

**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:**

Dan EL Institute of Higher Learning

- Operating Authority in the South Metropolitan Region

Lewis University (Out of Region Authority)

- Bachelor of Arts in Organizational Leadership in the Chicago and West Suburban Regions
- Master of Arts in Organizational Leadership in the Central, Chicago, Fox Valley, and Western Regions

Logos Evangelical Seminary (Operating Authority)

- Master of Arts in Christian Studies in the West Suburban Region

Rush University

- Doctor of Philosophy in Health Sciences in the Chicago Region

**For-Profit:**

Harrington College of Design

- Master of Arts in Communication Design in the Chicago Region
- Master of Fine Arts in Communication Design in the Chicago Region

Sanford-Brown College Skokie Campus (Operating Authority)

- Associate of Applied Science in Dental Hygiene in the North Suburban Region

Strayer University (Operating Authority)

- Associate of Arts in Business Administration in the West Suburban and North Suburban Regions
- Bachelor of Business Administration in the West Suburban and North Suburban Regions
- Bachelor of Science in Accounting in the West Suburban and North Suburban Regions
- Bachelor of Science in Criminal Justice in the West Suburban and North Suburban Regions
- Bachelor of Science in Information Systems in the West Suburban and North Suburban Regions
- Master of Business Administration in the West Suburban and North Suburban Regions

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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

The Illinois Board of Higher Education (IBHE) has responsibility for administration of The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010). Under these statutes, new independent institutions, institutions planning to operate at a new location, including a 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 seven institutions.

**Dan EL Institute of Higher Learning**  
**18500 92<sup>nd</sup> Avenue**  
**Tinley Park, Illinois 60487**  
**Chief Executive Officer: Robb Thompson**

**Seeking Operating Authority:** South Metropolitan Region

*Projected Enrollments:* Dan EL Institute of Higher Learning projects enrollments of 121 students in the first year, rising to approximately 250 students by its fifth year.

**Institutional Accreditation:** Dan EL Institute of Higher Learning plans to seek institutional accreditation from the Higher Learning Commission (HLC).

## **Background and History**

Dan EL Institute of Higher Learning (the Institute) is a private, not-for-profit, postsecondary Institute with specialized interest in faith-based education. The Institute began as the International College of Excellence (ICE) in the Fall of 2004 and was an extension campus of Life Christian University (LCU) in Tampa, Florida. ICE had operated through a Tampa, Florida office under a religious exemption provision in the Florida state statute. ICE operated under non-profit affiliate organizations Family Harvest Church (Illinois) and Harvest Church of Tampa. The Family Harvest Church continues to provide financial support for the Institute. The Family Harvest Church is a non-denominational church with a large facility in Tinley Park that has been in existence for over 27 years. ICE terminated its affiliation with LCU at the end of July 2007. In 2009, ICE received its own non-profit status and began the process of Illinois state approval. The name change from International College of Excellence to Dan EL Institute of Higher Learning came early in 2010. This was done, in part, to magnify the Institute's break from LCU and ACI. The Institute plans to offer faith-based degree programs through distance education. The goal of the Institute is "to develop the students' leadership qualities enabling them to enrich and elevate their spheres of influence, whether they work in the local church, government, the marketplace, or in the home."

The Institute is seeking authorization from the Illinois Board of Higher Education (IBHE) to operate as a postsecondary institution at its campus in the South Metropolitan 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 proposal is consistent with the Institute's mission "to educate and train men and women who will be capable of assuming the responsibilities of leadership in various professions and express their faith through service to the larger society." The Institute indicates that it is an advocate for advanced education for citizens who will transform the world in the marketplace and in faith-based environments.

## **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 requirements for admission consist of graduating from high school or completion of a General Educational Development (GED) diploma, completing the online application, and submitting official copies of all transcripts from previously attended institutions issuing college credit. Applicants must also demonstrate proficiency in basic college level skills through the Institute's placement testing, submission of American College Test (ACT) or Scholastic Assessment Test (SAT) scores, or grades in qualifying coursework from another accredited institution of higher education. If applicants have no transcripts that merit college credit, official proof of high school graduation or the equivalent must be provided. Students have 60 days from

the date of their application submission to supply all documents supporting their application. Formal letters are sent to students via postal mail, notifying them of their acceptance or rejection to the Institute. When a student is accepted, the Registrar's Office then sends the student a full assessment, according to the records provided.

## Curriculum

Once granted approval by the IBHE to operate in the South Metropolitan Region, the Institute plans to immediately pursue the IBHE's authorization to grant various degrees, including the following: Associate of Arts in Theology; Bachelor of Arts in Theology; Music Ministry; Theology with a Minor in one of several fields, including Children's Ministry, Music Ministry, Global Missions and Evangelism, and Business Ministry; Master of Arts in Christian Leadership; Master of Arts in Christian Leadership with a Professional Concentration in any of several areas, including Children's Ministry, Business Ministry, or Missions and Evangelism; Doctor of Ministry in Theology; and Doctor of Education in Leadership. The Doctoral degree programs are planned for future development, subsequent to achieving accreditation.

The Institute is aware that its degree programs must be approved in the South Metropolitan Region one year prior to degrees being awarded in the region. Proposals for degree approval will be submitted in compliance with this requirement. The Institute is expressly aware that degree approvals are anchored on the full and satisfactory fulfillment of all conditions given in the operating authority proposal. An unsatisfactory demonstration that such promissory conditions are being met will be grounds for revocation of authority to operate by the IBHE.

## Assessment of Student Learning

The Institute has established policies for assessment of student learning outcomes. The Institute is committed to providing critical and objective assessment of its students and their learning. The Institute requires that measurable competency-based learning outcomes be identified for each program with course objectives mapped to the program outcomes. The Institute requires that all courses include comprehensive evaluations. Basic skills, content area, and in some cases, assessment of professional teaching exams are a part of the process of assessing student learning. Course objectives are to be evaluated through tests, labs, projects, assignments, and other established assessment measures within each course.

## Program Assessment

The Institute has established policies for its program assessment and review. It has constructed an Institutional Assessment plan and paradigm showing the interface between the Institute's conceptual framework and those of its accrediting authorities. The review will be formal and will include an evaluation of compliance with criteria in the review document. It will include feedback to Institute members, and the reporting will be presented to the Coordinator of Assessment and other appropriate members of the Institute. Program assessment will also be conducted through course evaluations, which will take place at the end of each term. Students will anonymously complete a survey, evaluating the success or a lack thereof of the courses they have taken and of the quality of instruction received from their professors. These evaluations are reviewed by the department chairperson, who will provide necessary feedback to individual instructors and/or the Academic Dean.

