

APPROVED
August 13, 2025

Melissa Bealon
Board Secretary Melissa Bealon

Item #D-2
August 13, 2025

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 the 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 are also required to obtain authorization for each new degree program.

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

Not-For-Profit

Lewis University

- Associate of Applied Science in Accounting in the Chicago Region
- Associate of Applied Science in Computer Information Systems in the Chicago Region
- Associate of Applied Science in Culinary Arts in the Chicago Region
- Associate of Applied Science in Early Childhood Education in the Chicago Region
- Associate of Applied Science in Respiratory Therapy in the Chicago Region
- Associate of Arts in Liberal Arts and Sciences in the Chicago Region
- Associate of Arts in Business Administration in the Chicago Region
- Bachelor of Arts in Business Administration in the Chicago Region
- Bachelor of Arts in Early Childhood Education with ESL Endorsement in the Chicago Region
- Bachelor of Arts in Hospitality Management in the Chicago Region
- Bachelor of Arts in Psychology in the Chicago Region
- Bachelor of Arts in Social Work in the Chicago Region
- Bachelor of Science in Computer Information Systems in the Chicago Region

Proprietary

Taylor Business Institute

- Associate of Applied Science in Information Technology and Networking in the Chicago Region



STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

This item includes recommendations to grant degree-granting authority to one institution.

Not-For-Profit Executive Summary

Lewis University

- Associate of Applied Science in Accounting in the Chicago Region

Lewis University requests authorization to offer an Associate of Applied Science in Accounting in the Chicago Region. The proposed program requires 60 semester credit hours and prepares students with the knowledge and skills needed to succeed in the accounting profession in private, government, and not-for-profit organizations. The program covers a wide range of topics, including financial accounting, managerial accounting, taxation, auditing, and accounting software applications. The program provides a solid academic foundation in accounting principles, business problem solving, and business communications skills. The proposed program will serve low-income, bilingual Hispanic adults, and also aims to enroll traditional-aged diverse students looking for an entry level career in accounting. The College of Business at Lewis University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Lewis University will seek to expand the accreditation to its Chicago campus once it has obtained the program

approval from IBHE and HLC. Due to a change in ownership, Lewis University seeks to offer 13 existing programs offered by St. Augustine College. St. Augustine College currently holds authorization to offer all of the programs of study delineated in this report, and Illinois students are enrolled in these programs. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Computer Information Systems in the Chicago Region

Lewis University requests authorization to offer an Associate of Applied Science in Computer Information Systems in the Chicago Region. The program prepares students to enter the computer information systems field and related areas. The program provides the basic skills in the fundamentals of computer information systems, computer programming, database design, operating systems, network, analysis, and management of information systems. Students who complete the program are prepared to obtain an entry-level position as an application programmer, microcomputer specialist, web developer, database administrator, network maintenance, and network support. In addition, the program prepares students to continue their education and obtain a baccalaureate degree in computer science in a four-year institution. Students are required to complete a total of 60 semester credit hours, including 28 credit hours of general education requirements, 20 credit hours of major requirements, and 12 credit hours of elective courses. The program offers concentrations in Information Systems Support and Applications. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Culinary Arts in the Chicago Region

Lewis University requests authorization to offer an Associate of Applied Science in Culinary Arts in the Chicago Region. The Associate of Applied Science in Culinary Arts curriculum is designed to give students the expertise necessary to enter the food-service industry in mid-level positions. Students who successfully complete the program are qualified for employment in hotels, restaurants, hospitals, snack bars, retirement homes, and other places. Graduates can fulfill positions such as line cooks, first cooks, or sub-chefs. The program is a 60-semester credit-hour curriculum, including 16 credit hours of general education, four credit hours for support courses and 40 credit hours of specialization courses. The program will foster partnerships with local and regional culinary businesses, enhancing the University's engagement with the community and creating opportunities for students to gain real-world experience through internships and practicums. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Early Childhood Education in the Chicago Region

Lewis University requests authorization to offer an Associate of Applied Science in Early Childhood Education in the Chicago Region. The Associate of Applied Science federally-funded preschool program, child-care center, home-based program, family childcare homes, or nursery schools. The program may also enable a graduate to work as teacher's assistant, teacher's aide or activities supervisor in a public school. The program prepares students to advance to obtain a bachelor's degree in early childhood, to qualify for an Illinois Professional Educator License. Assistant teachers with an AAS in Early Childhood have become even more in demand, especially when considering teacher-student ratio requirements. The program is a 64-semester credit-hour curriculum, including 28 credit hours of general education, 28 credit hours of core courses, and eight credit hours of elective courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Applied Science in Respiratory Therapy in the Chicago Region

Lewis University requests authorization to offer an Associate of Applied Science in Respiratory Therapy in the Chicago Region. The respiratory therapy program prepares graduates to acquire demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRTs). Upon completion of the program, graduates can demonstrate the theoretical and clinical concepts related to Respiratory Therapy as outlined in the National Board for Respiratory Care Matrix; apply the necessary knowledge and skills in successfully passing the Therapist Multiple Choice Exam and Clinical Simulation Exam; and evaluate the patient's condition and apply the necessary diagnostic and therapeutic procedures to address the respiratory condition.

The Associate of Applied Science in Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). Upon completion of a respiratory therapy program, aspiring respiratory therapists must complete exams and meet the minimum benchmarks to earn the Certified Respiratory Therapist and/or the Registered Respiratory Therapist credentials through the National Board for Respiratory Care. One of these certifications is required for licensure in 49 states. The license to practice Respiratory Care is issued by the State of Illinois Department of Financial and Professional Regulation. The program is a 76-semester credit-hour curriculum, including 18 to 19 credit hours of general education, and 58 credit hours of core courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Arts in Liberal Arts and Sciences in the Chicago Region

Lewis University requests authorization to offer an Associate of Arts in Liberal Arts and Sciences in the Chicago Region. The Associate of Arts in Liberal Arts and Sciences with a concentration in Interdisciplinary program complements the institution's mission, by serving students who want to start a career in a wide variety of fields such as the social and behavioral sciences, the humanities, technology, mathematics, and more. The program will cater to students who are in some of the underserved communities around the Chicago area and the neighboring suburbs. The program will create a future opportunity for students to attain a bachelor's degree in a variety of subject areas and serve the community, which needs trained individuals in the career fields mentioned above. Graduates from the Associate of Arts in Liberal Arts and Sciences with a concentration in Interdisciplinary program can transfer to four-year colleges and universities to pursue a bachelor's degree in more specific majors. The credit hours requirement for the Associate of Arts in Liberal Arts and Sciences is 60 semester hours, including 36 to 38 general education requirements. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Associate of Arts in Business Administration in the Chicago Region

Lewis University requests authorization to offer an Associate of Arts in Business Administration in the Chicago Region. Upon completion of the program, graduates will learn to identify the accounting standard principles and be able to prepare basic financial statements; demonstrate a basic understanding of business organization concepts and theories, and decision-making skills based on data and critical thinking; describe the basic macro and microeconomics theories and market structures in order to describe their implications related to government, business, and individuals; and complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts. The program aims to attract and enroll working adults seeking to complete their associate degrees, fulfilling a critical need in the current educational market. This aligns with the institution's mission of accessibility and inclusivity, ensuring that a diverse student population can access quality education and career opportunities. By offering the associate program in business administration at the Chicago

campus, Lewis University reinforces its commitment to accessible, career-oriented education. The program aligns with both the institution's strategic priorities, ensuring that students are well-prepared to meet the challenges of the business world and contribute to the overall betterment of society. The program is a 60-semester credit-hour curriculum, including 33 credit hours of general education, 15 credit hours of core courses, and twelve credit hours of elective courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Arts in Business Administration in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Arts in Business Administration in the Chicago Region. The program covers a wide range of topics, including accounting, finance, marketing, management, and human resources. The degree is designed to support workforce and economic development by offering students flexible, career-relevant concentrations in Small Business Operations, Hospitality Management, Organizational Leadership, Human Resource Management, and a Customizable Concentration tailored to individual professional goals. The Bachelor of Arts in Business Administration will serve as a crucial pipeline for students to enter related business administration concentrations offered by Lewis University, enhancing the comprehensive educational framework. By offering the BA in Business Administration at the Chicago campus, Lewis University reinforces its commitment to accessible, career-oriented education, aligning with both the institution's mission and strategic priorities. Students are required to complete a total of 120 credit hours, including 45 credit hours of general education requirements, 60 credit hours of core requirements, and 15 credit hours of elective courses. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Arts in Early Childhood Education with ESL Endorsement in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Arts in Early Childhood Education with ESL Endorsement (BAECE ESL) in the Chicago Region. The proposed BAECE ESL program focuses on preparing students to teach from ages birth to grade two in a variety of public and catholic schools in Chicago, as well as public and private suburban preschools, childcare centers and elementary schools (K-2 grade). Candidates will be immersed in the real world through field experiences, which require the teacher-candidates to observe, assist and participate in teaching activities at multiple schools, childcare centers and student teaching. By the time a teacher-candidate graduates, the candidate will have spent more than 500 hours working with young children. The BAECE-ESL leads to initial teacher licensure (Illinois Professional Education Licensure) preparing the candidate to acquire a license to work with children from birth to second grade. St. Augustine College at Lewis University is an entitled institution for the Gateways to Opportunity ECE Credential Levels 2, 3, 4, and 5. Lewis University's interest in offering the Bachelor of Arts in Early Childhood Education program is to provide highly qualified teachers in public, private, charter schools, and centers. The demand for early childhood teachers has been high across Illinois. The program was approved by the Gateways to Opportunity, Illinois Professional Development System in 2023. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Arts in Hospitality Management in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Arts in Hospitality Management in the Chicago Region. The proposed Bachelor of Arts in Hospitality Management is a comprehensive degree designed to prepare students for employment in the wide and growing field of hospitality. Based on a liberal arts foundation, the hospitality program prepares students with a strong business curriculum,

