

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

**Submitted for:** Action.

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

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

**Not-For-Profit:**

Adler School of Professional Psychology

- Master of Arts in Criminology in the Chicago Region

Chicago School of Professional Psychology

- Doctor of Education in School Psychology in the Chicago Region
- Doctor of Philosophy in Counselor Education and Supervision in the Chicago Region

Lindenwood University

- Bachelor of Arts in Psychology in the Southwestern Region

Robert Morris University - Illinois

- Associate of Applied Science in Computer Aided Drafting in the North Suburban Region

**For-Profit:**

Argosy University – Chicago Campus

- Master of Arts in Marriage and Family Therapy in the Chicago Region

Kendall College

- Bachelor of Arts in Food Service Management in the Chicago Region

Sanford-Brown College – Hillside Campus

- Operating Authority in the West Suburban Region
- Associate of Applied Science in Cardiovascular Sonography in the West Suburban Region
- Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban Region
- Associate of Applied Science in Health Information Technology in the West Suburban Region

Sanford-Brown College – Tinley Park Campus

- Operating Authority in the South Metropolitan Region
- Associate of Applied Science in Cardiovascular Sonography in the South Metropolitan Region
- Associate of Applied Science in Diagnostic Medical Sonography in the South Metropolitan Region

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

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

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

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

**Adler School of Professional Psychology**  
**17 North Dearborn**  
**Chicago, Illinois 60602**  
**Chief Executive Officer: Raymond E. Crossman**

**Proposed Program Title:** Master of Arts in Criminology in the Chicago Region

*Projected Enrollments:* The proposal projects enrollments of at least 15 students per year with an entering cohort of ten students the first year.

**Institutional Accreditation:** Adler School of Professional Psychology is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association (NCA) of Colleges and Schools.

## **Background and History**

Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. Alfred Adler, a doctor and psychologist born in Vienna, Austria, in 1870, is the father of community psychology. In 1952, Rudolf Dreikurs, M.D., a close colleague of Alfred Adler's, founded the Alfred Adler Institute, which is now the Adler School of Professional Psychology (the School), in Chicago. The School is incorporated in, and operates under, the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax exempt organization. In 2009, the School opened the Institute on Public Safety and Social Justice to promote socially just policies and practices within the justice system through research, awareness, and community outreach.

The School is seeking authorization to grant the Master of Arts (M.A.) in Criminology in the Chicago Region. The Fall 2010 enrollment on the Chicago campus was 829 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 is consistent with the mission of Adler School of Professional Psychology to prepare students to be socially responsible practitioners who engage communities and advance social justice, during both their course of study and their later professional lives.

## **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 School has established admission requirements for students entering the proposed program. Applicants considered for admission to the online M.A. in Criminology program must have successfully completed a baccalaureate degree or the equivalent from an accredited institution with a cumulative grade point average (GPA) of 3.0 or higher, one undergraduate course in introductory psychology and one course in introductory criminology or criminal justice, and a personal interview (upon completion of prior steps).

### **Curriculum**

The M.A. in Criminology online degree program at the School aims to educate students about the nature, extent, causes, and prevention of criminal behavior in both the individual and in society. The School endorses an iteration of the practitioner-scholar education and training model from the National Council of Schools and Programs in Psychology (NCSPP). The overarching objective of the M.A. in Criminology degree is for graduates to practically apply their understanding of psychology, sociology, and social responsibility to the criminal justice system. To achieve these goals, students must be educated about, and become personally aware of,

criminal justice processes and structures, diverse environments and people, strategic, critical thinking, and the role of psychosocial factors in individual and group behaviors. This program complements the current program in Police Psychology and the specialization in Forensic Psychology.

#### Assessment of Student Learning

The Adler School of Professional Psychology has established policies for the assessment of student learning and publishes student learning outcomes for all programs annually. Core faculty of the M.A. in Criminology program has the primary responsibility of measuring and evaluating whether students have achieved the established outcomes in an effort to ensure that they are prepared to be entry-level professionals in the field of criminology or within the broader context of the criminal justice system. In addition to program faculty, the Student Learning Committee of the School also plays an oversight and coordinating role in student assessment activities and the Department Chair constructs the annual report and coordination of the process. The specific means of competency measurement used to assess learning outcomes include, but are not limited to, faculty ratings of the student's performance via qualifying examinations; faculty referrals to the student review committee; faculty ratings of the student's performance via course rubric evaluations; the student's own satisfaction ratings via the Noel-Levitz Adult Student Priorities Survey; and the student's comments about his/her program experience via focus group interviews.

#### Program Assessment

The School utilizes a number of processes to monitor program efficacy and marketability of graduates for all degree programs. The M.A. in Criminology program will be included in the institutional process of meetings with key stakeholders, surveying alumni, and advisory committee meetings. Annually, the School convenes a meeting of internal and community stakeholders to provide strategic input to the President, the Board of Trustees, and Leadership Team. This meeting provides the President's Cabinet with constructive and strategic feedback from employers, training partners, community partners, faculty, staff, and students. Past meetings have yielded important feedback regarding the quality and applicability of the School's students' skills, knowledge, and attitudes. In the past, this feedback has resulted in timely revisions to the School's degree programs. In addition, all programs at the School are on a two-year review cycle, which includes a self-assessment and development of an action plan with the Vice President of Academic Affairs.

#### **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 School has adequate space, equipment, and instructional materials for the operation of the program. The School moved to a new campus in July 2010 with 27 classrooms, 136 offices, and 105 workstations. The library offers seating for 60, with an adjacent computer lab and online instruction room. The 1,400 square foot Center for Learning and Teaching has a capacity of 40. There are also two large open-area breakout spaces with lounge furniture, as well as 20 smaller open-area breakout spaces, dispersed throughout campus for between one to four people. The 1,200 square foot café adjacent, to the vending area, offers a seating capacity of 60. Online criminology courses will be offered in Moodle 2.0 with Web 2.0 webinar applications. Wiki and Wimba will enhance and improve online collaboration and interaction. The library

already licenses the core materials necessary for an online Masters-level program in Criminology, as well as a collection of subsidiary academic materials including 63 databases, 8,000 online books, and 23,000 online journals.

### **Faculty and Staff**

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

The Adler School of Professional Psychology has policies in place to ensure that faculty and staff possess the training, credentials, and other related qualifications to provide instruction. All faculty has teaching expertise, a terminal degree in the appropriate discipline, has demonstrated research, and has a commitment to service.