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

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

Dan EL Institute of Higher Learning is primarily an online distance education facility. It has identified locations for its administrative offices in an upper-level setting at Family Harvest Church, which is located at 18500 92<sup>nd</sup> Avenue in Tinley Park, Illinois. This facility consists of four work stations, each equipped with computers. Two additional computer work stations have been constructed in classrooms specifically designated for video processing. Any on-campus meetings will be conducted in two classrooms within the Family Harvest Church facility, with additional classrooms available when necessary. The Institute's facilities are in compliance with all local, state, and federal ordinances/laws (including the Americans with Disabilities Act) for use as an educational facility. The local Tinley Park Fire Department conducts routine safety checks at the Family Harvest Church/Dan EL Institute of Higher Learning facility.

The Institute has submitted information indicating that it provides students with electronic access to the appropriate online library databases consistent with other online institutions. The Institute currently has a small on-campus library to act as a resource center for its students and has made provision for the students' use of broader resources. The Institute subscribes to online library resources including the EBSCOhost online research database. The degree requirements of the intended religious areas of study can be met using the resources available to students through the Institute's on-campus library, its provision of access to reference websites such as [www.ccel.org](http://www.ccel.org) and [www.biblegateway.com](http://www.biblegateway.com), or through its access to the EBSCO database, ATLA (American Theological Association Index), and ATLA serials. Signed agreement documents were provided.

## **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 Institute has policies in place to ensure academic professionals hired possess the training, credentials, and other related qualifications, including, but not limited to, field experience in order to provide instruction at the Institute. Dan EL Institute of Higher Learning adheres to a faculty credential hiring requirement of a minimum of a master's degree in the field of instruction from a United States Department of Education recognized accrediting body for faculty teaching general education courses, a minimum of a bachelor's degree from a United States Department of Education recognized accrediting body in an appropriate field for faculty teaching major courses at the associate's level, and a minimum of a master's degree from a United States Department of Education recognized accrediting body in an appropriate field for faculty teaching at the baccalaureate level. A faculty-student ratio of one to ten is anticipated.

## **Fiscal/Personnel Resources**

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

Plans for the new Institute are consistent with comparable programs offered by similar higher education institutions offering distance education programs. Dan EL Institute of Higher Learning is underwritten by Family Harvest Church. The Institute has submitted fiscal plans indicating its revenue will exceed operating expenditures in the first year of operation for the proposed Institute, and the Institute has also submitted to the staff all documents supporting the underwriting commitment of Family Harvest Church to the proposed Institute. The operations and maintenance of the Institute, as well as other expenditures, including promotional materials to raise awareness of the Institute and to increase enrollment, are underwritten by Family Harvest Church.

### **Accreditation/Licensure**

Dan EL Institute of Higher Learning is currently working toward State of Illinois operating and degree-granting authority. ICE had been accredited through the Accrediting Commission International, which although recognized by similar faith-based institutions, is not a recognized accrediting body by the United States Department of Education or the Council on Higher Education Accreditation. To satisfy IBHE approval criteria, the Institute is seeking accreditation with the HLC. The Institute will achieve candidate status with a United States Department of Education recognized accrediting body by the end of its second year of operation. Plans must be progressing satisfactorily in order to be considered for future IBHE degree approvals. A clear plan for achieving candidacy status has been provided by the Institute. As with all such approvals, initial authorization to operate is always granted by the Board in a provisional form. Under the requirements of 23 Illinois Administrative Code Section 1030.30 Initial Authorization, to maintain approval institutions must “achieve affiliation status from an accreditation agency within the institution's proposed time line for obtaining 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 Institute’s catalog provides clear and accurate information regarding the Institute’s policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the anticipated programs are in keeping with the other programs offered by the Institute. The materials identify objectives, course requirements, and statements on accreditation and limitations on transferability of earned credits to other institutions.

**Staff Conclusion.** The staff concludes that Dan EL Institute of Higher Learning and its request for the certificate of approval and authorization to operate meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

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

**Proposed Program Title:** Bachelor of Arts in Organizational Leadership in the Chicago and West Suburban Regions (Out of Region Authority)

*Projected Enrollments:* Lewis University has projected enrollments in the proposed program at 15 students per year.

**Proposed Program Title:** Master of Arts in Organizational Leadership in the Central, Chicago, Fox Valley, and Western Regions (Out of Region Authority)

*Projected Enrollments:* Lewis University has projected enrollments in the proposed program at 15 students per year.

**Institutional Accreditation:** Lewis University 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**

Lewis University (the University) is a comprehensive, co-educational University built on the tradition of career preparation and liberal arts education. The University was founded in 1932. The University operates four colleges: The College of Arts and Sciences, the College of Business, the College of Education, the College of Nursing and Health Professions, and the School for Professional and Continuing Education. The proposed programs are outside of the University's original approval region, which is the South Metropolitan Region.

The University is seeking approval to offer the Bachelor of Arts in Organizational Leadership in the Chicago and West Suburban Regions and the Master of Arts in Organizational Leadership in the Central, Chicago, Fox Valley, and Western Regions. Fall 2009 enrollment at the University was 5,847 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 University's mission to provide diverse student population programs for a liberal and professional education grounded in the interaction of knowledge and fidelity in the search for truth.

### **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 University has established admission requirements for students entering the proposed programs. The baccalaureate program is designed as an adult degree completion program to provide opportunities to community college graduates and transfer students in the Chicago area. To be admitted to the program, students should be at least 24 years of age, must have earned a minimum of 12 semester (18 quarter) hours of transferable credit at a regionally accredited post-secondary institution, and must have earned a minimum of a 2.0 cumulative grade point average (GPA) on a 4.0 scale. The master's degree program requires students to have earned a baccalaureate degree in a related field of study from an accredited institution of higher education, to have a minimum undergraduate GPA of 3.0 on a 4.0 scale, resume, official transcripts, a statement of purpose, and letters of recommendation. Applicants with less than a 3.0 GPA or writing deficiencies may be admitted with provisional status that remains in effect for no more than two eight-week sessions when a determination regarding full admission is made.

## Curricula

### Bachelor of Arts in Organizational Leadership

In the Bachelor of Arts in Organizational Leadership (BAOL) program, students “study the multiple understandings of both leadership and organization, develop the skills associated with these themes, are prepared to bring these abilities to the highest level of effectiveness in organizations, develop skills in human relations and management operations, and are introduced to critical and strategic perspectives.” The program is designed to serve the needs of working adults. It is delivered in accelerated five or eight week course modules. The program's expectations are that students are “mature, highly motivated, adult students with established, well disciplined study skills and learning styles characterized by the ability to rapidly acquire information, integrate with previous knowledge and experience, and synthesize in an interactive setting.” Students must commit additional time outside the classroom to compensate for reduced seat time. Assessment processes are intended to measure that student learning has occurred that is appropriate at the baccalaureate level. The program requires students to complete 128 semester credit hours with 45 semester hours in general education, 30 hours in core courses in the major, with 12 additional courses in related major electives, and the remainder in additional elective courses. Core courses include the following: Introduction to the Applied Social Sciences; Life, Career, and the Emerging Workplace; Social Theory; Organizational Development; Leadership and Organizational Change; Learning in Organizational Studies; Leadership for Service; Organizational Text and Discourse; Organizational Research Analysis; and Internship.

### Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership (MAOL) program “offers a contemporary and holistic course of study for persons who seek to develop more fully and integrate more effectively the skills of team or mission-oriented leadership.” The program is designed to serve the needs of working adults and is delivered in eight week course modules. Students must commit additional time outside the classroom to compensate for reduced seat time. Assessment processes are intended to measure that student learning has occurred that is appropriate at the master's level. Graduation requirements include successful completion of 37 semester hours of credit with at least 28 semester hours of graded credit completed from Lewis University, including 19 credit hours of core courses, 12 credit hours of concentration courses, and six credit hours of elective courses with an overall GPA of at least a 3.0 on a 4.0 scale. Core

courses include the following: Leadership: Theories, Practices, and Assessing Leadership Skills; Critical Thinking and Decision Making; Ethics, Integrity, and Social Responsibility; Conflict Management; Directed Research Study; Leadership and the Future; and Organizational Assessment. Five course concentrations are available: Organizational Management, Not-for-Profit Management, Public Administration, Organizational Training and Development, and Higher Education – Student Services.

#### Assessment of Student Learning

The University's assessment plan includes identified learning outcomes for the programs. These are measured through assignments, course activities, presentations, writing assignments, and examinations. The overall assessment of student learning is a continuous part of the University's plan to ensure successful student educational outcomes.

#### Program Assessment

Lewis University has a documented plan that describes the University's effort to effectively review and manage program outcomes. The University conducts Advisory Board meetings to ensure regular and systematic evaluation of academic programs. The Advisory Board is composed of administrators, faculty, alumni, and business stakeholders.

#### **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 University has identified adequate space, equipment, and instructional materials for the operation of the programs. The University's Chicago site is a renovated space within the DeLaSalle Institute High School, which is located at 3434 South Michigan Avenue. The University's West Suburban site includes 11,500 square feet of recently renovated space within a multi-tenant office building, which is located at 2122 York Road in Oak Brook. Additional sites are provided through partnerships with area hospitals and healthcare providers to provide opportunities for continuing education to employees. All students in off campus programs have full access to the University's Library (the Library) resources. Students log in to the Lewis University Library Portal and gain entry to the Library webpage, which is designed to provide a single entry point to all available Library resources and services. The Library provides access to 67 online databases, as well as to the I-Share Catalog, which makes over ten million items available to University students from the resources of the 76 Consortium of Academic Research Libraries (CARLI). Reference and research services by Library staff are available to students by phone or email.

#### **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 University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed programs. Faculty are expected to have a degree at least one level higher than the degree program in which they are teaching.

## **Fiscal/Personnel Resources**

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

The proposed programs are consistent with existing programs offered at the University. Lewis University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the first year of operations for the proposed degree programs.

## **Accreditation/Licensure**

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 University's catalog provides accurate information regarding the University's 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 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 Lewis University 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.

**Logos Evangelical Seminary**  
**9358 Telstar Avenue**  
**El Monte, California 91731**  
**Chief Executive Officer: Felix Liu**

**Proposed Program Title:** Master of Arts in Christian Studies in the West Suburban Region (Operating Authority)

*Projected Enrollments:* Logos Evangelical Seminary has projected Fall enrollments in the proposed program will grow from 21 students in the first year to 29 students in the fifth year.

**Institutional Accreditation:** Logos Evangelical Seminary is accredited through the Association of Theological Schools (ATS) and is a candidate with the Western Association of Schools and Colleges (WASC).

## **Background and History**

Logos Evangelical Seminary (the Seminary) is an independent out-of-state Seminary based in California. The Seminary was founded by the General Assembly of the Evangelical Formosan Church in 1989. The Seminary seeks to “develop contemporary Taiwanese, Mandarin speakers, and English-speaking Asian American ministers and church leaders and to cultivate theological educators and researchers in order to fulfill the Great Commission of the Lord: to spread the gospel, to bring people to Christ, to make disciples, and to establish churches.” The Seminary offers the Doctor of Ministry, Master of Theology, Master of Divinity, and Master of Arts in Christian Studies at its main campus in California.

Logos Evangelical Seminary is seeking the initial authorization to operate and authorization to offer the Master of Arts in Christian Studies in the West Suburban Region. Fall 2010 enrollment at the Seminary was a little over 100 students.

## **Mission and Objectives**

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

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

The proposed program is consistent with the Seminary’s mission to “equip men and women who are called to full-time or part-time ministry in the areas of spiritual formation, theological understanding, ministry skills, and biblical life-style so that they may serve in pastoral ministries, cross-cultural missions, theological education and para-church organizations upon graduation.” The main objective of the Seminary’s Chicago campus is “to provide high quality and accredited theological education in Chinese language to the Chinese Christian in the greater Chicago area so the future church ministers for the Chicago Chinese community may be cultivated through the education and training.”

## **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**

Requirements for admission into Logos Evangelical Seminary’s Master of Arts in Christian Studies program include the following: a minimum of a baccalaureate degree from an accredited institution with a grade point average (GPA) of 2.67 or above, demonstration of maturity in one’s personal and spiritual life, two recommendations from church pastors or leaders, must pass tests of Biblical knowledge and theological concepts, and must be proficient in Mandarin and English.

## Curriculum

### Master of Arts in Christian Studies

The Master of Arts in Christian Studies program is intended to “prepare a person for specialized ministries in various settings” and to “form persons with professional and Christian understandings towards their specific ministerial goals.” Students are required to complete 63 hours of course work. This includes 39 hours of core courses, 18 hours of concentration courses, and the remainder in elective courses. Courses include the following: The Pentateuch; Prophetic Literature; The Gospels; Acts and the Pauline Epistles; Theological Research Methods; God, Bible, and Christology; Soteriology, Pneumatology, Sanctification, Ecclesiology and Eschatology; Spiritual Formation; Personal Evangelism; Inductive Bible Study; Christian Education; Basic Preaching Methods; and Asian American Ministry.

### Assessment of Student Learning

Logos Evangelical Seminary has an identified system to conduct student assessments. Specific student learning outcomes have been identified and rubrics have been created to measure learning. Traditional learning assessments connected to rubrics are used such as participation, projects, exams, and other evaluations. Each student undergoes a mid-program interview to help determine that achievement of appropriate learning outcomes is being maintained. Additionally, each graduate develops a portfolio by the end of the program that includes the following items: a sermon, a practical project, a term paper on theological studies, an exegetical paper, and a self-evaluation on the spirituality.

### Program Assessment

Logos Evangelical Seminary has identified measures to review the overall effectiveness of its programs. The Seminary has outlined specific program outcomes and a process for reviewing the results of student learning assessments. The Program Review Committee is responsible for evaluating the accuracy of the assessments and developing recommendations for improvement. Assessment results are collected for the program reviews with the faculty as well. Graduate placement is monitored and information is shared to inform the program development process.

