specialist in Educational Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of 15 students in the first year and 20 students in the fifth year.

Proposed Program Title: Education Specialist in Instructional Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of ten students in the first year and 15 students in the fifth year.

Proposed Program Title: Doctor of Education in Educational Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of 15 students in the first year and 30 students in the fifth year.

Proposed Program Title: Doctor of Education in Instructional Leadership in the Fox Valley Region (Out of Region Authority)

Projected Enrollments: Argosy University has a projected enrollment of ten students in the first year and 15 students in the fifth year.

Institutional Accreditation: Argosy University is a member of the Higher Learning Commission of the North Central Association of Colleges and Schools.

Background and History

Argosy University (the University) is a for-profit, higher education institution currently owned and operated by Argosy Education Group, Inc., a wholly-owned subsidiary of Education Management Corporation, a privately owned corporation. The University was approved in 2001 from a merger of the American School of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota.

Argosy University's Schaumburg Campus is currently seeking degree-granting authority to offer the Master of Arts in Education in Educational Leadership, Master of Arts in Education in Instructional Leadership, Education Specialist in Educational Leadership, Education Specialist in Instructional Leadership, Doctor of Education in Educational Leadership, and Doctor of Education in Instructional Leadership in the Fox Valley Region. The Fall 2008 student enrollment at the Argosy University Schaumburg Campus was 730 students.

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 implies.

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

The proposed degree programs are consistent with the mission of the University to offer high quality education in many applied fields up to the doctoral level with high occupational demand using delivery formats, including instructional technology and online resources, that permit students access from a variety of physical locations.

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 admission requirements for the master's degree programs are a bachelor's degree from a regionally accredited college or university and a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 hours of coursework, a completed application form, official transcripts from all postsecondary institutions attended, three letters of recommendation, and a personal and professional goal statement.

The admission requirements for the specialist level programs are a master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution, a minimum GPA of 3.0 on a 4.0 scale in work leading to the master's degree and in any subsequent graduate study, a completed application form, official transcripts from all postsecondary institutions attended, three letters of recommendation, and a personal and professional goal statement.

The admission requirements for the doctoral degree programs are a master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution, a minimum grade point average of 3.0 on a 4.0 scale in work leading to the master's degree and in any subsequent graduate study, a completed application form, official transcripts from all postsecondary institutions attended, three letters of recommendation, and a personal and professional goal statement.

For programs at all levels, international students must earn a minimum written Test of English as a Foreign Language (TOEFL) score of 550 (paper version), 213 (computer version), or 79 (Internet version).

Curricula

Master of Arts in Education in Educational Leadership

The Master of Arts in Education in Educational Leadership program is designed to prepare graduates of the program to be effective leaders in the field of education. The program requires the completion of 36 credit hours and provides students the option of applying for the Illinois State Board of Education (ISBE) Type 75 Certification or completion of the non-certification degree program. Courses in the program consist of historical foundations of education, research in educational leadership, educational law, educational finance, multicultural education, human resource management and development, educational technology, elective courses in educational leadership, and a capstone project.

Master of Arts in Education in Instructional Leadership

Requirements for the Master of Arts in Education in Instructional Leadership have been designed to prepare educators with the professional knowledge and skills to be effective

instructional leaders. The program requires the completion of 36 semester credit hours in the areas of research in education, educational leadership, educational law, educational finance, supervision of curriculum, human resource management and development, managing and evaluating instructional technology, learning needs, cultural diversity, foundations of education, principal internship, and capstone project.

Education Specialist in Educational Leadership

The Education Specialist in Educational Leadership program requires the completion of 30 semester credit hours designed to prepare educational professionals with advanced skills in the area of educational leadership. Students in this program will complete courses consisting of leading and managing change in a diverse society, advanced academic study and writing, comprehensive planning and implementation, educational leadership in theory and practice, administrative theory and practice, organizational communication systems and internship seminar, education law, managing human and fiscal resources, program evaluation methods, and instructional technology planning and management. This program allows students to apply for an Illinois Superintendent Endorsement through ISBE.