### **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 M.A. in Criminology is consistent with existing programs offered at The Adler School of Professional Psychology. The School has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree program.

### **Accreditation/Licensure**

There are no program accreditation bodies that are applicable to the M.A. in Criminology degree program. The School has been continuously accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) since 1978.

### **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 School's catalog provides accurate information regarding the School'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 School. 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 Adler School of Professional Psychology and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Chicago School of Professional Psychology**  
**325 North Wells**  
**Chicago, Illinois 60654**  
**President: Michele Nealon-Woods**

**Proposed Program Title:** Doctor of Education in School Psychology in the Chicago Region

*Projected Enrollments:* Chicago School of Professional Psychology has projected enrollments in the proposed program of ten students for the inaugural year.

**Proposed Program Title:** Doctor of Philosophy in Counselor Education and Supervision in the Chicago Region

*Projected Enrollments:* Chicago School of Professional Psychology has projected enrollments in the proposed program at ten students for the inaugural year.

**Institutional Accreditation:** Chicago School of Professional Psychology is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association (NCA) of Colleges and Schools.

## **Background and History**

The Chicago School of Professional Psychology (the School) is a not-for-profit, accredited institution with campuses across the country and online. The School was founded in 1979 by a group of psychologists and educators committed to advancing the field and providing professional training in a non-profit setting. As the nation's oldest and largest graduate school devoted exclusively to psychology and related behavioral science, the Chicago School of Professional Psychology offers more than 20 degree programs.

The School is seeking approval to offer the Doctor of Education (Ed.D.) in School Psychology and the Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision in the Chicago Region. Fall 2009 enrollment at the School was 2,245 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(s) implies.*

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

The proposed programs are consistent with the School's mission to provide an education for careers in psychology and related behavioral and health sciences integrating theory, professional practice, and innovation.

## **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 School has established admission requirements for students entering the proposed programs. The Ed.D. in School Psychology is designed for specialist-level school psychologists who wish to complete their doctorate while continuing their work in the schools. The program is open only to applicants who have completed a specialist-level school psychology program. The Ph.D. in Counselor Education and Supervision program will consider students with a Master's degree in Psychology, or another behavioral sciences degree program, from a regionally accredited institution who are licensed professional counselors, or who are license-eligible. It is preferred that candidates have three or more years of counseling experience prior to admission. All applicants will be judged on their overall ability to do graduate work based on their grade point average(s) GPA(s) from graduate schools, successful work history after completion of the master's degree, Graduate Record Examination (GRE) scores, and an essay describing the applicant's professional goals related to the program as well as a self-assessment of the challenges and resources needed for successful completion.

### **Curricula**

#### **Doctor of Education in School Psychology**

The Ed.D. in School Psychology program is a neuropsychology-focused program with classes being offered in on-ground and online-blended formats and is intended for entry by specialist-level certified school psychologists. This program requires at least 48 credits beyond the specialist level, with coursework in research, professional ethics, neuropsychological assessment and intervention, professional supervision, and electives. All students will complete two semesters of practica and a dissertation. Students will complete a competency examination upon admission to the program to determine competence in the areas of Brain and Behavior and Statistics. Students who do not pass the exam will be required to complete a three credit course in these content areas in the term prior to their matriculation. All graduates will be required to complete two semester long practica. Students who wish to pursue a clinical license will have the option of completing a year long internship. A dissertation is required for graduation. The total credits for students not pursuing the clinical license are 48, or 54 for students pursuing the clinical license.

#### **Doctor of Philosophy in Counselor Education and Supervision**

The overarching program competencies and program learning objectives of the Ph.D. in Counselor Education and Supervision program include research; social and cultural diversity; ethics; supervision, teaching, and leadership; advanced theory and practice; and assessment and diagnosis. The program entails 600 hours of internship including 100 hours of mandatory teaching and 100 hours of mandatory supervision. The Ph.D. in Counselor Education and Supervision program also requires 100 hours of practicum. Students write a Doctoral dissertation in the final year of their program of study, concurrent with their internship experiences. The dissertation makes an original contribution to the field of counseling education or supervision and is structured as a formal product using the American Psychological Association (APA) format. The literature review provides a complete statement of all issues relevant to the topic. Students



may present dissertation data at conferences (e.g., the Association for Behavior Analysis International Conference) and summarize dissertation data for publication in a scholarly journal.

#### Assessment of Student Learning

The School's assessment plan includes identified learning outcomes for the programs. To insure an effective and high quality educational experience, each program's Department will use a programmatic student learning assessment plan. Department faculty will systematically evaluate the achievement of student learning goals through assessment tools and outcome measurements to inform future planning and to generate creative, responsive solutions to improve student learning. Data will be gathered through practicum and internship evaluations, internship exit interviews, license exam results, dissertation ratings, course-based work samples, grades, Advisory Board recommendations, and Faculty Disposition Ratings. Data will be gathered, analyzed, and presented to the Department for review on an annual basis. Based on summative and formative measurements, the Department will revise the student learning assessment plan, the curriculum, and the approach to learning inside and outside the classroom as needed to improve the quality of student learning, as well as the applicability of what students learn to developments in the fields of school psychology and counselor education and supervision. Student learning assessment will offer the Department a critical opportunity to evaluate the effectiveness of the program of study and to develop student-focused learning environments.

#### Program Assessment

All programs of the School participate in annual program review, an activity intended to include a variety of inputs that allow a comprehensive evaluation of the program's effectiveness in accomplishing the desired learning, enabling positive student perceptions of the program and its support services, maintaining currency and relevance to the needs of the market and discipline, and achieving strong student retention, enrollment trends, and financial viability. The School's institutional goals, embedded in the statement of purpose, are pursued by each individual program of study. Each program regularly identifies learning expectations, assesses the student learning outcomes related to these expectations, and uses assessment results to improve student learning. Faculty members are reviewed in-depth the year prior to the ending contract date. The in-depth review is based upon the faculty member's long-term faculty activity and professional development plan. Faculty are evaluated for initial and continuing appointment on a variety of criteria that include: teaching, advisement, dissertation, or thesis activities (if applicable), service to the School, scholarly activity and professional achievements, service to the public, and service to the professional community.