experience in culinary arts, and content courses which cover the major areas of the hospitality industry. The curriculum includes a senior seminar with a capstone project that presents students with the opportunity to research specialty areas, including international tourism, gaming, sports hospitality, and ethnic/global hospitality. The program prepares students to work with diverse organizations and educates them to work closely, as well as independently, with staff, supervisors, businesses, and customers.

The Bachelor of Arts in Hospitality Management is a professional degree requiring 120 semester hours in general education (English, mathematics, science, humanities, and social sciences), business, culinary arts, and hospitality management content. The BA in Hospitality Management program is designed to attract and serve a diverse group of students, including those from underserved and underrepresented communities, aligning with Lewis University's commitment to diversity and inclusion. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Arts in Psychology in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Arts in Psychology (BAP) in the Chicago Region. The Bachelor of Arts in Psychology program prepares students in accordance with the American Psychological Association standards. Psychology graduates find work in business, sales, counseling, education, and health care. The BAP program is also essential for the preparation of candidates considering an advanced degree in psychology and other fields. As such, the program will facilitate the acquisition of a strong background in scientific thinking. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities. The program would be a potential conduit into other related healthcare disciplines that Lewis already offers, including graduate programs such as master's program in Clinical Mental Health Counseling and Social Work program. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Arts in Social Work in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Arts in Social Work (BASW) in the Chicago Region. The Bachelor of Arts in Social Work program prepares students for general social work practice. According to the Council on Social Work education (CSWE, Educational Policy 1.0), social work graduates prepare to "promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally."

The Bachelor of Arts in Social Work program is accredited through 2028 by CSWE. This assures that the BASW curriculum at SAC meets the national standards for social work training. The Illinois Department of Financial and Professional Regulation certifies graduates of social work programs in Illinois. Upon completion of the Bachelor of Arts in Social Work degree, graduates can begin activities to work toward becoming a Licensed Social Worker. To become a licensed social worker, one must be of good moral character and have a degree from a CSWE approved graduate program of social work or have a degree from a CSWE approved undergraduate program of social work and three years of supervised professional experience. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

- Bachelor of Science in Computer Information Systems in the Chicago Region

Lewis University requests authorization to offer a Bachelor of Science in Computer Information Systems (CIS) in the Chicago Region. The Bachelor of Science in Computer Information Systems program prepares students to obtain the skills and knowledge needed to obtain a position in the growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management, Network Systems Administrator, or Web-based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology, including hardware and software, application of the World Wide Web, database management, and internet security. The program offers web-based hands-on experience, utilizing real-world problems as learning tools. Upon graduation, students can seek employment in the field or continue their education at the graduate level. The total credit hours for the Bachelor of Science in CIS program are 120 semester credit hours, including general education requirements, core courses, and elective course options in all the areas of concentration. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Approval request summary, including staff conclusion, follows in Attachment xxx.

Proprietary Executive Summary

Taylor Business Institute

- Associate of Applied Science in Information Technology and Networking in the Chicago Region

Founded in 1962, Taylor Business Institute (TBI or the College) is a private, for-profit institution with a long history of providing student-centered educational opportunities to underrepresented communities. TBI has operating and degree-granting authority in the Chicago region offering four associate degree programs in electronics engineering technology, medical billing and coding, accounting, and criminal justice and security administration. Additionally, the College recently obtained operating authority in the West Suburban region. With this application, Taylor Business Institute is seeking authorization to offer an Associate of Applied Science (AAS) in Information Technology and Networking in the Chicago region. The 91-quarter hour program will support TBI's goals of increasing educational access and workforce development opportunities for minority communities which will create meaningful pathways to employment and self-sufficiency. TBI has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. The College has successfully recruited and retained a diverse faculty with strategies to support their professional development to ensure the academic success of TBI's predominantly underrepresented student population. The College has sufficient library, technology, staff, and financial resources to support the proposed program.

Approval request summary, including staff conclusion following in Attachment **XXX**

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Lewis University authorization to grant the Associate of Applied Science in Accounting, Associate of Applied Science in Computer Information Systems, Associate of Applied Science in Culinary Arts, Associate of Applied Science in Early Childhood Education, Associate of Applied Science in Respiratory Therapy, Associate of Arts in Liberal Arts and Sciences, Associate of Arts in Business Administration, Bachelor of Arts in Business Administration, Bachelor of Arts in Early Childhood Education with ESL Endorsement, Bachelor of Arts in Hospitality Management, Bachelor of Arts in Psychology, Bachelor of Arts in Social Work, and the Bachelor of Science in Computer Information Systems 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 Taylor Business Institute authorization to grant the Associate of Applied Science in Information Technology and Networking 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.

Lewis University
One University Parkway
Romeoville, IL 60446
President: Dr. David Livingston

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Accounting in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
15	15	30

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Computer Information Systems in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
10	18	20

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Culinary Arts in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
16	26	23

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Early Childhood Education in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
140	169	201

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Respiratory Therapy in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
115	160	157

Proposed Program Title in the Region of Authorization: Associate of Arts in Liberal Arts and Sciences in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
25	25	55

Proposed Program Title in the Region of Authorization: Associate of Arts in Business Administration in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
15	15	35

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Business Administration in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
52	53	30

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Early Childhood Education with ESL Endorsement in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
115	139	50

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Hospitality Management in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
5	15	7

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Psychology in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
85	105	33

Proposed Program Title in the Region of Authorization: Bachelor of Arts in Social Work in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
37	57	39

Proposed Program Title in the Region of Authorization: Bachelor of Science in Computer Information Systems in the Chicago Region

Projected Enrollments and Degrees

First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
27	32	10

Institutional Accreditation: Lewis University is accredited by the Higher Learning Commission (HLC).

Background and History

Lewis University (Lewis or the University) is a private, non-for-profit institution built on the tradition of career preparation and liberal arts education. The University was founded in 1932 under the direction of the Chicago Catholic Archdiocese and Bishop Bernard J. Sheil. The school was incorporated in 1934 as Lewis Holy Name Technical School and was originally a school for boys, with an initial enrollment of 15 students. In 1935, it became Lewis Holy Name School of Aeronautics and was later changed to Lewis College in 1962. The University became a co-educational school in 1951. Currently, the University enrolls 6,700 students in 80 undergraduate majors and programs of study, 35 graduate programs, and two doctoral programs. In December 2023, St. Augustine College (SAC or the College) a private, non-for-profit institution entered into a merger agreement with Lewis University, that resulted in a change of control for the institution, with Lewis University remaining as the surviving entity. St. Augustine College was founded in 1980 and organized as a “dual language” institution. The College offers college-level courses in Spanish while assisting students to learn English in order to obtain a college degree. St. Augustine College offers about 17 degree programs in the Chicago and Fox Valley regions and operates four locations in Chicago and one location in Aurora, Illinois.

This change of ownership transaction will require approval of various regulatory entities beyond the Illinois Board of Higher Education (IBHE), including other state regulatory agencies, the Higher Learning Commission (HLC) and the U.S. Department of Education (Department). St. Augustine College and Lewis University have taken steps with key stakeholders in preparation for the change of control. St. Augustine College and Lewis University are accredited by HLC and due to the change in control process, HLC placed SAC on “Accredited Change of Control” status in 2023, and continued accreditation for Lewis University, pending completion of the transaction. On July 14, 2025, HLC approved Lewis University for phase two of the change in control process. According to HLC, “The Board approved the continuation of accreditation of Lewis University (“the Institution”) after Phase Two of the Change of Control, Structure, or Organization wherein Lewis University merges and consolidates Saint Augustine College within its structure, with Saint Augustine College ceasing to be an independently accredited institution and to be operated as an additional location of the Institution.” As required with HLC’s change of control policy and federal regulation, Lewis University is subject to participate in an HLC focused visit within six months of the date of the transaction. In addition, a comprehensive evaluation for reaffirmation of accreditation for Lewis University will be held in fall 2028.