### **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 Seminary has identified facilities, equipment, and instructional materials that will accommodate program operations. The Illinois facility is located at 831-A Foster Avenue in Bensenville, Illinois. The facility has areas purposed for classes, a library, a multi-purpose room, and a social area. Instructional rooms are equipped with liquid crystal display (LCD) projectors and sound systems. In the library reading room, there are two computers for students to use that have Internet and online database access. The Chicago site is supported by the main library. The library catalog is accessible through the Seminary’s website and holdings are available to all Seminary students. The Seminary’s library houses a collection of 47,000 books, among which 15,000 are in Chinese and 32,000 are in English. The library’s holdings and services focus primarily on areas of theological and Biblical issues. The Seminary also maintains an on-site library of 2,000 books at the Chicago site. The library maintains online database subscriptions to

appropriate research databases for its students and faculty such as the American Theological Library Association Religion Database (ATLARD), American Theological Library Association Serials (ATLAS), Old Testament Abstracts (OTA), and New Testament Abstracts (NTA). In addition, the Seminary has an agreement with Moody Theological Seminary in Chicago to provide the Seminary's students with full access to the library at Moody Theological Seminary. The library recently completed an automation project in which it combined Chinese and English holdings into a single system that students can access off-campus.

### **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 Seminary has identified faculty and staff who have appropriate credentials to provide instruction for the proposed program. Faculty are required to have a terminal degree in the appropriate field of instruction.

### **Fiscal/Personnel Resources**

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

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

### **Accreditation/Licensure**

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

### **Program Information**

*Criterion 1030.60(a)(6) provides that the information 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 Seminary's catalog provides accurate information regarding the Seminary'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 Seminary. 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 Logos Evangelical Seminary and its request for the certificate of approval and authorization to operate 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.

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

**Proposed Program Title:** Doctor of Philosophy in Health Sciences in the Chicago Region

*Projected Enrollments:* Rush University projects enrollments of 12 students in the first year rising to 40 students by the fifth year.

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

### **Background and History**

Founded in 1972, Rush University (the University) is a not-for-profit University affiliated with Rush University Medical Center. The University includes Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College.

Rush University is seeking approval to offer the Doctor of Philosophy in Health Sciences in the Chicago Region. The Fall 2009 enrollment was approximately 1,800 students.

### **Mission and Objectives**

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

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

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

### **Curriculum/Assessment**

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

## Admission

Applicants to the Doctor of Philosophy in Health Sciences program must have completed a master's degree from a regionally accredited institution with a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale, must hold appropriate certification/licensure in their individual health science profession by a major United States certification/licensing agency (as applicable), must submit scores from the Graduate Record Examination (GRE), and must submit three letters of recommendation from persons who are knowledgeable about the quality of the applicant's scholarly activities and/or work experiences. Prior research experience, especially in a medical environment, will also be considered.

## Curriculum

### Doctor of Philosophy in Health Sciences

The Doctor of Philosophy in Health Sciences is designed "to prepare health science professionals to assume major leadership, research, and educational positions within their professions, as well as to provide career advancement opportunities." The goals of the program are to: "prepare competent Health Science professionals at the doctorate level to assume leadership roles as educators, researchers, and administrators; provide clinical leadership training in specific specialty areas to include Medical Laboratory Sciences, Speech Pathology, Audiology, Health Systems Management, Nutritional Sciences, Medical Physics, Occupational Therapy, Perfusion Technology, Physician Assistant Studies, and Respiratory Care; and develop individuals who can formulate appropriate questions, organize and test hypotheses, and apply research results to clinical practice." The program will include nine tracks: 1) medical laboratory science; 2) speech language pathology and audiology; 3) health systems management; 4) nutritional sciences; 5) medical physics; 6) occupational therapy; 7) perfusion technology; 8) physician assistant studies; and 9) respiratory care. The core curriculum provides core competencies in the areas of research, education, and leadership while the specialty tracks offer advanced, discipline specific cognate courses "to ensure these practitioners are well versed in the latest science related to their specific allied health disciplines." Students must complete courses in four major core areas: Education (12 quarter hours), Research and Statistics (21 quarter hours), Leadership (10 quarter hours), and Professional Track (16 quarter hours). The 16 hours of Professional Track credit provides advanced cognate courses in specific allied health professions. In addition, students must complete 12 quarter credit hours of dissertation credit and 19 quarter hours of elective courses which typically include advanced science courses, management, and research courses.

## Assessment of Student Learning

Rush University has established policies for assessment of student learning outcomes. Detailed learning objectives are clearly identified for each competency. Courses are aligned with outcomes and are measured in a variety of ways such as exams, advanced seminar end projects, and theses. Upon satisfaction of all preliminary coursework and successful defense of a research proposal students enter the dissertation phase of the program. All doctoral students must complete a dissertation. The dissertation must be original and is completed through faculty-guided independent research.

## Program Assessment

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

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

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

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

### **Faculty and Staff**

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

The University has identified faculty and staff who have appropriate credentials to provide instruction for the proposed program. Faculty are required to have a terminal degree in the appropriate field of instruction.

### **Fiscal/Personnel Resources**

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

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

### **Accreditation/Licensure**

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

## **Program Information**

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

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

**Staff Conclusion.** The staff concludes that Rush University and 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.

**Harrington College of Design**  
**200 West Madison**  
**Chicago, Illinois 60606**  
**Chief Executive Officer: Erik Parks**

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

*Projected Enrollments:* Harrington College of Design projects initial enrollments of eight students in the first year, increasing to a total of 54 students by the fifth year.

**Proposed Program Title:** Master of Fine Arts in Communication Design in the Chicago Region

*Projected Enrollments:* Harrington College of Design projects initial enrollments of eight students in the first year, increasing to a total of 54 students by the fifth year.

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

## **Background and History**

Harrington College of Design (the College) is an independent for-profit College wholly owned by Career Education Corporation. In 1931, interior designer Frances Harrington traveled from New York to Chicago to provide lectures for interior design professionals and then expanded her offerings to the public by creating Harrington Institute of Interior Design. Harrington College of Design offers specialized associate degrees and Bachelor of Fine Arts degrees designed to help students prepare for a digital photography, interior design, or graphic design careers. The College was granted approval by the Illinois Board of Higher Education (IBHE) to offer its first baccalaureate degree in 1977, and the College now offers master's, baccalaureate, and associate degree programs.

Harrington College of Design is seeking approval to offer the Master of Arts in Communication Design and the Master of Fine Arts in Communication Design at its home campus in the Chicago Region. The Fall 2009 enrollment was approximately 1,100 students.

### **Mission and Objectives**

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

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

The proposed programs are consistent with the College's mission to provide preparation for digital photography, interior design, or graphic design careers.

### **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 College has established admission requirements for students entering the proposed programs. To be eligible for admission to the Master of Arts in Communication Design program, applicants must be graduates of a non-design related bachelors program from a regionally or nationally accredited college or university with a cumulative grade point average (GPA) of 3.0 on a 4.0 scale. To be eligible for admission to the Master of Fine Arts in Communication Design program, applicants must be graduates of a bachelor's program from a regionally or nationally accredited college or university with a cumulative GPA of 3.0 on a 4.0 scale in Graphic Arts, Communication Design, Visual Media, or another related field. For both programs, applicants must also submit Graduate Record Examination (GRE) scores, references, and must complete an interview with the Graduate Admissions Committee.