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

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

The facilities at the Chicago School of Professional Psychology are sufficient to support the proposed program. For online courses, the School uses the eCollege course and course management system, which allows faculty to lead moderated online discussions, use online drop-boxes for collecting assignments, create self-assessing quizzes and tests, track attendance and student progress, maintain a grade book and course calendar, isolate course mail from other e-mail, post course content, and import course content. Students and groups within the School are also able to use the eCollege drop box function and to maintain personal calendars and create online bookmark repositories using the system. The School's library maintains a collection of

over 20,000 full-text and abstract psychology-specific journals and APA-published books through its online reference databases such as Academic Search Complete, Proquest ABI/Inform, Proquest Dissertations, PsycArticles, PsycBooks, PEP Archives, PsycInfo, Tests in Print, and Mental Measurement Yearbook. The School's library belongs to two major consortia for Interlibrary loans: ILLINET online and the Consortium of Academic and Research Libraries (CARLI). With ILLINET online, the School shares resources with over 2,500 ILLINET libraries. With CARLI, students can access collections of over 152 academic libraries in Illinois through one interface. Library services for students also include online references, electronic reserves, and online tutorials to assist students in their research.

### **Faculty and Staff**

*Criteria 1030.60(a)(4) and 1030.60(a)(5) provide that the education, experience, and other qualifications of directors, administrators, supervisors and instructors shall ensure that the students will receive education consistent with the objectives of the program.*

The Chicago School of Professional Psychology has policies in place to ensure faculty possess the training, credentials, and other related qualifications to provide instruction at the School. The School adheres to a faculty credential hiring requirement of a minimum of one degree level in the field of instruction higher than that of the degree program. The faculty identified in the proposal have degrees at the doctoral level.

### **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 proposed programs are consistent with existing programs offered. The Chicago School of Professional Psychology has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree programs.

### **Accreditation/Licensure**

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

### **Program Information**

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

The School's catalog provides accurate information regarding policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed programs are in keeping with the other programs offered by the School. 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 Chicago School of Professional Psychology and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies.

**Lindenwood University**  
**209 South Kingshighway**  
**Saint Charles, Missouri 63301**  
**President: James D. Evans**

**Proposed Program Title:** Bachelor of Arts in Psychology in the Southwestern Region

*Projected Enrollments:* Lindenwood University projects enrollments of 15 students in the first year rising to 71 students by the fifth year.

**Institutional Accreditation:** Lindenwood University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

### **Background and History**

Lindenwood University (the University) was founded in 1827. It now serves full and part-time students with a wide variety of educational programs leading to baccalaureate degrees in over 50 fields and master's degrees in approximately 20 fields. The University first received Illinois Board of Higher Education (IBHE) operating and degree granting authority in 1993. In 2003, Lindenwood University purchased the campus of Belleville West High School at 2600 West Main Street in Belleville. The University now uses the campus to offer graduate and undergraduate coursework to residents of the region. Fall 2009 total enrollment at the University was 10,074 students.

Lindenwood University is seeking approval to offer the Bachelor of Arts (B.A.) in Psychology at its campus in Belleville in the Southwestern Region.

### **Mission and Objectives**

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

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

The proposed program is consistent with the University's mission to offer values-centered programs leading to the development of the whole person: an educated, responsible citizen of a global community; providing an integrative liberal arts curriculum; offering professional and pre-professional degree programs; and focusing on the talents, interests, and future of the student.

The objectives of this degree program are consistent with what its title implies. The goal of the proposed program is to help students attain an understanding of the wide-ranging impact that psychological, biological, and social influences have on the mind and on behavior. The proposed psychology program prepares students to enter the fields of human services, business, human resources, education, and criminal justice. It will also prepare those who may wish to pursue graduate study in a variety of fields, including counseling, psychology, social work, law, healthcare, business, and education.

### **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**

Candidates applying to Lindenwood University will be evaluated individually by the director of admissions. Included in the evaluation are the student's American College Test (ACT) or Scholastic Aptitude Test (SAT) score; previous high school and college coursework as evidenced by official transcripts; grade point average (GPA); a personal resume indicating community service, youth leadership, clubs, organizations, and non-academic experiences; a personal essay including why he/she wishes to further his/her education, his/her long-term goals, or a specific experience in his/her life; and relevant work experience.

#### **Curriculum**

The coursework required for the B.A. in Psychology at the Belleville campus mirrors the coursework required at the main campus in Saint Charles, Missouri. Students are required to complete a total of 128 hours to earn the degree. The Psychology Department's objectives align with the broad objectives for undergraduate Psychology programs promulgated by the American Psychological Association (APA). The psychology major graduating from the University ideally will be able to: demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology; understand and apply basic research methods in psychology, including research design, data analysis, and data interpretation; respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes; understand and apply psychological principles to personal, social, and organizational issues; and weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. Students take courses in core psychology courses and in clinical, experimental, and developmental psychology. There is also a large general education component to the program's curriculum, consistent with the mission of providing a liberal arts education.

## Assessment of Student Learning

Lindenwood University understands the need for regular self-examination of classes, majors, programs, and degrees. Courses are assessed on a yearly basis and are included in a four-volume assessment report. Instruments, such as pre-post tests on subject matter, are used to assess student learning in courses. The program has a senior seminar course in which student learning outcomes will be assessed with results analyzed and communicated back to the faculty for analysis and action. The University's Comprehensive Academic Assessment Program (CAAP) embraces assessment in areas such as general education, academic majors and programs, and at extension sites.

## Program Assessment

The proposed program is reviewed individually as part of the institutional accreditation review cycle. In addition to this comprehensive review, annual reviews of program strengths and weaknesses are conducted. The review solicits input from students, faculty, and employers of graduates. Measures used for continuous review of the programs include: pass rates on examinations; percent of graduates employed in the field; career advancement of students; student and employer satisfaction with the program; percent of students involved in research projects; and percent of students presenting or publishing papers.

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

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

The facilities at Lindenwood University are sufficient for the proposed program. Since the University purchased the Belleville, Illinois property in 2003, significant renovations and upgrades have taken place to keep the multi-building, 240,000 square feet facility in compliance with appropriate local, state, and federal ordinances for utilization as an educational facility. This includes Americans with Disabilities Act (ADA) requirements. The 22-acre campus includes five buildings, a stadium, six tennis courts, and a soccer field. In the Fall of 2010, the University refurbished 35 rooms, giving the campus a total of 46 full service classrooms, many of which are outfitted with advanced technology capabilities.