On July 3, 2024, the U.S. Department of Education notified IBHE of a pending review of change in ownership application submitted by SAC and Lewis. The Department reviewed and approved Saint Augustine College’s application to continue participation in programs authorized by Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. on June 30, 2025, which completes phase one of the Department’s change in ownership process. According to the Department, “St. Augustine has complied with the requirements of 34 C.F.R. § 600.20(g) and (h).” With this approval of the phase one process, the Department specified that Lewis University’s “application for the realignment of St. Augustine to become an additional location of LewisU can be submitted once the Provisional Program Participation Agreement (“PPPA”) (transmitted with this letter) is executed and countersigned by the Department.” On July 17, 2025, Lewis University submitted the remaining change in ownership documentation to the Department for final approval of St. Augustine College as an additional location of Lewis. With this application, Lewis University seeks to offer 13 existing programs offered by St. Augustine College. St. Augustine College

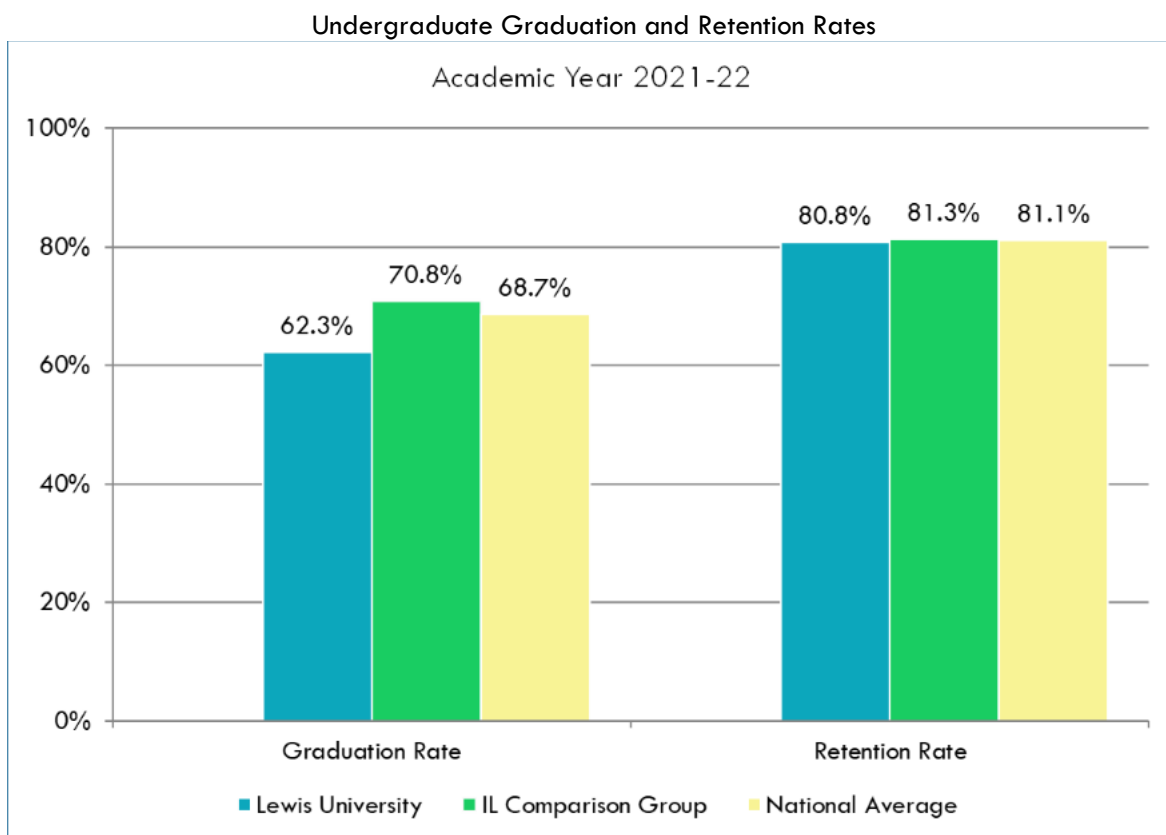
currently holds authorization to offer all of the programs of study delineated in this report, and Illinois students are enrolled in these programs.

Institutional Data

1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for each institution seeking program approval. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.



Source: National System for Education Statistics (NCES), US Department of Education
 Note: Lewis University is in the four-year, selective Illinois comparison group.
 Higher percentages are positive indicators.

Undergraduate Graduation Rate

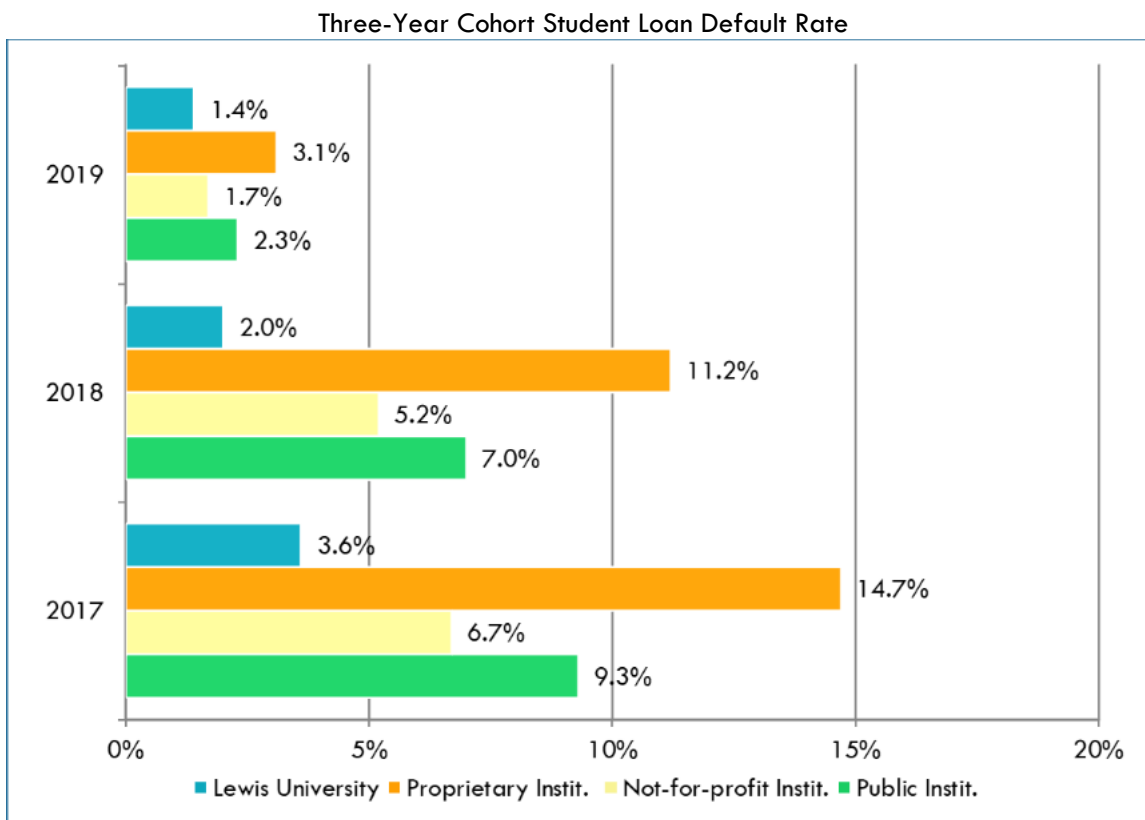
The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 Full-Time Equivalent		
Academic Year 2021-22	Lewis University	Comparable Illinois Institutions
	31	23.7

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full-time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.



Source: National Center for Education Statistics (NCES), US Department of Education

Note: Due to the pause on federal student loan payment that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal years 2020 and 2021. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan Program or William D. Ford Federal Direct Loan Program loans during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

Public Act 102-1046, 110 ILCS 1005/4, Sec. 4 (7): That the proposed degree program is educationally and economically consistent with the educational priorities and needs of this State and meets a need that is not currently met by existing institutions and is supported by clear evidence of need. If the examination shows that the applicant has such qualifications a certificate of approval shall be issued.