### **Curricula**

#### **Master of Arts in Communication Design**

The 60 semester credit course of study over five semesters is intended for students with a bachelor's degree in a field unrelated to Communication Design. This program includes two semesters of intensive preliminary work in the foundation of knowledge and technical skills necessary for the student to undertake advanced coursework in semesters three through five. The program includes fundamental knowledge and technical skills along with required core classes in communication design theory, research methods, business practices, and studio-based courses. Through application in project-based work, studio courses integrate theory and research.

## Master of Fine Arts in Communication Design

The Master of Fine Arts in Communication Design program is a course of graduate study in the field of communication design with the emphasis on the application of evidence-based research to solve complex design problems. The program includes required core classes in communication design theory, research methods, business practices, and studio-based courses in which theory, research, and method are integrated through application in project-based work. In elective coursework, students are expected to develop a specialization to be demonstrated in the final portfolio.

### Assessment of Student Learning

Harrington College of Design has established policies for assessment of student learning outcomes. Assessment of student learning is based on course, program, and institutional objectives. Student assessment is centered on portfolio review. After completing 24 semester hours of preliminary work, students defend an initial portfolio. After a successful review, a student in the Master of Arts program is expected to develop a specialized area of knowledge and application, which will be demonstrated in a final portfolio review. A student in the Master of Fine Arts program is expected to develop a specialized area of knowledge and application, which will be demonstrated in a final portfolio review. The Graduate Committee, chosen by the student and approved by the Graduate Department Chair, will guide the student, approve timelines and direction, and will ultimately grade and approve the thesis and portfolio review.

### Program Assessment

The College has established policies for program assessment. The assessment plan links course objectives to program objectives, institutional objectives, and the mission of the College. The Graduate Oversight Committee oversees the review of outcomes from the programs and is responsible for policy and procedural review. The Advisory Board, comprised of professionals and academic leaders in fields related to the program, functions to ensure the College maintains its mission and fulfills its responsibility to the student through oversight of defined student learning 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.*

The proposed degree programs will be offered at the existing campus of Harrington College of Design. No additional facilities will be needed to accommodate program participants. The College's library has the resources suitable for the proposed programs. In addition, Harrington College of Design provides master's students with dedicated space to include studio, small group collaboration, and study areas, as well as space for critique.

### **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.*

Harrington College of Design's faculty are practicing professionals in fields of interior design, photography, and communication design with academic credentials to teach students. Despite historic degree patterns within the fields of interior design, photography, and communication design, the College commits to having faculty with a terminal degree in the field of instruction. The rare exception to this policy would be made based on extensive experience in the profession in the field of instruction.

### **Fiscal/Personnel Resources**

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

The College 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 specialized accreditation of the proposed programs nor licensure of program graduates is required.

### **Program Information**

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

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

**Sanford-Brown College Skokie Campus**  
**4930 Oakton Street**  
**Skokie, Illinois 60077**  
**Chief Executive Officer: Scott Lesht**

**Proposed Program Title:** Associate of Applied Science in Dental Hygiene in the North Suburban Region (Operating Authority)

*Projected Enrollments:* Sanford-Brown College Skokie Campus projects initial enrollments of 30 students in the first year, increasing to a total of 90 students by the third year.

**Institutional Accreditation:** Sanford-Brown College is institutionally accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The College plans to submit an application for accreditation to the Commission on Dental Accreditation (CODA) of the American Dental Association (ADA).

## **Background**

Sanford-Brown College (the 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. The College aims to meet the needs of students and employers by providing quality, flexible, and career-focused education that specializes in technical and non-technical fields of study with a focus on allied healthcare professions. The Sanford-Brown College Skokie Campus currently offers an 82 quarter credit certificate program in Dental Assisting, which is approved by the Illinois State Board of Education (ISBE) and ACICS.

Sanford-Brown College Skokie Campus is seeking authorization to operate and to grant the Associate of Applied Science in Dental Hygiene at its Skokie Campus in the North 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 program is 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.

## **Curriculum/Assessment**

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

## **Admission**

Sanford-Brown College has established admissions requirements for students entering the proposed program. Applicants for admission in to the proposed Associate of Applied Science in Dental Hygiene program must have a high school or General Educational Development (GED) diploma. All applicants are required to take the College's entrance examination, the Career Programs Assessment Test (CPAt), and achieve a minimum score of 170. Successful completion of the entrance examination must occur within the six months prior to a student's commencement in the program. In addition, applicants must successfully complete an interview with members

from the Dental Hygiene Admissions Committee (DHAC) and must submit a writing sample. The student's interview and writing sample are assessed using a standardized rubric. An established point category will determine the student's eligibility for admission.

## Curriculum

The curriculum is designed to provide students with theoretical, preclinical, and clinical experiences in the five domains: a) core theoretical, clinical, and ethical competencies; b) knowledge and ability to emphasize health promotion and disease prevention; c) ability to assess, plan, and implement community programs and activities; d) provision of skills to assess, diagnose, plan, implement, and evaluate treatment; and e) provision of professional growth and development opportunities. The proposed program has been designed using a streamlined curricular structure, where students are required to pursue all courses in a sequential order. Courses are scheduled for five week terms within a ten week module. The curriculum includes supervised experiences in a clinical environment which requires competencies, logs, and evaluations completed by the student.

## Assessment of Student Learning

Students are assessed based on 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 any required service learning experiences. 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, and other measures. Faculty members will provide comments and feedback on the assessment tools for appropriateness to determine level of expectation and any possible changes needed in the course outcomes, delivery, or assessment tools.

## Program Assessment

Sanford-Brown College has established 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 participate in program assessment by reviewing learning data to determine an appropriate level of expectation and any possible changes needed in the course outcomes, delivery methods, outcomes, 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 degree program will be offered at the Skokie Campus. The educational facility and administrative offices of Sanford-Brown College Skokie Campus are housed in a modern office complex located in the heart of downtown Skokie. The campus is a tenant of the Illinois Science + Technology Park and occupies over 25,000 square feet in a freestanding facility. All preclinical and clinical activities that include lab and patient contact hours will be conducted within the Dental Hygiene Clinic at Sanford-Brown College.

Sanford-Brown College Skokie Campus maintains a collection of books, periodicals, and audio-visual resources intended to support the educational outcomes of the College. Emphasis of the collection is in the area of allied health, which includes 250 books and 100 general reference and basic studies volumes. Students also have access to the CECybrary, an online library with access to many electronic resources, including full-text electronic resources.