Education Specialist in Instructional Leadership

Requirements for the Education Specialist in Instructional Leadership program consist of 30 semester credits designed to prepare educational professionals with advanced skills in instructional leadership. The coursework consists of critical analysis of problems and issues in education, advanced academic study, comprehensive planning and implementation, organizational communications systems and internship seminar, teaching and effective learning strategies, curriculum theory and design, curriculum design, program evaluation methods, and instructional technology.

Doctor of Education in Educational Leadership

Students participating in the Doctor of Education in Educational Leadership are required to complete 60 semester credits. This program requires students to take courses in academic study in education, change in diverse society, problems and issues in education, planning and implementation in education, quantitative research, qualitative research, program methods, action research, theory and practice, managing human and fiscal resources, educational leadership, educational seminar, collaboration, educational law, multicultural education, research and publications, a superintendent internship, and a dissertation block I-IV. This program allows students to apply for an Illinois Superintendent Endorsement through ISBE.

Doctor of Education in Instructional Leadership

The Doctor of Education in Instructional Leadership program is designed to prepare graduates with advanced skills in instructional leadership. The program requires 60 semester credits with courses consisting of critical analysis, advanced study, educational planning and implementation, teaching and effective learning strategy, curriculum theory and design, supervision of curriculum instruction, research and professional publications, program evaluation methods, qualitative research methods, quantitative research methods, action research, pinnacle seminar, concentration, and a dissertation block I-IV.

Assessment of Student Learning

Effective teaching and student learning at Argosy University is driven by reviews, reflection, and assessment involving internal and external constituents who participate in the process from plan development to implementation and subsequent evaluations. To ensure good student learning outcomes in the proposed programs, each degree program assesses various components of the program periodically. The assessment process examines many aspects of the program, such as curricular relevance and currency, student grades in each course, results of student evaluations at the end of each course, the quality of courses and workshops offered, student persistence and graduation rates in each degree program, student performance in the capstone course and internship, and the quality of student support resources. Any serious problem discovered by the assessment is addressed to strengthen the program and improve student success in the program.

Program Assessment

Argosy University has an identified plan to review all academic programs. All activities related to program assessment are conducted on an annual basis as part of planning, design, and evaluation of programs at the University.

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.

Argosy University has identified facilities, equipment, and instructional materials that will accommodate all program operations. The University's main library has a large collection of resources that include books, print and electronic journals, dissertations, and other contents to serve faculty and students. Among the collections, there are resources appropriate and sufficient for the proposed programs, including specialized textbooks, academic journals, and electronic databases. In addition, the University has budgeted for acquisitions of new books, periodicals, videos, and online resources for each new 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 policies that ensure faculty and other academic professionals hired for the proposed programs have the appropriate training, credentials, and other related qualifications to support the programs.

Fiscal and 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.

Argosy University submitted projected fiscal plans indicating that revenues from tuition and fees for each degree program will exceed projected operating expenditures in the first year of operations.

Accreditation/Licensure

The proposed Master of Arts in Education in Educational Leadership program will lead to a Type 75 Certification. The Education Specialist in Educational Leadership will lead to an Illinois Superintendent Endorsement, and the Doctor of Education in Educational Leadership will lead to an Illinois Superintendent Endorsement through ISBE.

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 Schaumburg Campus has identified policies, admissions procedures, tuition, fees, and refund policies to support their students. The materials submitted with the proposed programs are in keeping with other programs offered by the University. The materials provide appropriate information about each program's curriculum, admission requirements, assessment of student learning, tuition, faculty, financial resources, limitations on transferability of earned credits to other institutions, and other University information.

Staff Conclusion. The staff concludes that Argosy University and the degree programs proposed in the above item 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.

ITT Technical Institute at Orland Park
11551 184th Place
Orland Park, Illinois 60467
Director: Elvis Parker

Proposed Program Title: Associate of Applied Science in Nursing in the South Metropolitan Region

Projected Enrollments: The proposal projects enrollments of 110 students in the first year leveling to 220 students by the fifth year.

Institutional Accreditation: ITT Technical Institute at Orland Park is accredited by the Accrediting Council of Independent Colleges and Schools.