Existing facilities, equipment, and support systems are in place to accommodate the addition of the new program. There is ample computer classroom space, and in the Spring of 2011, the University will open a 48-station computer lab in the new student center. Eight rooms in the main building are smart rooms, and there is portable equipment for six additional rooms. There are ten smart rooms in the library building and portable equipment for seven additional rooms. Currently, two large science rooms and labs are being renovated. There is a long range plan for acquiring additional equipment and instructional materials for these labs.

The Belleville Library is in the process of building a core collection of psychology texts, journals, and reference materials. As the core collection at the Belleville campus grows, students, faculty, and staff will still have ready access to over 1,200 monographic titles and nine hardcopy journal resources, as well as online access to over 1,000 psychology related sources provided through the Saint Charles Campus Library.

## **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.*

There is a faculty staff of six in place to implement the program at the Belleville campus. Four of the six are full-time faculty and all have terminal degrees. There are also plans to hire one additional faculty member. All faculty members selected to teach in the program will possess appropriate advanced degrees and will have extensive teaching and/or clinical experience in psychology. Students enrolled in the program will be assigned an advisor who is a member of the psychology faculty.

Upon approval of the degree program, it is anticipated that the University will immediately advertise for a Psychology Department Chair who would then direct additional hiring of full-time faculty as enrollment necessitates. The University has stated its goal of keeping the full-time faculty to student ratio at 1:35, and that same standard applies to the Belleville campus.

## **Fiscal and Personnel Resources**

*Criterion 1030.60(a)(7) provide 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.*

Based on expected enrollments of 15 students in the first year of the program, the University expects expenses to exceed revenue in the first year. This can be explained by the University's commitment to providing full-time faculty to the program and to a large commitment to tuition grants for students. Revenue will exceed expenses in years 2-5, and the University expects that this will provide the resources necessary to support the program.

## **Accreditation/Licensure**

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

## **Program Information**

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

Detailed admission and program descriptions submitted as part of the application provide information regarding the University's policies, fees, and related requirements necessary to enable prospective students to make an informed decision to enroll in the program. Identical information is also available on the University's website.

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

**Robert Morris University - Illinois**  
**401 South State Street**  
**Chicago, Illinois 60605**  
**President: Michael P. Violtt**

**Proposed Program Title:** Associate of Applied Science in Computer Aided Drafting in the North Suburban Region

*Projected Enrollments:* Robert Morris University - Illinois projects enrollments of 15 students in the first year rising to 45 students by the fifth year.

**Institutional Accreditation:** Robert Morris University - Illinois (the University) is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association (NCA).

### **Background and History**

Robert Morris University - Illinois (formerly named Robert Morris College) was founded in 1965 as a private not-for-profit institution offering liberal arts and vocational programs in business and allied health professions. In April 2009, the name was changed to Robert Morris University - Illinois, and it currently offers a number of associate degree programs, four bachelor's degree programs, and three master's degree programs at its main campus in Chicago. The University is also authorized to operate and grant degrees in the Central, North Suburban, South Metropolitan, West Suburban, and Fox Valley Regions.

The University is seeking approval to offer the Associate of Applied Science (A.A.S.) in Computer Aided Drafting at its home campus in the North Suburban Region.

### **Mission and Objectives**

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

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

The proposed A.A.S. program in Computer Aided Drafting (CAD) is consistent with the title of the degree because it prepares students to apply the theory and skills of drafting to technical representations of two- and three-dimensional forms. Students in the proposed program will learn computer-aided drafting skills. It is also in consonance with the purpose, goals, objectives, and mission of the University. Completion of this program will prepare students for career positions as drafters in manufacturing, engineering, and architectural firms.

As its mission, the University offers professional, career-focused education in a collegiate setting to diverse communities.

## **Curriculum/Assessment**

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

### **Admission**

Admission requirements for the associate degree programs at the University include high school graduation from a state-approved high school or the equivalent General Educational Development (GED) diploma, or military documentation of high school equivalency. Candidates are encouraged to have a personal interview with an admission representative of the University. No expected score exists for adult students since it is considered along with the rest of the file. A lower American College Test (ACT) score, for example, would be acceptable if the applicant has a five-year work history with increasing responsibility. For students coming straight from high school, grade point averages (GPAs) and ACT scores are the two main factors in admissions, but these become decreasingly important in assessing an adult applicant.

### **Curriculum**

The proposed A.A.S. in Computer Aided Drafting (CAD) prepares students to apply the theory and skills of drafting to technical representations of two- and three-dimensional forms. Students will learn computer-aided drafting skills after an introduction to manual drafting. Completion of this program will equip its graduates for career positions as drafters in manufacturing, engineering, and architectural firms. The A.A.S. in Computer Aided Drafting degree program requires 92 quarter hours distributed among major (56 quarter hours) and general education (36 quarter hours) courses.

### **Assessment of Student Learning**

The University utilizes an institution-wide assessment program and comprehensive processes that ensure the centrality of learning in academic programs and non-academic departments and that provide for analysis, conclusions, and changes for improved student learning and institutional effectiveness. Faculty, staff, and students from all of the University's locations participate in the process. Annual assessments of student learning are conducted by standing faculty curriculum committees on samples of student work using established outcome statements, evaluation rubrics, standardized assignments, and pre-/post tests. Samples of authentic student work are judged on the extent to which they meet the expectations defined in a particular program-level learning objective/student outcome statement. The Dean of each academic division at the University is responsible for overseeing the assessment of student learning in the division's programs. At least one full-time faculty member of the respective divisions holds an appointment as the division's Assessment Chair.

### **Program Assessment**

Robert Morris University - Illinois uses a variety of assessment methods. Student learning outcomes are evaluated for individual courses, programs, and universal competencies. Other data collection sources include licensure/certification exam results, retention and graduation rates, placement results, student satisfaction surveys, employer satisfaction surveys, graduate satisfaction surveys, faculty reviews, clinical educator feedback surveys, and advisory committee reports.



Student outcomes in the program are also evaluated using retention data where retention and graduation rates and time-to-completion are reported monthly, year-to-date, and fall-to-fall for each program, academic division, and institution-wide. The University also uses Program Advisory Board input where the CAD Advisory Board reviews program quality matters including curriculum, resources, and program outcomes and will discuss emerging program strengths and opportunities for further consideration. Finally, the University also utilizes the Graduate Exit Survey to assess the educational experience from the student's perspective and his/her satisfaction with the program. The survey will ask students for feedback regarding their educational experiences during the program, among other experiences.