Associate of Applied Science in Accounting

Careers in accounting are in high demand and there are several occupations in the field that require more than high school, but less than a bachelor's degree, including financial clerk, administrative services, operations specialists, financial managers, and business operations specialist occupation categories. According to the U.S. Bureau of Labor Statistics (BLS), these occupations are projected to grow from 2022 through 2032 as indicated below.

Annual Average Openings 2022-2032 Per Occupation	
Occupation	New Jobs Projected
Financial Clerk	1.1% increase
Administrative Services	5.3% increase
Operations Specialists	10.9% increase
Financial Managers	16.0% increase
Business Operations Specialist	5.7% increase

According to the U.S. Department of Labor's Occupational Outlook Handbook 2023 edition, employment of accounting graduates is expected to increase by six percent from 2022 through 2032. In Illinois, the growth rate for accounting will be 12 percent according to CareerOneStop and the Illinois Department of Employment Security (IDES) provides that there is a significant demand for accounting jobs. There are 5,468 anticipated annual job opportunities available for accounting graduates in 2022. About six percent of openings for accounting positions are projected each year, on average, over the decade. The projected annual job openings in Illinois according to O*Net OnLine is 12 percent between 2020 to 2030.

Associate of Applied Science in Computer Information Systems
and
Bachelor of Science in Computer Information Systems

According to the U.S. Department of Labor's Occupational Outlook Handbook 2023 edition, employment of Computer Information System Network Systems Administrator is expected to be five percent from 2022 through 2032. BLS employment projections also show Illinois is one of the states with the highest employment level in Computer User Support Specialists occupation category and is one of the states with the highest employment level in Software Developer category.

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
<u>Texas</u>	72,410	5.34	1.18	\$ 26.92	\$ 55,990
<u>California</u>	67,630	3.77	0.83	\$ 38.44	\$ 79,950
<u>Florida</u>	45,880	4.79	1.06	\$ 28.02	\$ 58,280
<u>New York</u>	40,430	4.30	0.95	\$ 33.81	\$ 70,320
<u>Pennsylvania</u>	27,200	4.57	1.01	\$ 28.92	\$ 60,140
<u>Illinois</u>	24,040	4.0	0.88	\$29.60	\$61,560

Associate of Applied Science in Culinary Arts

The culinary arts industry in Chicago is vibrant and diverse, offering a plethora of opportunities for aspiring culinary professionals. With a rich culinary landscape encompassing everything from fine dining to food trucks, the city attracts food enthusiasts and industry talent alike. Chicago's annual food festivals and culinary events contribute to its reputation as a culinary destination. Graduates of culinary arts programs are well-equipped to thrive in this dynamic and ever-evolving industry. The Associate in Applied Science (AAS) in Culinary Arts at Lewis University is strategically designed to meet the burgeoning demand for skilled culinary professionals in the hospitality and food service industries. Recent data from the U.S. Bureau of Labor Statistics underscores the robust growth trajectory of this sector, with a projected eight percent increase in employment for chefs and head cooks from 2023 to 2033, outpacing the average growth rate for all occupations. Moreover, the geographical region served by the program, including the Greater Chicago area and its suburbs, is a vibrant hub for culinary innovation and gastronomic excellence. According to the Illinois Department of Employment Security, the restaurant and food service industry in Illinois is projected to add over 47,000 new jobs by 2028, driven by consumer demand for diverse dining experiences and culinary tourism. Furthermore, emerging trends within the food service sector, such as the growing emphasis on farm-to-table dining, sustainable practices, and international cuisines, align closely with the curriculum of our Associate in Applied Science in Culinary Arts program. This alignment ensures that graduates are equipped with the requisite skills and knowledge to thrive in a dynamic and evolving industry landscape. Additionally, partnerships with local culinary establishments, hotels, and hospitality businesses provide students with valuable experiential learning opportunities, further enhancing their employability upon graduation. These collaborations not only offer real-world exposure to industry practices but also serve as potential pathways to internships and employment for program graduates.

Associate of Applied Science in Early Childhood Education and Bachelor of Arts in Early Childhood Education with ESL Endorsement

According to the U.S. Department of Labor's Occupational Outlook Handbook 2023 edition, employment of graduates with an AAS Early Childhood degree is expected to grow three percent and graduate employment for bachelor's degree holders will increase slightly or remain the same from 2022 through 2032. According to CareerOneStop and the Illinois Department of Employment Security, there is a high demand for early childhood teaching jobs. There are 56,300 jobs available from 2022-2032. Employment of preschool teachers is projected to grow three percent from 2022 to 2032, about as fast as the average for all occupations. About 56,300 openings for preschool teachers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Lewis anticipates the projected future employment for the Bachelor of Arts in the Early Childhood Education program is 100 percent. Graduates can use employers' incentives to further their careers in Early Childhood Education, especially since the candidates will graduate with a bilingual endorsement and an English as second language endorsement. This will favor not only the graduation rate but also the employability of the students from the program.

Associate of Applied Science in Respiratory Therapy

The occupational demand and employment opportunities available to graduates of the Associate of Applied Science in Respiratory Therapy Program are immense. Employment of respiratory therapists is projected to grow 9.83 percent in Illinois from 2022 to 2032 according to the Illinois Department of Employment Security and 4.3 percent in the nation from 2023 to 2033 faster than the average for all occupations according to the U.S. Bureau of Labor Statistics. The role of Respiratory Therapy has also expanded, aside from taking care of patients in the hospital setting, respiratory therapists are involved in the community as asthma educators, homecare providers for people who need mechanical ventilation in the home, as well as sleep study, pulmonary function testing, and pulmonary rehabilitation. Respiratory therapists also work as salespersons and consultants in the respiratory device industry. The use of non-physician

advanced practice providers has increased in the United States to offset shortages in the physician workforce. The advanced-practice respiratory therapist is an educated and trained advanced-practice healthcare professional with a scope of practice beyond a registered respiratory therapist. This will allow higher-level physician collaboration in the responsibilities that include assessing, diagnosing, managing, and treating patients with cardiopulmonary disease.

Associate of Arts in Liberal Arts and Sciences

Graduates of the proposed Associate of Arts in Liberal Arts and Sciences program develop career skills that help them to advance in several entry level positions. In Illinois the growth rate, for example, for writers and authors is four percent over the next 10 years according to CareerOneStop and the Illinois Department of Employment Security shows that there is a moderate jobs demand for graduates with an Associate of Arts in Liberal Arts and Sciences who become writers. There are 6,208 jobs for writers and authors available as of 2022 and 660 projected annual job openings in Illinois per IDES between 2022-2032. The projected annual job openings for writers and authors in Illinois according to O*Net OnLine are 440 between 2020 to 2030.

Associate of Arts in Business Administration and Bachelor of Arts in Business Administration

According to the U.S. Department of Labor's Occupational Outlook Handbook 2023 edition, employment of business professionals is expected to grow from 2022 through 2032 at six percent, which is faster than the national average. In Illinois the growth rate will be about average compared to other states according to U.S. Bureau of Labor Statistics. Illinois Department of Employment Security shows that the business position in the job market will increase by 10.20 percent by 2030. The projected annual job openings in Illinois according to O*Net Online is five percent to eight percent between 2020 to 2030.

Bachelor of Arts in Hospitality Management

The hospitality industry is a significant contributor to the global economy, encompassing sectors such as hotels, restaurants, event planning, tourism, and travel services. Chicago, a major urban center and tourist destination, offers a robust job market for hospitality management graduates. The city's diverse hospitality sector, including hotels, restaurants, event planning companies, and tourism agencies, provides ample employment opportunities. According to Choose Chicago, the city welcomed over 57.6 million visitors in 2019, generating significant demand for hospitality services. The post-pandemic recovery has further amplified the need for skilled hospitality management professionals. Recent data from the U.S. Bureau of Labor Statistics indicates steady growth in employment within the hospitality sector. Specifically, the BLS projects employment of lodging managers to grow by 10 percent from 2023 to 2033, faster than the average for all occupations. Additionally, overall employment in food services and drinking places is projected to grow by five percent. In Illinois, employment for lodging managers is expected to grow by 27.7 percent from 2022 to 2032, significantly higher than the national average. This regional demand translates to approximately 130 annual job openings, showcasing strong local opportunities for graduates. In terms of salary prospects, according to BLS data, the median annual wage for lodging managers was \$68,130 as of 2024, with higher earnings potential in major metropolitan areas like Chicago. Similarly, food service managers earned a median annual wage of \$65,310, with top earners making over \$90,000 annually.