### **Faculty and Staff**

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

The Associate of Applied Science in Dental Hygiene program will be staffed by a core of full-time faculty that possesses a baccalaureate degree or higher. For the clinical setting, current dental hygiene or dental licensure will be required. All dental hygiene program faculty members will have current knowledge of the specific subjects they are teaching. All program faculty will have a documented background in educational methodology consistent with teaching assignments. In addition, dentists and dental hygienists who supervise the student's clinical procedures will have qualifications which comply with the state dental or Dental Hygiene Practice Act. Individuals who teach and supervise dental hygiene students in clinical experiences will have qualifications comparable to faculty who teach in the Dental Hygiene Clinic and are familiar with the program's objectives, content, instructional methods, and evaluation procedures.

### **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 will exceed operating expenditures in the first year of operations for the proposed degree program. The parent company, Career Education Corporation, has indicated its financial support of the Sanford-Brown College Skokie Campus.

### **Accreditation/Licensure**

At the conclusion of the program, graduates who have completed their theoretical and clinical requirements will be eligible to sit for the National Board Dental Hygiene Examination and the Regional and State Clinical Board Examinations. Upon successful completion of these examinations, graduates are eligible to become licensed and seek entry-level employment as dental hygienists.

## **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 Sanford-Brown College Skokie Campus catalog provides accurate information regarding the College's policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are in keeping with the other programs offered by the College. 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 Sanford-Brown College Skokie Campus and its request for the certificate of approval and authorization to operate 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.

**Strayer University**  
**1133 15<sup>th</sup> Street NW**  
**Washington, DC 20003**  
**Chief Executive Officer: Sondra F. Stallard**

**Seeking Operating Authority:** West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University in Downers Grove, Illinois and in Schaumburg, Illinois projects enrollments of 85 students in the first year, rising to approximately 512 students by the fifth year at each of its two proposed campuses.

**Proposed Program Title:** Associate of Arts in Business Administration in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Associate of Arts in Business Administration program will grow from six students in the first year to 37 students in the fifth year.

**Proposed Program Title:** Bachelor of Business Administration in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Bachelor of Business Administration program will grow from 39 students in the first year to 232 students in the fifth year.

**Proposed Program Title:** Bachelor of Science in Accounting in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Bachelor of Science in Accounting program will grow from seven students in the first year to 42 students in the fifth year.

**Proposed Program Title:** Bachelor of Science in Criminal Justice in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Bachelor of Science in Criminal Justice program will grow from five students in the first year to 32 students in the fifth year.

**Proposed Program Title:** Bachelor of Science in Information Systems in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Bachelor of Science in Information Systems program will grow from 12 students in the first year to 74 students in the fifth year.

**Proposed Program Title:** Master of Business Administration in the West Suburban and North Suburban Regions

*Projected Enrollments:* Strayer University has projected Fall enrollments in the Master of Business Administration program will grow from 16 students in the first year to 95 students in the fifth year.

**Institutional Accreditation:** In 1973, Strayer College was accredited as a Senior College of Business by the Accrediting Commission of the Association of Independent Colleges and Schools. In 1981, Strayer University was granted accreditation by the Middle States Commission on Higher Education.

## **Background and History**

Strayer University (the University) was originally founded as Strayer's Business College (the Business College) in Baltimore, Maryland in 1892. Its founder, Dr. S. Irving Strayer, began operations in Washington, D.C. in 1904. Dr. Strayer recognized that working adults needed appropriate education to stay current with rapidly changing business and technology requirements at the turn of the century. The original mission of the Business College was to develop in each student "the knowledge, skills, and ethics consistent with sound business principles and practices compatible with responsible social and professional behavior." The Strayer College of Accountancy was founded in 1928 with its own independent Board of Trustees and was licensed to confer associate and professional degrees by the District of Columbia Board of Higher Education. The Business School and the College of Accountancy operated concurrently until 1958, when the name was changed to Strayer Junior College of Finance. Shortly thereafter, the two schools were incorporated as Strayer Junior College (the Junior College). In 1969, the District of Columbia Board of Higher Education granted the Junior College authority to award the Bachelor of Science degree, and the Junior College became Strayer College (the College).

In 1973, Strayer College was accredited as a Senior College of Business by the Accrediting Commission of the Association of Independent Colleges and Schools. In 1981, the College was granted accreditation by the Middle States Commission on Higher Education. From 1981 through 2001, 16 campuses were opened throughout Virginia, the District of Columbia, and

Maryland. In 1996, Strayer College began offering its first online courses. In January 1998, the District of Columbia Education Licensure Commission granted university status so that Strayer College became Strayer University. Since 1998, the University has expanded its physical campuses to include campuses in North Carolina and Tennessee (2002), Pennsylvania and South Carolina (2003), Georgia (2004), Florida and Delaware (2005), Alabama and Kentucky (2006), New Jersey (2007), Utah, West Virginia, and Ohio (2009), and Texas, Louisiana, Arkansas, and Mississippi (2010).

The University is seeking authorization to operate and to grant the degrees of Associate of Arts in Business Administration; Bachelor of Business Administration; Bachelor of Science in Accounting; Bachelor of Science in Criminal Justice; Bachelor of Science in Information Systems; and Master of Business Administration in the West Suburban and North Suburban Regions. System-wide, the total enrollments for Fall 2009 was 54,325 students, including 39,864 undergraduates, 14,461 graduate students, and 4,160 undergraduate transfer-in enrollment students.

### **Mission and Objectives**

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

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

The proposed programs are consistent with the mission of Strayer University to “make high quality post-secondary education accessible to adults of diverse backgrounds and enable them to succeed in their careers and communities” and are also in line with the University’s core values of: “Academic Quality, which is demonstrated through a commitment to effective adult learning and rigorous academic standards; Student Success, which is demonstrated by providing the opportunity and supportive learning environment to enable adults to achieve their professional and personal goals; and Educational Access, which is demonstrated through a belief that all desiring and qualified adults have a right to higher education.” The proposed programs address the University’s goals in that they promote leadership, utilize a strategic partnership, and emphasize the University’s values of service.

### **Curriculum/Assessment**

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

### **Admission**

Students applying to the undergraduate degree programs must be at least 18 years of age and are required to complete an application form or enrollment agreement, if applicable (varies by state), and they must also submit certification of high school graduation or high school equivalence (Students may also use the online application at [www.strayer.edu](http://www.strayer.edu)). Acceptable forms of documentation include a transcript, a high school diploma, a General Educational Development (GED) diploma, educational verification by an approved agency, or a diploma or transcript from an associate’s or bachelor’s degree program from an accredited institution. Students who transfer from an accredited college or university must provide a signed statement attesting to the high school attended and graduation date, except in cases where state law requires

an official high school transcript. Students who have not met one of the following criteria must complete ENG 090 and/or MAT 090 within their first two quarters: Have transfer credit for collegiate-level English and/or Mathematics courses comparable to ENG 115 and/or MAT 105; submit Scholastic Aptitude Test (SAT) scores of 530 or above in the written/verbal and/or mathematics section to the Admissions Office; submit American College Test (ACT) scores of 22 or above in English and/or 21 or above in Mathematics to the Admissions Office; provide proof of completion of an equivalent United States undergraduate or graduate degree program; or score above established minimum levels on the English and/or Mathematics placement examinations available online through the Learning Resources Center (LRC). There is no fee for the placement examinations.