### **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 identified by the University are sufficient to support the proposed program. The University has adequate general classroom, student services, and administrative space at the Lake County Campus in Waukegan to accommodate the enrollment projected for the proposed A.A.S. in Computer Aided Drafting. For example, the University has given the assurance that there will be a specialized CAD computer lab with various plotters and printers for output and also a specialized manual drafting lab with blueprinting and/or scanning capabilities.

The University's library resources are sufficient to support the proposed program. The University has a library with an on-site collection and online access to the University's entire collection of electronic databases. Students have complete access while at the campus or elsewhere via a personal computer.

The Lake County Campus has administrative space that includes private offices and open office space to accommodate full- and part-time faculty, student support and student services staff, campus administrators, as well as reception, storage, and office and technology support areas. Its other services include a bookstore, computer center, student commons, fitness center, an academic support center, and a graduate lounge.

### **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 policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications to provide adequate instruction at the University. The University adheres to a faculty credential hiring requirement of a minimum of a master's degree for general education courses and a minimum of a bachelor's degree and significant professional experience for courses in the major.

## **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 A.A.S. in Computer Aided Drafting is consistent with existing programs offered at the University. Robert Morris University - Illinois has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the second year of operations for the proposed degree program.

## **Accreditation/Licensure**

The field of Computer Aided Drafting does not require any accreditation or licensure.

## **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 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 Robert Morris University - Illinois and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Argosy University - Chicago Campus**  
**350 North Orleans Street**  
**Chicago, Illinois 60654**  
**President: James Chitwood**

**Proposed Program Title:** Master of Arts in Marriage and Family Therapy in the Chicago Region.

*Projected Enrollments:* Argosy University – Chicago Campus has projected that Fall enrollments in the proposed program will grow from ten students in the first year to 45 students in the fifth year.

**Institutional Accreditation:** Argosy University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

## **Background and History**

Argosy University (the University) is a private, for-profit higher education institution owned and operated by Argosy Education Group, Inc., a wholly-owned subsidiary of Education Management Corporation. Argosy University offers general education and professional programs at the undergraduate, graduate, and postgraduate levels in behavioral sciences, business, education, and allied health. The idea for the American Schools of Professional Psychology (now Argosy University) originated during the early 1970's, following a movement that called for a professional degree in clinical psychology with an emphasis on practical training and application of theory and research, rather than the research-oriented approach of the traditional Ph.D. degree. The American Schools of Professional Psychology changed its name to Argosy University coincident with its merger with the Medical Institute of Minnesota and the University of Sarasota. In December 2001, the two Illinois campuses received approval to offer degrees in business and education at the baccalaureate, master's, and doctoral levels.

The University is seeking authorization to grant the Master of Arts in Marriage and Family Therapy in the Chicago Region. Fall 2009 enrollment was 1,006 at the Chicago Campus.

## **Mission and Objectives**

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

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

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

The proposed program is consistent with the purpose, goals, objectives, and mission of the University and the requested degree title is congruent with the 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 a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution; a grade point average (GPA) of 3.0 (on a 4.0 scale) for the last 60 hours of coursework (including graduate work); a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 79 on the TOEFL Internet (iBT) test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the

language of instruction; and complete an interview with a member of the program Admissions Committee. In addition to official transcripts, applicants are required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession; current resume (or career summary); and three completed application recommendation forms.

## Curriculum

### Master of Arts in Marriage and Family Therapy

The proposed Master of Arts (M.A.) in Marriage and Family Therapy program is designed to provide marriage and family therapists with the extensive knowledge and range of skills necessary to function effectively in their profession. The program introduces students to basic skills that integrate systemic theoretical foundations of marriage and family therapy into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of marriage and family therapists who are committed to the ethical provision of quality services. Students in the program are required to complete a total of 48 semester hours that includes 36 credit hours of core requirements, three professionalization group credit hours, and nine credit hours in practicum and practicum seminar requirements.

## Assessment of Student Learning

The University employs a system of “outcomes-based assessment strategies that are multifaceted, continuous in application, progressive, pre- to post- time framed, summative and formative in nature, and involve both direct and indirect methodologies.” At the program level, faculty design assessment strategies on the basis of specific programmatic goals and objectives, including academic skills, behaviors, and knowledge bases appropriate to the level of education, accreditation standards where applicable, and disciplines in which the degrees are offered. In the proposed program, the portfolio process provides the opportunity for students to demonstrate growth and competency in five areas: theory of change; assessment competency; skill demonstration; clinical skill progression; and overall professional development and clinical competency through the Clinical Competency Evaluation. The portfolio is assembled by the student throughout the program and is evaluated for adequacy by the full-time faculty of the Department and is essential for graduation.

## Program Assessment

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

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

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

Current facilities and equipment are adequate to support the proposed program. The University has a full-service library that maintains extensive and focused collections of print and electronic resources to support the studies and research of students and faculty members in the fields of business, education, leadership, administration, counseling, and psychology. Students are also given access to the library's resources via the Internet.

**Faculty and Staff**

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

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

**Fiscal 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 M.A. in Marriage and Family Therapy is consistent with existing programs offered at the University. The University has submitted fiscal plans indicating revenue will exceed operating expenditures in the first year of operations for the proposed program.

**Accreditation/Licensure**

As described in the application, the proposed program meets the educational requirements of the Illinois Marriage and Family Therapy Licensing Act. The University has designed the curriculum to pursue programmatic accreditation from the Commission on Accreditation for Marriage and Family Therapy Education upon receiving approval from the Illinois Board of Higher Education.

**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 Argosy University – Chicago Campus Academic Catalog and the University’s website provides accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees, and other expenses necessary for completion of the proposed course of study, and procedures governing faculty and student affairs. The cancellation and refund policies of the University are fair and reasonable, and their publications include accurate statements about their accreditation and the limitations on transferability of earned credits to other institutions.

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

**Kendall College**  
**900 North Branch Street**  
**Chicago, Illinois 60642**  
**President: Dr. Karen Gersten**

**Proposed Program Title:** Bachelor of Arts in Food Service Management in the Chicago Region

*Projected Enrollments:* Kendall College projects enrollments of ten students in the first year rising to 130 students by the fifth year.