Bachelor of Arts in Psychology

The Bureau of Labor Statistics predicts significant growth in the psychology field. A degree in Psychology is valued in various business fields, such as human resources, behavioral health, sales and customer service. A wide range of jobs and careers are available for graduates of psychology, including positions in

the following areas: Adult and Elderly Care; Children and Youth; Community Advocacy, Referral, and Social Services; Criminal Justice and Law; Education; Drug, Alcohol, and Chemical Dependency; Mental Health; Mental Retardation; Graduate and Professional School. According to the U.S. Bureau of Labor Statistics, Department of Labor's Occupational Outlook Handbook 2023 edition, employment of Psychology graduates is expected to grow over six percent to 10 percent from 2022 through 2032. In Illinois the growth rate will be eight to 12 percent according to the Illinois Department of Employment Security.

In addition, the program has a focus on Latinx psychology as it offers many classes in Spanish to best prepare students to provide bilingual (Spanish and English) mental health services. There is a growing need for bilingual (Spanish and English) services to reflect the growing number of Spanish speaking Latinx individuals in the Chicagoland metro area. This includes recently arrived immigrants and refugees from Latin America seeking mental health services and Latinx community members having resided in the area for a substantial amount of time. According to the US Census Bureau 2024, Latinx individuals make up the largest ethnic group member with well over 30 percent of the population within the city of Chicago. The Bachelor of Arts in Psychology program at Lewis University prepares Latinx students to provide mental health services in the many Latinx communities in the Chicagoland metro area as well as providing them a basic understanding of general psychology which is applicable to all seeking mental health services. There is an urgent need in the field of psychology to hire culturally and linguistically appropriate and competent mental health providers. It is well documented and widely known in the profession that there are very long wait lists at mental health clinics all throughout Cook County including the Chicagoland Metro area for people seeking services from bilingual (Spanish and English) clinicians. Therefore, graduates of the program are often hired to work as counselors at mental health clinics because of the shortage of bilingual mental health service providers. These jobs are typically reserved for master's level degree graduates of Psychology but because of the shortage of bilingual mental health providers, graduates of the program are well equipped and prepared to help fill this urgent gap.

Bachelor of Arts in Social Work

There is a high demand for social work jobs. According to the U.S. Department of Labor's Occupational Outlook Handbook 2023 edition, employment of bachelor level social workers is expected to grow seven percent from 2022 through 2032. In Illinois the growth rate will be 6.6 percent according to CareerOneStop and the Illinois Department of Employment Security. The projected annual job openings in the United States according to BLS data is 249,300 between 2023 to 2033.

The need for social workers continues to grow. Growth for the program will be anticipated through the development of partnerships with local area high schools with Spanish speaking students. In addition, partnerships with local agency sites will provide greater relationships with the surrounding community and expand the capacity for an increase in student participation in the Bachelor of Art in Social Work (BASW) program. Nearly 100 sites in the Chicago area and nearby suburbs have been contacted to serve as field placement sites with the goal of these agencies being potential hiring sites for graduates of the social work program.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

The proposed programs support Goal 1, Equity, of A Thriving Illinois *to close the equity gaps for students who have historically been left behind*. Lewis University, since its inception and up to the present, has served a diverse population of students. The merger with St. Augustine College, which is designated by the Department as a Hispanic Serving Institution, will widen the reach of the institution, and reach the Hispanic bilingual community in addition to the other diverse groups of students that Lewis University already serves. The University will be able to serve first-generation, low-income students who are mostly females and working mothers that St. Augustine College has served for more than 40 years. The academic programs offered by both institutions are designed to close the gap to access, progression, completion, and attainment of goals that minority students will not usually have access to. Lewis University's academic programs, student support services, and its technology support services reflect the institution's commitment to help low-income,

bilingual students to progression, completion, and graduation. The institution's model of equity continues to be recognized for its innovation and effectiveness. Resources from the Center for Academic Success and Enrichment are available to all students, including tutoring. Academic services are afforded equal access and opportunity for qualified students with disabilities to participate in and benefit from programs, services, and activities of the University. Additionally, the Office for Student Engagement and Multicultural Student Enrichment (SEMSE) is housed within the Brother James Gaffney Student Center. SEMSE's key areas of support include weekly student engagement events, student leadership development and multicultural programming and support. The overall goal of SEMSE is to provide a meaningful co-curricular student life experience that promotes a sense of belonging to the Lewis community for all students.

Lewis celebrates diversity, including culture, ethnicity, gender identity, intellectual ability, nationality, race, religion, sexual orientation, socioeconomic status and theological perspective and seeks to be inclusive by deep listening to and learning from students, faculty, and staff of the campus community. Lewis, a teaching and learning community, declares itself a Sanctified Zone, one that treasures each member and values human dignity. As a manifestation of the University's mission, the Sanctified Zone calls for the "active promotion of diversity and the opposition to all forms of prejudice and bias." The practice of these values and goals lives vividly in the President's vision and strategic plan, and specifically in attention to inclusive excellence, which is only possible when academic achievement is elevated through engagement with diverse communities and where all students have an equitable opportunity to succeed. Lewis regularly collaborates with stakeholders including the community, which contributes to the institution's goal of being a welcoming and inclusive educational environment. The collaborative efforts, both internal and external, promote diversity, equity, and inclusion in ways that aim to be transformative – inclusive excellence.

The institutional-level plans for attracting, recruiting, retaining, and completing the diverse groups of students that the University serves are the following: The merger of St. Augustine College with Lewis University has strengthened the Lewis University's mission to serve a diverse student population including Latino students. St. Augustine College as a Hispanic Serving Institution adapted the Latino Educational Model, which has three foundations of excellence, innovation, and creation of knowledge. This model provides students an affirming atmosphere, Latino representation, and bilingual education of students and faculty. To retain and help ensure completion of the program, similar retention and persistence measures will take place. Institutional surveys are conducted such as Student Satisfaction Inventory (SSI), HERI Staff and Faculty Climate Survey, Student Graduation Exit Survey, and Course Evaluations for full-time and part-time faculty members. These survey results are discussed at the Performance Indicator Review Committee, where all stakeholders participate in planning continuous quality improvements.

The proposed programs will contribute to Goal 2, Sustainability, *to build a stronger financial future for individuals and institutions by finding ways to reduce the financial burden of education on students and their families.* Through scholarships, grants, loans and student work programs, the University supports students to finance their education. The University has been named one of the best value colleges in the Midwest in providing financial aid to students. As part of the Catholic and Lasallian Mission, Lewis University provides value-based education. Lewis was recently ranked in the Top 20 of Catholic colleges nationwide with high starting salaries for graduates.

There are several grant programs that Lewis University offers students who qualify and serve the historically underserved student population. There is the Lasallian Grant awarded to students in traditional undergraduate programs. There are also Federal Grant Programs, such as Federal Pell Grant that is based on need as determined by the student's federal Free Application for Federal Student Aid (FAFSA). There is also the Illinois Monetary Award Program, a program under the Illinois Student Assistance Commission that provides non-repayable assistance to financially needy students planning to pursue undergraduate study at an approved post-secondary institution located in Illinois.

There are also various academic scholarships that are offered to students in their freshman year such as the St. John Baptist DeLaSalle scholarship, Lewis University Presidential Scholarship, Lewis University Trustee Scholarship, LU Trustee Scholarship, and LU Success Grant. In addition, students can work their way

through their post-secondary programs by offering students work opportunities that will provide them with much needed spending money while at school. One of these programs offered by Lewis is the Federal College Work Study, which offers on-campus or off-campus community service work programs partially funded by the federal government. Awards are made based on a student's financial need as determined by the FAFSA. Lewis University has established partnerships with employers to offer tuition discounts, which helps to make education more affordable for students. Students in the proposed programs will benefit from tuition discounts through these partnerships.

The proposed program will also contribute to Goal 3, *Growth, to increase talent and innovation to drive economic growth*. Lewis and St. Augustine College have established partnerships with employers in the region. By leveraging these partnerships, the proposed programs will help students gain practical experiences through internships and externships with leading organizations in Chicago and the surrounding suburbs. These real-world experiences will not only enhance the students' learning but also provide a direct pathway to employment upon graduation. Additionally, the program directors will actively establish and maintain relationships with organizations and corporations to help students. For instance, St. Augustine College at Lewis University actively seeks to establish new partnerships and works to maintain existing partnerships and affiliations with private and public social service agencies throughout the Chicagoland area to benefit students in the bachelor's in social work program. Currently the College has partnerships with nearly 100 agencies that provide social services throughout the Chicagoland area. The affiliations with these facilities will continue to provide students with field placements and potential employers that would improve their lives and serve underrepresented students. Similar initiatives are available for other programs that aim to contribute to the state's economy by preparing a workforce that is ready to meet the demands of the growing industries in Illinois.

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.