Background and History

ITT Technical Institute (the Institute) is a private for-profit postsecondary institution with over 100 technical institutes operating in over 30 states. Three ITT Technical Institutes have been granted approval to operate and offer degrees in Illinois. The Orland Park Campus was approved in 1994.

ITT Technical Institute at Orland Park is seeking approval to offer the Associate of Applied Science in Nursing in the South Metropolitan Region. The Fall 2008 enrollment at the campus was 474 students.

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 implies.

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

The proposed program is consistent with ITT Technical Institute's mission of "Offering quality undergraduate and continuing education locally, nationally, and worldwide to students of diverse backgrounds, interests, and abilities." The proposed program is consistent with the purpose, goals, objectives, and mission of the Institute 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

Applicants must possess either a high school diploma or a General Educational Development (GED) Certificate. Applicants also must meet one of the following criteria: a minimum score of 17 on the American College Test (ACT), a score of 400 on both the critical reading and math portions of the Scholastic Aptitude Test (SAT), earn a college-level assessment score on the Wonderlic Scholastic Level Examination, or have earned 36 quarter or 24 semester hours with an overall cumulative grade point average of 2.0 at an accredited postsecondary educational institution. In addition, for admission to the Nursing program, the applicant must possess the necessary physical ability to perform the functions of a nurse and must obtain an overall cumulative average score of at least 70% on the following seven content sections of the Health Education Systems, Inc. Admission Assessment ("HESI A2") examination: math, reading comprehension, vocabulary, grammar, biology, anatomy and physiology, and chemistry.

Curriculum

Associate of Applied Science in Nursing

The objective of the Associate of Applied Science in Nursing program is "to help graduates prepare to become licensed Registered Nurses." Students are required to complete 109 quarter hours of coursework, including 44 hours of general education coursework, four hours of

technical basic coursework, and 61 hours of core coursework with 615 associated clinical/practicum hours. Core courses include: Nursing Roles I and II, Clinical Nursing Concepts and Techniques I and II, Dosage Calculations, Adult Nursing I and II, Pharmacology, Gerontological Nursing, Mental Health Nursing, Maternal Child Nursing, and Critical Care Nursing.

Assessment of Student Learning

ITT Technical Institute has established policies for assessment of student learning outcomes. The Institute requires that objectives be identified for each class and that all course objectives be evaluated through a combination of tests, labs, projects, assignments, simulation scenarios, and clinical evaluations within the courses.

Program Assessment

ITT Technical Institute has established policies for program assessment. Performance-based course objectives are linked to program outcomes as part of the Nursing Program Systematic Evaluation Plan. The Program Chair and faculty will be engaged in continuous program and curriculum improvement under the Nursing Program Systematic Evaluation Plan. Within the Nursing Faculty Organization, there will be a Curriculum Committee and an Admission, Progression, and Graduation Committee. Program assessment data and feedback are obtained from instructors, students, graduates, ITT/Educational Services, Inc. (ITT/ESI) Curriculum Committees, local Advisory Committees, employers of graduates, NCLEX-RN (National Council Licensure Examination) results and outside consultants hired by the corporate office. Student success rates are reviewed monthly by the Academic Affairs Department, the Operations Department, and the Curriculum Department.

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.

Existing campus space is sufficient for the proposed program. Rededicated lab facilities have been identified that are satisfactory for the addition of the program at the Orland Park Campus. Necessary equipment and instructional materials have been identified and resources budgeted to meet these needs. The Clinical Nursing Skills Laboratory will be equipped with new furnishings, Vital-Sim[®] simulation mannequins, patient care technical equipment and clinical teaching supplies. In the second year of the program, additional budgeting is provided for simulation equipment to support the maternal-child and critical care courses, including the birthing simulation torso and monitoring equipment.