Students applying to a graduate program or an executive graduate certificate program must first provide evidence of graduation from an accredited college or university with a baccalaureate degree. International students applying for graduate admission must hold the equivalent of a United States baccalaureate degree. All undergraduate academic majors will be considered. However, if a student's undergraduate major varies widely from his/her proposed master's certificate or degree program, certain undergraduate foundation courses may be necessary for success in some of the highly technical courses offered at the graduate level. Undergraduate prerequisites may be required for entry into the graduate program. Students who have not earned degrees from appropriate fields of study may be required to take additional coursework as a prerequisite for completing the program. Students should refer to their Academic Advisor and course descriptions for specific prerequisite requirements.

Graduate applicants must obtain satisfactory performance in at least one of the following areas: 1) Graduate Management Admission Test (GMAT): minimum acceptable cumulative score of 450; 2) Graduate Record Examination (GRE): minimum acceptable cumulative score of 1000; 3) a 2.75 undergraduate grade point average (GPA) on a 4.0 scale. This requirement may be calculated by using the cumulative undergraduate GPA or the last 22 courses completed toward the bachelor's degree; and 4) evidence of graduate potential. Special consideration may be given to applicants who show graduate potential and have a minimum of three years of professional or business experience. A personal interview with the Campus Dean is required.

## Curricula

### Associate of Arts in Business Administration

The University's Associate of Arts in Business Administration (AABA) program is designed to provide the latest information and technology in the field of management to prepare students for careers in the private and public sectors. The curriculum includes such basic business courses as management, accounting, finance, marketing, information systems, economics, business ethics, and business law, as well as general education courses. The program's objectives include the following: equipping students to understand core business principles in accounting, economics, finance, and marketing; applying quantitative reasoning and analysis through the conduct of research and reports and presenting findings; analyzing challenges in organizations and applying basic business principles and strategies to solve problems using the case study method; and evaluating the ethical perspectives of business decision-making. The graduate of the Associate of Arts in Business Administration program may apply all credits earned towards the Bachelor of Business Administration program.

## Bachelor of Business Administration

The University's Bachelor of Business Administration (BBA) program prepares graduates for a wide range of managerial positions in business, government, and non-profit organizations. BBA students acquire fundamental as well as practical and professional skills in all phases of business including decision-making and problem solving capabilities. The Bachelor of Business Administration program offers area concentrations that enable students to tailor their degrees to their career and educational goals. Specializations are available in areas such as: Acquisition and Contract Management; Banking; Finance; Health Services Administration; Hospitality and Tourism Management; Human Resource Management; Legal Studies; Management; Marketing; and Retail Management. The program's objectives include, among others, for students to be able to: 1) develop effective strategic business strategies based on analyses of domestic and global operating environments, market dynamics, and internal capabilities; 2) develop operational concepts, organizational structures, and formulate functional area strategies in the core business functions (marketing, operations, and finance) and in the chosen concentration area; 3) formulate management approaches to foster a productive and ethical organizational culture; 4) apply management concepts and decision-making techniques to analyze business situations, interpret critical operational factors, and develop viable alternatives to business challenges; and 5) apply analytical, technical, and research skills to assess and measure the effectiveness of strategic goals and performance within an organization, etc.

## Bachelor of Science in Accounting

The principal objectives of the Bachelor of Science in Accounting (BSAC) program set by the University are to provide students with a broad, fundamental knowledge of the field and to prepare them for employment in accounting careers. The University has given the assurance that recipients of its BSAC degree will be able to perform certain skills, including: 1) demonstrating knowledge and understanding of the accounting process for a company's fiscal year; 2) preparing the appropriate journal entries and supporting schedules for the significant transactions that affect the required financial statements of a for-profit, not-for-profit, and a municipality, whether separate or in consolidation; 3) preparing the appropriate journal entries and supporting schedules for all significant areas of managerial accounting; 4) demonstrating proficiency with a worksheet application and an accounting software application; and 5) demonstrating an understanding of the concepts related to both individual and corporate taxation and preparing a routine tax return for both an individual and a corporation.

## Bachelor of Science in Criminal Justice

The curriculum of the Bachelor of Science in Criminal Justice (BSCJ) provides students with the knowledge, skills, and professional abilities relevant to the criminal justice field. Students will explore the theoretical, operational, and legal components of law enforcement and the prevention, adjudication, and correction of juvenile and adult crime. Graduates are prepared for careers in the public or private sector of criminal justice or cyber crime and security, and will, among other things, obtain the skills necessary to: 1) explain social and behavioral causes of adult and juvenile social and cyber crimes and the impact on society; 2) develop analytical and critical thinking skills utilized in investigating crime, enforcing laws, and implementing corrections; 3) identify operational components of the criminal justice system at the federal, state, and local level; and 4) develop ethical decision-making abilities that support laws, policies, procedures, and integrity within the criminal justice system. Specializations in the broad field of criminal justice include Computer Security and Forensics, Criminal Justice Administration, Homeland Security and Emergency Management, and Homeland Security Technology.

## Bachelor of Science in Information Systems

The principal objective of the Bachelor of Science in Information Systems (BSIS) program is to teach students state of the art computer concepts. This will prepare them for programmer/analyst, database management, web development, networking, inter-networking, and security positions. Among several skills identified, graduates of the program will be able to: 1) develop and implement effective information systems to support business processes; 2) utilize modeling in the development of business processes; 3) demonstrate the effective development of database management to support business applications; 4) demonstrate the effective development of web applications in supporting business processes; and 5) employ networking and communication in supporting business applications.

## Master of Business Administration

The Master of Business Administration (MBA) program offers a broad set of business management tools while also allowing students a choice of concentration in order to tailor their degrees to fit their careers and learning goals. The program curriculum prepares working professionals to become effective decision-makers and managers in a world increasingly affected by globalization, technology, and ethical challenges. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their business careers. Students who have not had courses in certain fields of study may be required to take additional coursework as a prerequisite for completing some of the concentrations. Concentrations are available in the areas of Accounting, Acquisition, Finance, Health Services Administration, and Hospitality and Tourism Management. Some of the objectives of the MBA program include for the graduate to be able to: 1) formulate, implement, and evaluate effective business strategies based on analyses of domestic and global operating environments, market dynamics, and internal capabilities; 2) develop functional area strategies (marketing, operations, financial management, information technology management, quality assurance, and human resource management) to accomplish organizational goals; 3) provide effective leadership that enhances productivity, promotes diversity, and fosters an ethical organizational culture that is motivating, adaptive to change, and competitive; 4) analyze the economic, global, legal, and financial dynamics of markets and the general business environment; and 5) work effectively in diverse teams and with the firm's stakeholders to accomplish organizational goals.