Lewis University, guided by its Catholic and Lasallian heritage, serves a diverse student population and provides a liberal and professional education grounded in the interaction of knowledge and fidelity in the search for truth. Lewis University provides pathways to economic upward mobility by offering academic programs that lead to professions in which graduates thrive. Fundamental to its Mission is a spirit of association that fosters community in all teaching, learning, and service. The programs are consistent with the purpose, goals, objectives, and mission of the College.

Curriculum / Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

1030.60(a)(4): The caliber and content of the curriculum shall assure that the stated certificate or degree objectives for which the program is offered will be achieved.

Admission Requirements

All applicants for undergraduate admission (including associate's and bachelor's degree programs) must be a high school graduate or equivalent, such as possess a GED certificate or meet state requirements for the equivalent of a high school diploma and be at least 17 years old. Adult students are required to have some combination of the following requirements for admission to an accelerated program.

- earned a minimum of 30 semester hours of transferable credit at a regionally accredited post-secondary institution;
- earned a minimum of 2.0 (4.0 scale) cumulative transfer GPA (higher for some majors) based upon all transferable courses;
- demonstrate evidence of significant work experience or military training; and
- write a personal statement outlining a plan for achieving success in an adult accelerated program at Lewis University.

Additional admission requirements apply to certain programs according to curriculum requirements and/or requirements for professional standards, including for the Bachelor of Social Work, and for the Associate of Applied Science in Respiratory Therapy programs. The requirements for full admission to the proposed Bachelor of Social Work program are the following:

- Completion of the BASW application
- A cumulative GPA of 2.75 (on a 4.0 scale)
- Completion of general education course requirements
- Completion of SWK 200, SWK 305, and SWK 315 with a grade of C or higher

Applications are formally reviewed by the BASW faculty during December and May of each year for admittance in the spring and summer/fall terms respectively. Students are notified via email of their acceptance or not and contingent conditions. Students may register for upper-level courses if admitted into the program. Students do not need to be admitted to the BASW program to take social work elective courses.

For the proposed Associate of Applied Science in Respiratory Therapy program, applicants must meet the general admission requirements in addition to the following:

- Successfully complete General Education courses listed below to be admitted into the program: ENG-160 (Composition I), ENG-162 (Composition II), PSY-101 (General Psychology), AHP-110 (Applied Physics in Respiratory Care), AHP-113 (Respiratory Pharmacology), BIO-108 (Anatomy and Physiology), BIO-120 (Introduction to Microbiology), BIO-208 (Cardio-Pulmonary A&P), CHM-115 (Basic Chemistry), MAT-112 (Intermediate Algebra), BIO-115 (Medical Terminology), and MAA-105 (Medical Law & Ethics)
- Receive minimum GPA of 2.80 in the following pre-requisite courses: ENG-160, ENG-162, PSY-101, AHP-110, AHP-113, BIO-108, BIO-120, BIO-208, CHM-115, MAT-112, BIO-115, and MAA-105.
- Attend at least one of the mandatory Respiratory Therapy Department meetings before the start of the first semester of the program. Meet with the Respiratory Therapy Department Learning Facilitator to create an Academic Plan within the first week of the first semester of the program.

Curriculum

Associate of Applied Science in Accounting

The Associate of Applied Science in Accounting program prepares students by providing them with the knowledge and skills needed to succeed in the accounting profession in private, government, and not-for-profit organizations. The program covers a wide range of topics, including financial accounting, managerial accounting, taxation, auditing, and accounting software applications. The program provides a solid academic foundation in accounting principles, business problem solving, and business communications skills. The proposed program will serve low-income, bilingual Hispanic adults, and also aims to enroll traditionally aged diverse students looking for an entry level career in accounting. Students are required to complete a total of 60 semester credit hours, including 28 credit hours of general education requirements, 28 credit hours of major requirements, and four credit hours of elective courses.

Associate of Applied Science in Computer Information Systems

The Associate of Applied Science in Computer Information Systems prepares students to enter the computer information systems field and related areas. The program provides the basic skills in the fundamentals of computer information systems, computer programming, database design, operating systems, network, analysis, and management of information systems. The students who complete the program are prepared to obtain an entry-level position as an application programmer, microcomputer specialist, web developer, database administrator, network maintenance, and network support. In addition, the program prepares students to continue their education and obtain a baccalaureate degree in computer science in a four-year institution. Students are required to complete a total of 60 semester credit hours, including 28 credit hours of general education requirements, 20 credit hours of major requirements, and 12 credit hours of elective courses. The program offers concentrations in Information Systems Support and Applications.

Associate of Applied Science in Culinary Arts

The Associate of Applied Science in Culinary Arts curriculum is designed to give the students the expertise necessary to enter the food-service industry in mid-level positions. Students who successfully complete the program are qualified for employment in hotels, restaurants, hospitals, snack bars, retirement homes, and other places. Graduates can fulfill positions such as line cooks, first cooks, or sub-chefs. The program is a 60-semester credit-hour curriculum, including 16 credit hours for general education, four credit hours for support courses and 40 credit hours of specialization courses. The Associate of Applied Science in Culinary Arts program is designed to attract and serve a diverse group of students, including those from underserved and underrepresented communities, aligning with Lewis University's commitment to diversity and inclusion. The curriculum prepares students for various roles in the culinary industry, such as restaurant operations, food and beverage management, catering, and culinary entrepreneurship, by providing practical knowledge and skills. This supports the University's goal of offering professional education that equips students for successful careers. The program will foster partnerships with local and regional culinary businesses, enhancing the University's engagement with the community and creating opportunities for students to gain real-world experience through internships and practicums.

Associate of Applied Science in Early Childhood Education

The Associate of Applied Science (AAS) in Early Childhood Education provides early childhood education theory and practice for students who intend to work as a teacher or teacher's assistant in a private or federally-funded preschool program, child-care center, home-based program, family childcare homes, or nursery schools. The program may also enable a graduate to work as teacher's assistant, teacher's aide, or activities supervisor in a public school. The program prepares students to advance to obtain a bachelor's degree in early childhood, for an Illinois Professional Educator License (PEL). The PEL requires a bachelor's degree from an Illinois-approved education preparation program. Lewis University's interest in offering the associates in Early Childhood Education program is of high priority because of the low numbers of qualified candidates to run home care, centers and provide teacher assistance in public schools. Assistant teachers with an AAS in Early Childhood have become even more in demand, especially when considering teacher-student ratio requirements. The program would then be a potential conduit to the BA in Early Childhood Education or other disciplines in education that are already being offered at Lewis University. The program is a 64-semester credit-hour curriculum, including 28 credit hours for general education, 28 credit hours of core courses, and eight credit hours of elective courses.

Associate of Applied Science in Respiratory Therapy

The Associate of Applied Science in Respiratory Therapy program prepares graduates to acquire demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by RRTs. Upon completion of the program, graduates can demonstrate the theoretical and clinical concepts related to Respiratory Therapy as outlined in the National Board for Respiratory Care Matrix; apply the necessary knowledge and skills in successfully

passing the Therapist Multiple Choice Exam and Clinical Simulation Exam; and evaluate the patient's condition and apply the necessary diagnostic and therapeutic procedures to address the respiratory condition. The Associate of Applied Sciences in Respiratory Care program complements the University's mission, by serving the students who want to start a career in health care, and it will cater to students who are in some of the underserved communities around the Chicago area and the neighboring suburbs. The associate level program has created opportunities for students to attain a degree and serve the community, which is in desperate need of healthcare workers that have similar backgrounds to the patients they treat. The program would then be a potential conduit into other related healthcare disciplines that Lewis already offers. The program is a 76-semester credit-hour curriculum, including 18 to 19 credit hours of general education, and 58 credit hours of core courses.

The Associate of Applied Science in Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). Upon completion of a respiratory therapy program, aspiring respiratory therapists must complete exams and meet the minimum benchmarks to earn the Certified Respiratory Therapist and/or the Registered Respiratory Therapist credentials through the National Board for Respiratory Care. One of these certifications is required for licensure in 49 states. Licensure to practice Respiratory Care is issued by the state of Illinois Department of Financial and Professional Regulation.

Associate of Arts in Liberal Arts and Sciences

The curriculum of the Associate of Arts in Liberal Arts and Sciences with a concentration in Interdisciplinary program includes general education courses and elective courses. The degree is intended for students pursuing educational goals which may not be met by the other associate degree programs. The student selects at least 28 credit hours of coursework to satisfy individual career interests. The Associate of Arts in Liberal Arts and Sciences with a concentration in Interdisciplinary program complements the Institution's mission, by serving the students who want to start a career in a wide variety of fields such as the social and behavioral sciences, the humanities, technology, mathematics, and more. It will cater to students who are in some of the underserved communities around the Chicago area and the neighboring suburbs. The program will create a future opportunity for students to attain a bachelor's degree in a variety of subject areas and serve the community, which needs trained individuals in the career fields mentioned above. Graduates from the Associate of Arts in Liberal Arts and Sciences with a concentration in Interdisciplinary program can transfer to four-year colleges and universities to pursue a bachelor's degree in more specific majors. The total credit hours for the Associate of Arts in Liberal Arts and Sciences with a concentration is 60 semester credit hours, including 36 to 38 general education requirements.