**Institutional Accreditation:** Kendall College is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.

### **Background and History**

Kendall College (the College) in Chicago is a for-profit (since July 2008) higher education institution offering programs in hospitality management, culinary arts, business, psychology, and early childhood education. The primary mission of the College is to provide access to education that prepares employment-ready professionals who are poised for leadership roles in the service sector. The College inspires its students to act as responsible global citizens and to support environmental stewardship. Through a focus on assessment of student learning, faculty and staff inspire and support a diverse student population as it achieves its academic goals. The College nurtures a student-centered environment that focuses on academic excellence and real-world experiences. Founded in 1934 through the merger of two seminary institutions in downtown Evanston, it was named the Evanston Collegiate Institute (the Institute). Its original purpose was to provide two years of college education to young people who could not have afforded to go to college except through the distinctive work-study program offered by the new Institute. It was in 1950 that Evanston Collegiate Institute changed its name to Kendall College in honor of the late Curtis P. Kendall and the Kendall family. His father, Harry R. Kendall, and his uncle, George R. Kendall, both founders of the Washington National Insurance Company of Evanston, provided financial support to the College and, through their company, also employed many of the College’s work-study students.

The College is seeking approval to offer the Bachelor of Arts (B.A.) in Food Service Management in the Chicago Region.

## **Mission and Objectives**

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

The B.A. in Food Service Management combines a business foundation with specific knowledge of the food service industry. Students in the program are prepared to meet the needs of a rapidly growing industry that serves restaurant chains, institutional food companies, and institutional facilities including schools, sports and entertainment complexes, senior living complexes, and the food service contractors that supply them.

Consistent with the degree title, upon completion of the proposed B.A. in Food Service Management, students will be able to: apply foundational skills in accounting, human resources management, marketing, and labor relations through an intensive capstone project that involves developing a comprehensive business plan; demonstrate competence in food basics including sanitation, nutrition, menus, and food history by passing a state sanitation exam and applying knowledge of food basics to case studies based on actual cases in the food services industry; make appropriate decisions based on food service law when given scenarios; and recommend best practices for safely managing food service operations by synthesizing industry knowledge gained in multiple courses.

*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 B.A. in Food Service Management degree program is consistent with the College's overall mission, which is to "cultivate students' passions into rewarding professions through rigorous learning experiences in the classroom, local communities, and the world." Through internship and professional development coursework, graduates will be work-ready, and through management courses, they will be prepared to grow into leadership roles. As with all of the College's programs, the B.A. in Food Service Management blends theoretical and practical experience and integrates the College's core academic competencies into the required coursework. The program also builds on the College's strengths and industry relations through its programs in Culinary Arts and Hospitality Management.

## **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**

Application and admission processes to undergraduate programs at Kendall College are explicit and well-defined. Prospective candidates who apply to Kendall College are evaluated on individual merit. Each applicant is evaluated on the basis of probable success at Kendall College. Cumulative grade point average(s) (GPAs), standardized test scores, personal statements, and admissions interviews are among the methods of evaluation. Special consideration is given to adult students who are returning to school. To determine official GPAs, the College must receive an official institution transcript directly from the institution or the organization housing the institution's records. Admissions interviews are required either via a face-to-face tour of the campus or on the phone to help determine the admission decision.

## Curriculum

The curriculum of the B.A. in Food Service Management is entrenched in its program objectives. It produces graduates who can apply business knowledge and manage various operations within the food-service industry. The program outcomes are aligned with Kendall College's core academic competencies as well as discipline-specific outcomes. The curriculum for the B.A. in Food Service Management program has three main components: general education, lower division foundation courses, and upper division courses that require application of basic principles to the food service industry. The curriculum blends general business outcomes with specific content relative to the food service industry. The curriculum's structure and content planning prepares graduates for the breadth of professional opportunities available to them in the food service industry. For example, all students are required to pass the ServSafe Sanitation Exam of the National Restaurant Association, a basic requirement for working in any food service organization. During the program, students learn basic accounting, food service cost control, and how to apply accounting concepts to the food service industry. This program blends classroom learning with practical experience. Students gain experience in an on-site storeroom, in kitchens, and in a dining room. Students are also required to have an internship experience (arranged through the Office of Career Services) to give them industry experience under the guidance of an industry expert with academic oversight. The program culminates in a capstone project, synthesizing all the student has learned about food service management. In the capstone, the student develops a foodservice concept that includes a business plan, marketing study, and concept design. The student presents the project to a panel of faculty and industry experts who provide feedback to the student.

## Assessment of Student Learning

Kendall College has a well-defined system of conducting student assessments through course participation, portfolio reviews, and evaluations. All of their programs have core assessments. The College has developed a comprehensive, multi-level, multi-method assessment system that ensures data is used to inform instructional efforts at the institutional, programmatic, and course levels to improve student learning on a continuous basis. This assessment system provides critical information that assures employers, as well as the College, that students have achieved the aptitudes, skills, and knowledge by tracking student comprehension at various transition points throughout the program.

## Program Assessment

The proposed B.A. in Food Service Management program will adhere to the College's program review process. Program review is an evidence-based process that is part of a College-wide assessment of student learning cycle which is intended to complement rather than duplicate continuous improvement efforts embedded in the student learning outcome assessment. Program review incorporates two main pieces: an annual review report completed by the program leader and a comprehensive program review chaired by the Office of the Provost, which includes external evaluators every five years. The five-year review has three major components: 1) self-study; 2) report of external reviewers; and 3) review of findings and response. Both the annual and the five-year review processes include specific data sets to measure success at reaching documented program outcomes.



**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.*

Kendall College has identified facilities suitable for instruction in terms of space and safety. The B.A. in Food Service Management program will use the current Kendall College facilities. Kendall College is located at 900 North Branch Street in Chicago. This facility is on Chicago's "Goose Island," an inner city island surrounded by the north branch of the Chicago River. Its eight story building consists of 178,000 square feet of space. The College is compliant with safety codes and regulations. Its facilities are well endowed for the proposed B.A. in Food Service Management program. For example, Kendall College has 13 kitchens consisting of nine teaching kitchens, a cafeteria kitchen, a dining kitchen, and two demonstration kitchens. There are 17 traditional classrooms along with two libraries, a computer lab, and an academic success center. The College's administrative and support offices are located throughout the facility. Kendall College also operates a fine dining restaurant open to the public when school is in session. The College has also put in place adequate security measures for its campus. For example, the campus has contracted with an around-the-clock security service within the building. Morning and evening security patrol service is provided on the grounds. Security cameras are located throughout the building and grounds, while ID access card readers are located at the stairways, elevators, and controlled areas on each floor.