Library facilities are adequate for the proposed program. In addition to materials available onsite through the Learning Resource Center (LRC), ITT Technical Institute provides its students and faculty with library resources through the ITT Technical Institute Virtual Library. The Virtual Library currently provides access to approximately 46,000 online books, including 3,200 nursing texts, databases offering access to over 12,000 periodicals and professional journals, including the Cumulative Index to Nursing and Allied Health Literature (CINAHL), and data bank access to full-text articles. The ITT Technical Institute Illinois campuses are members of the statewide ILLINET/OCLC system of libraries providing ITT students access to the interlibrary loan services available through member libraries.

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.

ITT Technical Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide instruction at the Institute. The Institute adheres to a faculty credential hiring requirement of a master's degree in the field of instruction for faculty teaching general education courses and at least a Master of Science in Nursing for faculty teaching nursing courses.

Fiscal and 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 Associate of Applied Science in Nursing is consistent with existing programs offered at the Institute. ITT Technical Institute has submitted fiscal plans indicating revenue will exceed operating expenditures in the first year of operation for the proposed degree program.

Accreditation/Licensure

ITT Technical Institute will apply for nursing accreditation through the National League for Nursing Accrediting Commission (NLNAC). Pending program approval by the Illinois Board of Nursing, graduates of the program will be eligible to take the NCLEX-RN (National Council Licensure Examination), which leads to licensure as a Registered Professional Nurse.

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

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

Sanford-Brown College, LLC (formerly Sanford-Brown College, Inc.)
1101 Eastport Plaza Drive
Collinsville, Illinois 62234
President: Tina Seidel

Proposed Program Title: Associate of Applied Science in Business Administration in the Southwestern Region

Projected Enrollments: The proposal projects enrollments of 56 students in the first year, rising to 130 students by the fifth year.

Proposed Program Title: Associate of Applied Science in Medical Billing and Coding in the Southwestern Region

Projected Enrollments: The proposal projects enrollments of 36 students in the first year, rising to 60 students by the fifth year.

Proposed Program Title: Associate of Applied Science in Medical Massage Therapy in the Southwestern Region

Projected Enrollments: The proposal projects enrollments of 11 students in the first year, rising to 40 students by the fifth year.

Institutional Accreditation: Sanford-Brown, LLC is accredited by the Accrediting Council for Independent Colleges and Schools.

Background and History

Sanford-Brown College, LLC (the College) is a private, for-profit, co-educational college founded in 1866 by Rufus C. Crampton and owned by Career Education Corporation. The College was originally known as Jacksonville Business College. The College became Sanford-Brown College in 1992. The College began operation under the Illinois State Board of Education (ISBE) based on the Private Business and Vocational School Act and was granted authority by the Illinois Board of Higher Education (IBHE) to offer the Associate of Applied Science in Business Management in 2005. In 2009, the College reorganized as Sanford-Brown College, LLC.

Under this new corporate organization, the College is seeking operating and degree granting authority through the IBHE for the Associate of Applied Science in Business Administration, Associate of Applied Science in Medical Billing and Coding, and Associate of Applied Science in Medical Massage Therapy. These degrees will be offered on their campus in the Southwestern Region of Illinois. The Fall 2008 enrollment at the College was 501 students.

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 college.

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

Curriculum/Assessment

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

Admission

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

Curricula

Associate of Applied Science in Business Administration

The program has been designed to provide students with the appropriate general education, theory, and hands-on skills required to obtain entry-level employment in the business field. The proposed degree is a single program with two areas of concentration, consisting of business management or accounting. Each requires a total of 97 quarter credits. There are 24 credits in general education, consisting of: Speech, Composition I and II, Government, Mathematics, and Science. Students will complete six credits in professional development, 47 credits in core courses consisting of: financial accounting, business management, information management, finance, human resources, marketing, Excel, computer technology, economics, ethics, business organization, business law, and a capstone course, and 20 credits in either the management or accounting concentration.

Associate of Applied Science in Medical Billing and Coding

The program is designed to prepare students for careers in a variety of healthcare settings, including medical offices, hospitals, clinics, and skilled-care facilities. The program requires 99 quarter credits, including the 24 general education credits described above. The 69 credit core includes coursework in keyboarding, Excel, computer technology, health data and alternative care settings, medical insurance and billing, ICD-9-CM coding, CPT coding, medical coding applications, coding certification preparation, medical law and ethics, medical terminology, human biological systems, human anatomy and physiology, computerized billing, human resources, and supervision. Students complete an additional six credits in professional development and investment in success.