Associate of Arts in Business Administration

The Associate of Arts in Business Administration curriculum is intended for students who are interested in pursuing a baccalaureate degree in business administration or related fields at a four-year institution. The program covers a wide range of topics, including accounting, finance, marketing, management, and human resources. The general education core for this degree complies with guidelines of the Illinois Articulation Initiative (IAI). Upon completion of the program, graduates will learn to identify the accounting standard principles and be able to prepare basic financial statements; demonstrate a basic understanding of business organization concepts and theories, and decision-making skills based on data and critical thinking; describe the basic macro and microeconomics theories and market structures in order to describe their implications related to government, business, and individuals; and complete a business plan demonstrating the application of the basic principles of business organization, operations management theories, and accounting, finance, and marketing concepts. The program aims to attract and enroll working adults seeking to complete their associate degrees, fulfilling a critical need in the current educational market. This aligns with the institution's mission of accessibility and inclusivity, ensuring that a diverse student population can access quality education and career opportunities. By offering the associate in business administration program at the Chicago campus, Lewis University reinforces its commitment to accessible, career-oriented education. The program aligns with both the institution's strategic priorities, ensuring that students are well-prepared to meet the

challenges of the business world and contribute to the overall betterment of society. The program is a 60-semester credit-hour curriculum, including 33 credit hours of general education, 15 credit hours of core courses, and twelve credit hours of elective courses. The program not only addresses immediate workforce needs but also supports the institution's long-term goal of fostering a well-educated, skilled, and diverse workforce.

Bachelor of Arts in Business Administration

The proposed Bachelor of Arts in Business Administration (BA) covers a wide range of topics, including accounting, finance, marketing, management, and human resources. The program aims to attract and enroll working adults seeking to complete their bachelor's degrees, fulfilling a critical need in the current educational market. Lewis University's long-term objective is to solidify the program's presence at the Chicago location, integrating it as a core offering of Lewis University. The degree is designed to support workforce and economic development by offering students flexible, career-relevant concentrations in Small Business Operations, Hospitality Management, Organizational Leadership, Human Resource Management, and a Customizable Concentration tailored to individual professional goals. The Bachelor of Arts in Business Administration will serve as a crucial pipeline for students to enter related business administration concentrations offered by Lewis University, enhancing the comprehensive educational framework. By offering the BA in Business Administration at the Chicago campus, Lewis University reinforces its commitment to accessible, career-oriented education, aligning with both the institution's mission and strategic priorities. Students are required to complete a total of 120 semester credit hours, including 45 credit hours of general education requirements, 60 credit hours of core requirements, and 15 credit hours of elective courses.

Bachelor of Arts in Early Childhood Education with ESL Endorsement

The Bachelor of Arts in Early Childhood Education with English as a Second Language Education (BAECE ESL) focuses on preparing students to teach from ages birth to grade two in a variety of public and catholic schools in Chicago, as well as public and private suburban preschools, childcare centers and elementary schools (K-2 grade). Candidates will be immersed in the real world through field experiences, which require the teacher-candidates to observe, assist and participate in teaching activities at multiple schools, childcare centers and student teaching. By the time a teacher-candidate graduates, the candidate will have spent more than 500 hours working with young children. The BAECE-ESL leads to initial teacher licensure (Illinois Professional Education Licensure) preparing the candidate to acquire a license to work with children from birth to second grade. St. Augustine College at Lewis University is an entitled institution for the Gateways to Opportunity ECE Credential Levels 2, 3, 4, and 5. Lewis University's interest in offering the Bachelor of Arts in Early Childhood Education program is to provide highly qualified teachers in public, private, charter schools, and centers. The demand for early childhood teachers has been high throughout Illinois. The program was accredited by the Gateways to Opportunity, Illinois Professional Development System in 2023. The Illinois State Board of Education (ISBE) is the licensing agency of the Bachelor of Arts in Early Childhood Education Program. ISBE requires the following for licensure:

- Hold a valid Professional Education License (PEL) endorsed in a teaching field
- Complete one of the following
 - 9 semester hours of coursework in Early Childhood Education
 - A passing score on the Early Childhood Education Content test
- Complete the remaining coursework and/or Early Childhood Content test to receive endorsement on the PEL
- Submit ISBE Form 73-96

The proposed Bachelor of Arts in Early Childhood Education program meets all the ISBE's requirements.

Bachelor of Arts in Hospitality Management

The proposed Bachelor of Arts in Hospitality Management is a comprehensive degree designed to prepare students for employment in the wide and growing field of hospitality. Based on a liberal arts foundation, the hospitality program prepares students with a strong business curriculum, experience in culinary arts, and content courses which cover the major areas of the hospitality industry. The curriculum includes a senior seminar with a capstone project that presents students with the opportunity to research specialty areas, including international tourism, gaming, sports hospitality, and ethnic/global hospitality. The program prepares students to work with diverse organizations and educates them to work closely, as well as independently, with staff, supervisors, businesses, and customers.

The Bachelor of Arts in Hospitality Management is a professional degree requiring 120 semester hours in general education (English, mathematics, science, humanities, and social sciences), business, culinary arts, and hospitality management content. The BA in Hospitality Management program is designed to attract and serve a diverse group of students, including those from underserved and underrepresented communities, aligning with Lewis University's commitment to diversity and inclusion. Situated in the vibrant heart of Chicago, a leading tourist destination, the program immerses students in hands-on learning. The curriculum prepares students for various roles in the hospitality industry, such as hotel management, restaurant operations, event planning, and travel and tourism, by providing practical knowledge and skills. This supports the University's goal of offering professional education that equips students for successful careers.

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology (BAP) program prepares students in accordance with the American Psychological Association standards. Psychology graduates find work in business, sales, counseling, education, and health care. The BAP program is also essential for the preparation of candidates considering an advanced degree in psychology and other fields. As such, the program will facilitate the acquisition of a strong background in scientific thinking. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities. The proposed program complements the University's mission, by serving the students who want to start a career in the mental health field with a focus on providing service to the Latinx community. The program would then be a potential conduit into other related healthcare disciplines that Lewis already offers, including graduate programs such as master's program in Clinical Mental Health Counseling and Social Work program.

Bachelor of Arts in Social Work

The Bachelor of Arts in Social Work (BASW) program prepares students for general social work practice. According to the Council on Social Work education (CSWE, Educational Policy 1.0), social work graduates prepare to "promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally."

The Bachelor of Arts in Social Work program is accredited through 2028 by CSWE. This assures that the BASW curriculum at SAC meets the national standards for social work training. The accreditation also makes alumni eligible to apply for advanced standing at many graduate social work programs locally and nationally. The market for the Bachelor of Arts in Social Work program includes adults from the Latinx and other marginalized communities in the Chicagoland area which is located outside the South Metro Region where Lewis' main campus which houses a Bachelor of Arts in Social Work and a Master of Social Work program. The Illinois Department of Financial and Professional Regulation certifies graduates of the social work programs in Illinois. Upon completion of a Bachelor of Arts in Social Work degree, graduates can begin activities to work toward becoming a Licensed Social Worker. To become a licensed social worker, one must

be of good moral character and have a degree from a CSWE approved graduate program of social work or have a degree from a CSWE approved undergraduate program of social work and three years of supervised professional experience.

Bachelor of Science in Computer Information Systems

The Bachelor of Science in Computer Information Systems (CIS) program prepares students to obtain the skills and knowledge needed to obtain a position in the growing international field of computer information systems. Students can choose from three concentrations: Database Systems Management, Network Systems Administrator, or Web-based Applications. By focusing on a particular area in computer information systems, students will be well-prepared to work in critical areas of computing technology, including hardware and software, application of the World Wide Web, database management, and internet security. The program offers web-based hands-on experience, utilizing real-world problems as learning tools. Upon graduation, students can seek employment in the field or continue their education at the graduate level. The total credit hours for the Bachelor of Science in CIS program are 120 semester hours, including general education requirements, core courses, and elective course options in all the areas of concentration.