**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.*

Kendall College has identified policies that ensure faculty and other academic professionals hired for the proposed program have the appropriate training, credentials, and other related qualifications to support its proposed graduate program. Kendall College's instructors have appropriate degrees and experience commensurate with their areas of instruction.

**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 College has submitted fiscal plans indicating tuition revenue, as well as fees and other donations, will be sufficient to operate its expenditures in the first year of its proposed undergraduate program.

**Accreditation/Licensure**

Kendall College is not planning to seek any specialized accreditation for the proposed program. However, the College is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools through the bachelor's degree level. The College successfully completed a focus visit for Affirmation of Accreditation as a result of change of ownership in 2008. The next comprehensive visit is scheduled for November 2011.

The B.A. in Food Service Management degree is not currently regulated by any professional board or licensure agency, so Kendall College is neither now, nor in the future, planning to seek any programmatic accreditation.

### **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 College has published material available for students that provide information on degree programs, program requirements, and other information on the completion of degrees within the College. The College's cancellation and refund policies are fair and reasonable, 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 Kendall College and its proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

**Sanford-Brown College - Hillside Campus**  
**4600 West Roosevelt Road**  
**Hillside, Illinois 60162**  
**President: Michael O'Herron**

**Sanford-Brown College - Tinley Park Campus**  
**8525 West 183<sup>rd</sup> Street**  
**Tinley Park, Illinois 60487**  
**President: Lawrence McGhee**

**Seeking Operating Authority:** West Suburban and South Metropolitan Regions

**Proposed Program Title:** Associate of Applied Science in Cardiovascular Sonography in the West Suburban and South Metropolitan Regions

*Projected Enrollments:* The Sanford-Brown College – Hillside Campus and the Sanford-Brown College – Tinley Park Campus projects an enrollment in the Associate of Applied Science in Cardiovascular Sonography program of eight students in the first year, increasing to 20 students by the fifth year of operation.

**Proposed Program Title:** Associate of Applied Science in Diagnostic Medical Sonography in the West Suburban and South Metropolitan Regions

*Projected Enrollments:* The Sanford-Brown College – Hillside Campus and the Sanford-Brown College – Tinley Park Campus projects an enrollment in the Associate of Applied Science in Diagnostic Medical Sonography program of 23 students in the first year, increasing to 40 students by the fourth year of operation.

**Proposed Program Title:** Associate of Applied Science in Health Information Technology in the West Suburban Region

*Projected Enrollments:* The Sanford-Brown College - Hillside Campus projects an enrollment in the Associate of Applied Science in Health Information Technology program of 118 students in the first year, increasing to 228 students by the fifth year of operation.

**Institutional Accreditation:** Sanford-Brown College is institutionally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The College plans to seek programmatic accreditation for the Associate of Applied Science in Cardiovascular Sonography and the Associate of Applied Science in Diagnostic Medical Sonography from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The College plans to seek programmatic accreditation for the Associate of Applied Science in Health Information Technology from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## **Background and History**

Sanford-Brown College is an independent for-profit college wholly owned by Career Education Corporation. The Sanford-Brown name dates back to 1866 when Rufus C. Crampton, a professor at Illinois College, established a school to meet the demands of post-Civil War America. Today there are over 25 private colleges and schools bearing the name Sanford-Brown across the United States. Both Sanford-Brown College - Hillside Campus and Sanford-Brown College – Tinley Park Campus are currently approved by the Illinois State Board of Education (ISBE) and ACICS to offer Certificate programs in the allied health field.

The College is seeking authorization to operate and to grant the Associate of Applied Science (A.A.S.) in Cardiovascular Sonography and the Associate of Applied Science (A.A.S.) in Diagnostic Medical Sonography in the West Suburban and South Metropolitan Regions and the Associate of Applied Science (A.A.S.) in Health Information Technology in the West Suburban Region.

## **Mission and Objectives**

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

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

The proposed programs are consistent with the College's mission to provide career-focused education that specializes in technical and non-technical fields of study with a focus on allied healthcare professions, and the requested degree titles are 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 Sanford-Brown College in Hillside and Tinley Park must submit an application, official proof of a high school diploma or General Educational Development (GED) certificate, and must participate in an admissions interview with a College official. Applicants for the proposed A.A.S. in Cardiovascular Sonography must achieve a minimum score of 15 on the Wonderlic Scholastic Level Exam (SLE) and a minimum of 125 (overall) and a minimum of 60 (math) on the Accuplacer entrance exam. Applicants for the proposed Associate of Applied Science in Cardiovascular Sonography must also demonstrate successful completion (minimum grade of "C" or better) of post-secondary educational credit equivalent to 30 semester or 45 quarter credit hours as evidenced by official transcript(s). Required credits must include a minimum of six semester or nine quarter credits successfully completed in math, human biology, chemistry, or related courses which include the use of math or science. For applicants to the proposed A.A.S. in Diagnostic Medical Sonography, the entrance requirement is successful completion (minimum grade of "C" or better) of a bachelor's degree. Applicants to the A.A.S. in Cardiovascular Sonography and A.A.S. in Diagnostic Medical Sonography programs must successfully pass a criminal background check prior to enrollment.

### **Curricula**

#### **Associate of Applied Science in Cardiovascular Sonography**

The proposed A.A.S. in Cardiovascular Sonography is designed to prepare students to perform echocardiograph examinations under the direction of a physician/cardiologist. Students study the anatomy, physiology, and pathophysiology of the organ systems, learn to recognize electrocardiogram (EKG) patterns, understand emergency protocols, and perform echocardiography. The core curriculum is delivered via lecture, imaging laboratory experience, and an off-campus integrated clinical component. In addition to lecture and lab components, students are required to complete 140 supervised clinical hours and 720 externship hours at an approved healthcare facility. Although voluntary, graduates of the program are encouraged to sit for the Certified Cardiographic Technician (CCT) and/or Registered Cardiac Sonography (RSC) examinations offered by Cardiovascular Credentialing International (CCI) and the American Registry of Diagnostic Medical Sonographers (ARDMS). Faculty in the proposed program will provide students with the information regarding the eligibility requirements necessary to receive additional credentials upon program completion.