## Assessment of Student Learning

Strayer University engages in student learning outcomes assessment activities at institutional, academic program, and course levels. The focus of all assessment is the evaluation of student academic achievement and the improvement of academic programs and institutional services. Course level assessment involves the analysis of detailed rubrics that are embedded in courses and that are a part of the course teaching guides used by all faculty. These rubrics are mapped to the major learning objectives of each academic program and to the core competencies that all graduates are expected to achieve. Academic leaders, including deans, department chairs, and faculty evaluate data collected quarterly in every program offered at the University to improve academic programs. Student satisfaction surveys are also used to determine ways to improve academic services such as tutoring and advising.

## Program Assessment

The University has established policies for program assessment. For instance, programs and courses are regularly reviewed at the University to ensure academic quality and to make necessary improvements. Each program is reviewed every year based on assessment data compiled by the University's Office of Institutional Research, Assessment, and Evaluation (OIRAE) and may be changed if the assessment data warrants. In addition, the University's programs are given a major review approximately every three years in order to update the curriculum to better match the needs of students and employers. The Deans of the Schools (Business, Information Systems, Arts and Sciences, and Education) and the Department Chairs oversee the process of making major program revisions. Course developers are chosen and work under the direction of the appropriate School Dean to revise courses, working in conjunction with the Department Chair, the Dean of Curriculum, and various committees. Major program revisions are approved by Strayer University's Academic Policy Committee, as well as by the Provost, President, Board of Trustees, and external agencies such as state licensing agencies and the Middle States Commission on Higher Education. The University's OIRAE plays a key role in this assessment process by conducting analysis and providing data, reports, and applied research that supports decision-making, strengthens student learning, and promotes a culture of assessment and continuous improvement at Strayer University. The OIRAE conducts surveys of students, faculty, and alumni. The annual Student Satisfaction Survey is sent to a random sample of students each year, and it provides the University with feedback concerning its performance in such categories as student support, admissions, administration, financial services, affordability, academic quality, instructional effectiveness, advising, computer and library services, career services, facilities, and the online experience. The University's annual Graduate Survey gauges the satisfaction of the alumni with their University experience and is given to every University graduate. The Student Opinion Poll is given to each student for each course, and it rates instructor performance and various aspects of academic quality. The results of the OIRAE's research are communicated to the Institutional Assessment Committee (IAC), which is made up of faculty and administrators. The IAC reviews these findings, considers the context of the findings, and develops recommendations as to further research required and the most effective plan to communicate the findings. The findings and recommendations are forwarded to the Academic Policy Committee (APC). On behalf of the APC, the Dean of the School and Department Chairs from a particular area re-examine aspects of the program that need improvement and institute the process of program revision.

### **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 University currently operates 87 campuses in 20 states plus the District of Columbia. The University either owns these campus facilities or leases them on a long-term basis. The University has given the assurance that when seeking a location for a new campus, it will look for space that meets specific criteria, including high quality buildings in a safe area which is zoned for educational use; a place with good visibility and easy access; sufficient parking; and if possible, a first floor building with 12,000-15,000 square feet available, preferably contiguous, along with expansion space. For each proposed campus, once these options have been identified and reviewed by senior management, a lease will be negotiated, preferably with expansion options. The University has given the assurance that all facilities at the proposed sites will be accessible to the handicapped as required by law. The University campuses will be located at

1431 Opus Place, 3<sup>rd</sup> Floor, in Downers Grove, Illinois and at 1101 Perimeter Drive, Suite 300, in Schaumburg, Illinois.

The Strayer University Library supports the mission of the University by providing accessible resources and services that enhance the achievement of learning outcomes for adult learners in all programs by fostering the development of information literacy skills and competencies and by managing these resources and services in compliance with standard University, regulatory, and professional standards. Students at the proposed North Suburban and West Suburban Region campuses will have access to more than 600,000 library resources from four sources: 1) the campus Learning Resources Center; 2) the resources of the University-wide network of campus Learning Resources Centers through intra-library loan; 3) the University's online library; and 4) electronic and print materials, through a contractual agreement, from the library at the University of Alabama in Huntsville.

### **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.*

Strayer University has policies in place to ensure that faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the University. The criteria for faculty selection at Strayer University are broad-based in terms of the following: educational achievement; professional competence in the areas of instruction offered by the University; proven ability and dedication as a teacher of adults; and commitment to the educational aspirations of a diversified student body. To ensure professional competence, the University hires only faculty with graduate degrees (from a regionally accredited institution) in the fields in which they teach. Faculty members with a terminal degree in the field in which they teach are strongly preferred. Guidelines underpinned by the principle that "a Strayer University faculty member must be qualified by education and experience/background demonstrably higher than the level to be taught" include, for instance, that its faculty should hold a doctoral degree with a major or concentration in the subject area or a master's degree with a major or concentration in the field of specialization in which they are teaching, plus satisfactory completion of significant post-master's graduate education (ideally demonstrated via a certificate) in the subject area. Individuals holding a Juris Doctorate or Doctor of Medicine degree plus a master's degree in a University-specific discipline fall into this category.

### **Fiscal/Personnel Resources**

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

The Associate of Arts in Business Administration, Bachelor of Business Administration, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Information Systems, and Master of Business Administration are consistent with existing programs offered at the University. The University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures in the third year of operations for the proposed degree programs.

## Accreditation/Licensure

Neither specialized accreditation of the proposed programs nor licensures of program graduates are required. Strayer University has been regionally accredited by the Middle States Commission on Higher Education since 1981. Its current grant of accreditation is from 2007 to 2017.

## Program Information

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

The University's catalog provides accurate information regarding the University's policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed programs are 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 Strayer University and its request for the certificate of approval and authorization to operate and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010), and the Illinois Board of Higher Education policies pertaining to assessment and accreditation for licensure.

The staff recommends adoption of the following resolutions:

*The Illinois Board of Higher Education hereby grants to Dan EL Institute of Higher Learning the Certificate of Approval and Authorization to Operate in the South Metropolitan Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Lewis University the Authorization to Grant the Bachelor of Arts in Organizational Leadership in the Chicago and the West Suburban Regions and the Master of Arts in Organizational Leadership in the Central, Chicago, Fox Valley, and Western Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Logos Evangelical Seminary the Certificate of Approval and Authorization to Operate and to Grant the Master of Arts in Christian Studies 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 this authorization is granted.*

*The Illinois Board of Higher Education hereby grants to Rush University Authorization to Grant the Doctor of Philosophy in Health Sciences 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 Harrington College of Design Authorization to Grant the Master of Arts in Communication Design and the Master of Fine Arts in Communication Design in the Chicago 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 these authorizations are granted.*

*The Illinois Board of Higher Education hereby grants to Sanford-Brown College Skokie Campus the Certificate of Approval and Authorization to Operate and to Grant the Associate of Applied Science in Dental Hygiene 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 Strayer University the Certificate of Approval and Authorization to Operate and to Grant the Associate of Arts in Business Administration, Bachelor of Business Administration, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Information Systems, and Master of Business Administration in the West Suburban and North Suburban Regions 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.*