Associate of Applied Science in Medical Massage Therapy

The program provides students with the necessary skills and techniques to seek entry-level employment as medical massage therapists. The program requires 93 quarter credits including the 24 general education credits described above. The 63 credit core includes coursework in computer technology, medical terminology, human biological systems, massage therapy, Swedish massage, deep tissue massage, pharmacology for massage therapy, upper kinesiology, lower kinesiology, massage for special populations, clinical massage, clinical pathology for massage therapy, business practices for the massage career, complementary therapies, spa therapies, ethics for massage therapy professionals, massage therapy clinic, and massage therapy review. The final six credits are in professional development and investment in success.

Assessment of Student Learning

Improving teaching and learning practices is part of the College's effort to encourage student success. To achieve that goal, the College has identified a campus-wide assessment plan that includes an ongoing review of student progress toward educational goals. Students are evaluated in the classroom through quizzes, testing, and presentations. They also are involved in educational activities through externships and career services as part of preparation for the employment market. These projects also are assessed to ensure effective learning outcomes.

Program Assessment

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

Facilities (space, equipment, instructional materials)

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

Sanford-Brown College, LLC has provided documentation describing the College's ability to provide space, equipment, and instructional materials to operate the programs. The College's library provides students access to textbooks, periodicals, and online reference material. Students are able to utilize EbscoHost, Infotrac, Proquest, Wilson Web, Electronic Library, eBrary, Grove Art Online, NetLibrary, Safari Tech Books Online, and Oxford Reference Online.

Faculty and Staff

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

Sanford-Brown College, LLC requires faculty to have a minimum of a baccalaureate degree. General education courses require instructors to have a master's degree in the specific discipline of instruction.

Faculty hiring is based on qualifications, experience, and the ability to provide effective classroom instruction. Faculty are hired through an established collegial process of employment.

Fiscal and Personnel Resources

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

The College will use existing facilities for the new programs. The College has budgeted for the operating of the programs and projects that tuition revenue will exceed program expenditures within the first year of operation.

Accreditation/Licensure

Neither accreditation of the proposed programs in Business Management or Medical Billing and Coding nor licensure of program graduates is required. Massage Therapy students must be licensed in the state of Illinois, and students in this program will be eligible to take the National Certification Examination for State Licensing (NESL) that is administered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB).

Program Information

Criterion 1030.60(a)(6) provides that the information the college 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 college and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

Staff Conclusion. The staff concludes that Sanford-Brown College, LLC 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.

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Ellis University Authorization to Grant the Associate of Arts in Child Development and the Bachelor of Arts in Child Development in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Lincoln Christian University (formerly Lincoln Christian College and Seminary) Authorization to Grant the Bachelor of Arts in General Ministry in the Prairie Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Rosalind Franklin University of Medicine and Science Authorization to Grant the Master of Science in Health Professions Education in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Rush University Authorization to Grant the Bachelor of Science in Imaging Sciences and the Master of Science in Physician Assistant Studies in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to the University of St. Francis Authorization to Grant the Bachelor of Science in Nursing in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to the American Academy of Art Authorization to Grant the Bachelor of Fine Arts in Photography in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Argosy University - Schaumburg Authorization to Grant the Master of Arts in Education in Educational Leadership, Master of Arts in Education in Instructional Leadership, Education Specialist in Educational Leadership, Education Specialist in Instructional Leadership, Doctor of Education in Educational Leadership, and the Doctor of Education in Instructional Leadership in the Fox Valley Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to ITT Technical Institute at Orland Park Authorization to Grant the Associate of Applied Science in Nursing in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Sanford-Brown College, LLC (formerly Sanford-Brown College, Inc.) Authorization to Grant the Associate of Applied Science in Business Administration, Associate of Applied Science in Medical Billing and Coding, and the Associate of Applied Science in Medical Massage Therapy in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.