### Associate of Applied Science in Diagnostic Medical Sonography

The proposed A.A.S. in Diagnostic Medical Sonography is intended to prepare students to perform diagnostic quality ultrasound examinations required of a general sonographer. Students are expected to learn the anatomy, physiology, and pathophysiology of organ systems, recognize the sonographic patterns of the organs, learn the protocols for a logical and thorough survey of the organs, and provide accurate and technical impressions to the interpreting physician. In addition to lecture and lab components, students are required to complete 210 supervised clinical hours and 640 externship hours at an approved healthcare facility. Upon successful completion of the program, and after meeting other requirements as specified by the American Registry of Diagnostic Medical Sonographers (ARDMS), students may sit for the Registered Diagnostic Medical Sonographer (RDMS) exam. The exam is voluntary and is taken at the discretion of the graduate.

### Associate of Applied Science in Health Information Technology

The proposed A.A.S. in Health Information Technology is designed to prepare students for careers in a variety of healthcare settings. Areas of study include the following: health data management, diagnostic and procedure coding, medical billing practices, healthcare reimbursement and delivery systems, health record maintenance, information technology, organizational resources, medical law and ethics, medical terminology, and anatomy and physiology. The final portion of the curriculum includes a supervised clinical externship at an approved healthcare facility. At the completion of the program, graduates should have the knowledge and skills necessary to seek entry-level employment in the field of health information technology. Upon successful completion of the program, students are encouraged to take voluntary certification examinations given by the American Health Information Management Association (AHIMA) and the American Association of Professional Coders (AAPC). Graduates can take the Certified Coding Associate (CCA) exam offered by AHIMA and the Certified Professional Coder-Apprentice (CPC-Apprentice) exam offered by the AAPC.

### Assessment of Student Learning

The proposed programs will assess student learning using a combination of practical and theoretical testing, outcome competencies, and other grading criteria. Typically, this will include quizzes, exams, research papers, class participation, and successful completion of the required externship. Data used to evaluate the effectiveness of student learning include student grades, student grade point averages (GPAs), student satisfactory academic progress reports, journal entries, student self-evaluations, student course evaluations, classroom observations, along with other measures.

### Program Assessment

The College has established institutional policies for program assessment. Data collected by the College is used to measure the knowledge and skills gained by the students and also to measure the satisfaction of employers and graduates. Key members of the College's administration for each department and faculty work together on the institutional effectiveness plan. Faculty members provide feedback on the student assessment data to determine possible changes and/or adjustments in the course outcomes, delivery, or assessment tools. Faculty and administrative staff input is utilized to inform both the strategic planning and budgeting process as it relates to assessment, including academic operations, new program needs, student learning outcomes, learning resources, and professional development.

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

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

The proposed programs will be offered at the current Sanford-Brown College - Hillside Campus and the Sanford-Brown College – Tinley Park Campus. Both are located in office complexes and occupy approximately 25,000 square feet in freestanding facilities. Classroom and lab facilities are appropriately equipped to support the proposed programs. The College maintains a collection of books, periodicals, and audio-visual resources to support the educational outcomes of the College. Students also have access to the CECybrary, an online library providing access to electronic resources, including full-text resources. Information submitted with the application indicates a commitment to increase the number of resources as enrollment in the programs grows.

**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.*

Faculty teaching in the core curriculum of the proposed A.A.S. in Cardiovascular Sonography will possess a baccalaureate or higher degree and have documented expertise in cardiovascular sonography. Faculty teaching in the proposed A.A.S. in Health Information Technology will possess a baccalaureate or higher degree in health information and will be required to be RHIA (Registered Health Information Administrator) certified. Core curriculum faculty for the proposed A.A.S. in Diagnostic Medical Sonography will possess a baccalaureate or higher degree and will have documented expertise in diagnostic medical sonography. The Cardiovascular Sonography Program Director's background includes administrative experience, instructional experience, and professional experience in clinical practice as a Registered Diagnostic Cardiac Sonographer (RDCS). The Diagnostic Medical Sonography Program Director's background includes administrative experience, instructional experience, and professional experience in clinical practice as a Registered Diagnostic Medical Sonographer (RDMS [OB, AB]). All general education faculty will possess a master's degree in the field of instruction.

**Fiscal and Personnel Resources**

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

The College has indicated that revenue for the proposed A.A.S. in Cardiovascular Sonography will exceed expenditures during the second year of operation and revenue for the proposed A.A.S. in Diagnostic Medical Sonography will exceed expenditures during the third year of operation. Revenue for the proposed A.A.S. in Health Information Technology will exceed expenditures during the first year of operation.

## Accreditation/Licensure

The College plans to seek programmatic accreditation for the A.A.S. in Cardiovascular Sonography and the A.A.S. in Diagnostic Medical Sonography from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The College plans to seek programmatic accreditation for the A.A.S. in Health Information Technology from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## 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. Such information shall be available to prospective students prior to enrollment.*

The Sanford-Brown College - Hillside Campus and the Sanford-Brown College – Tinley Park Campus catalogs provide complete information regarding admission procedures and requirements and tuition, fees, and refund policies. Information submitted for the proposed programs follow the same format as other programs offered by the College. Program objectives, course requirements, and statements on accreditation and limitations on the transferability of earned credits to other institutions are clearly defined.

**Staff Conclusion.** The staff concludes that the Sanford-Brown College - Hillside Campus and the Sanford-Brown College – Tinley Park Campus and their requests for the certificate of approval and authorization to operate and their 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.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Adler School of Professional Psychology Authorization to Grant the Master of Arts in Criminology in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Chicago School of Professional Psychology Authorization to Grant the Doctor of Education in School Psychology and the Doctor of Philosophy in Counselor Education and Supervision 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 Lindenwood University Authorization to Grant the Bachelor of Arts in Psychology in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Robert Morris University - Illinois Authorization to Grant the Associate of Applied Science in Computer Aided Drafting 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 Argosy University – Chicago Campus Authorization to Grant the Master of Arts in Marriage and Family Therapy 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 Kendall College Authorization to Grant the Bachelor of Arts in Food Service Management 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 Sanford-Brown College – Hillside Campus the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Cardiovascular Sonography, the Associate of Applied Science in Diagnostic Medical Sonography, and the Associate of Applied Science in Health Information Technology in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Sanford-Brown College – Tinley Park Campus the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Cardiovascular Sonography and the Associate of Applied Science in Diagnostic Medical Sonography 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 these authorizations are granted.*