Assessment of Student Learning

Lewis University has established processes to measure and analyze student learning outcomes data. Lewis University's process of assessment is ongoing (formative), focused on the progress of learning (process-oriented), and identifies areas for improvement (diagnostic). Lewis University assesses student learning and is deliberate in understanding the student experience. The organizational structure of assessment consists of several layers of relevant committees meant to focus efforts, democratize assessment work, and enhance communication. Many of the courses offered at Lewis University are designed to be taken in a cumulative sequence in which one course builds upon the knowledge of the other. Students' academic standing and progress will be reviewed at the end of every term. Students who have questions about academic status and/or satisfactory progress must consult with their academic advisor. The Office of the Registrar issues midterm and final grades on the basis of reports received from Academic Affairs, which are used by academic advisors to monitor student performance. Students found to be at high risk are contacted by academic advisors to set up corrective actions. The institution has an assessment process driven by the Office of Assessment. At any level, assessment is a continuous cycle. Each cycle should lead to improvements over time. Collection of meaningful data and insightful analysis should lead to action. Interventions should be informed by the data and implemented before reassessment. Reflection on the process and outcome of assessment is essential to continuous improvement. The standing faculty curriculum committee conducts an annual assessment of student learning by evaluating samples of student work using established outcome statements, rubrics, and standardized assignments. The proposed programs will follow these existing protocols for continuous improvement.

Program Assessment

The University has developed an ongoing assessment plan to guide the evaluation and improvement of programs. Lewis employs a robust assessment plan that streamlines program assessment and incorporates it into the work of a department/unit. At the program and unit level, relevant faculty and staff maintain assessment plans (including updating Student Learning Objectives (SLOs), mapping SLOs to institutional learning outcomes, and curriculum mapping), collect and analyze data, and execute action plans for continuous improvement as informed by the data. Program assessment plans are reviewed periodically every one to five years and documentation are submitted with the Annual Assessment Report. The Annual Program Assessment Report for the previous academic year is due in Watermark's Planning & Self-Study by November 1. Following the November 1 due date, Program Assessment Reports will be provided to College Assessment Committees for review and feedback.

Facilities (space, equipment, instructional materials)

1030(a)(4) and 1030.60(a)(5): The institution shall have adequate and suitable space, equipment and instructional materials to support institutional programs.

The proposed programs will be implemented at the Chicago campus facility located at 1345 West Argyle Street, Chicago, Illinois 60640. The campus stands on a five-acre lot. The campus consists of two buildings (East and West). The West Building is dedicated to student learning and student life. This is where students attend classes, meet with their professors, research in the library, and visit administrative offices such as the bursar, financial, and admissions offices. The East building houses the instructional kitchen as well as the Institute of Workforce Education.

The Lewis University Library is physically located on the University's Romeoville Campus, with an extended presence (by faculty request and student appointment) for research consultations and information literacy instruction at the satellite campuses. As a nexus of teaching and learning, the library promotes the creative and collaborative exploration and production of knowledge by serving the varied needs of Lewis students, faculty, staff, alumni, and the greater metropolitan area. The Lewis Library has six general research librarians, one of which is available during the majority of the library's operating hours – exceptions are some weekend hours, where a trained library staff member, or graduate assistant is available. In addition to physical one-on-one general research assistance, the general research librarians are also available for chat and research consultations (in-depth research help, by appointment). The University provides online (chat, email, etc.) access to Research Service and use of the online Research Guide Collection for instruction program. The library also utilizes the Blackboard Learning Management System to support online learning and traditional programs. The Lewis University Library uses a Content Review Process that includes procedures for recommendations from faculty members to support all colleges, departments and programs. In addition, a "Purchase Request Evaluation" form (online submission available to all faculty at the University) is used for receiving material requests from faculty and other members of the University community. The materials requested are reviewed on a regular basis throughout the academic year.

Faculty and Staff

1030.30(a)(5) and 1030.60(a)(6): 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.

Lewis University has identified institutional policies that ensure faculty and staff hired possess the training, credentials, and other related qualifications to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. The workforce planning on the staff and faculty side attempts to increase employee diversity to more closely mirror the student demographics. Lewis is committed to recruiting and retaining faculty, staff, and administrators of color as part of the Catholic identity and Lasallian heritage, where diversity and inclusion are at the foundation. Program quality is ensured through regular evaluation and observation of full-time, half-time, and adjunct faculty. The University Faculty By-Laws describe the purpose of evaluating faculty and the procedures and methods common to all colleges. More specific and rigorous processes may further exist in the individual college by-laws. Eligible faculty are also evaluated annually going through the tenure and promotion process where intensive evaluation occurs. The University Faculty By-Laws provides a timeline of the multi-step evaluation and input from various groups. In the spring of 2022, the Faculty Senate passed a motion to implement a Post Tenure Review process, which went into effect in 2022-2023..

Fiscal / Personnel Resources

1030.30(a)(11): The institution should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students; and

1030.60(a)(8): 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 certificate or degree program.

Lewis University has submitted fiscal plans indicating revenue will exceed operating expenditure over the next five years for the proposed programs.

Accreditation / Licensure

Lewis University is institutionally accredited by the Higher Learning Commission. Program specialized accreditation and licensure details are listed below.

Associate of Applied Science in Accounting

The College of Business at Lewis University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Lewis University will seek to expand the accreditation to its Chicago campus once it has obtained the program approval from IBHE and HLC.

Associate of Applied Science in Computer Information Systems and Bachelor of Science in Computer Information Systems

The Associate of Applied Science in Computer Information Systems and the Bachelor of Science in Computer Information Systems do not require specialized accreditation or licensure.

Associate of Applied Science in Culinary Arts

Lewis University will seek specialized accreditation from the American Culinary Federation Education Foundation Accrediting Commission and the Accreditation Council for Culinary Education.

Associate of Applied Science in Early Childhood Education and Bachelor of Arts in Early Childhood Education with ESL Endorsement

Lewis University will not seek any specialized accreditation for the proposed early childhood education programs.

Associate of Applied Science in Respiratory Therapy

The Associate of Applied Science in Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), an organization that accredits schools of respiratory therapy. The program is in good standing with CoARC and does report current status annually. CoARC conducts site visits every ten years. The next visit is scheduled in 2027.

Associate of Arts in Liberal Arts and Sciences

The Associate of Arts in Liberal Arts and Sciences program does not require specialized accreditation or licensure.

Associate of Arts in Business Administration
and
Bachelor of Arts in Business Administration

The College of Business at Lewis University is accredited by the ACBSP. Lewis University will seek to expand the accreditation to its Chicago campus once it has obtained the program approval from IBHE and HLC.

Bachelor of Arts in Hospitality Management

Lewis University will seek programmatic accreditation from the Accreditation Commission for Programs in Hospitality Administration for the proposed Bachelor of Arts in Hospitality Management.

Bachelor of Arts in Psychology

There are no organizations that would accredit the proposed Bachelor of Arts in Psychology.

Bachelor of Arts in Social Work

Lewis University currently has accreditation with the Council on Social Work Education for its current social work programs and will seek additional accreditation for St. Augustine College's Bachelor of Arts in Social Work once it has obtained program approval from IBHE and HLC. The accreditation of this additional program will become a part of the larger accreditation process Lewis University goes through for its Bachelor of Arts program in Social Work and its Master of Social Work program. The Illinois Department of Financial and Professional Regulation licenses graduates of social work programs in Illinois.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading; and

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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.

Detailed information on academic policies, tuition, fees, refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment were provided in the application and will be published on the University's website.

Staff Conclusion

The staff concludes that Lewis University and its proposed programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a postsecondary institution.

Taylor Business Institute
29 East Madison Street
Chicago, IL 60602
President: Janice C. Parker

Proposed Program Title in the Region of Authorization: Associate of Applied Science in Information Technology and Networking in the Chicago Region

Projected Enrollments and Degrees		
First Year Enrollment	Fifth Year Enrollment	Degrees Awarded Fifth Year
30	50	35

Institutional Accreditation: Taylor Business Institute is accredited by the Higher Learning Commission (HLC).

Background and History

Founded in 1962 as the Nancy Taylor Speedwriting Secretarial School of Chicago, Inc., Taylor Business Institute (TBI or the College) has a rich history of providing student-centered educational opportunities to underrepresented communities. Initially established to offer secretarial skills to Chicago area residents, the College expanded its curriculum in the 1960s and 1970s to include modeling, poise, and finishing skills for women. In 1969, a change in ownership led to a shift in focus toward developing employable skills. The institution received its first accreditation in August 1973 and was renamed Taylor Business Institute in December 1975 to better reflect its broadened mission. By 1983, TBI was approved to grant associate degrees, and in February 2017, the institution achieved regional accreditation from the Higher Learning Commission.

Presently, Taylor Business Institute offers four Associate of Applied Science (AAS) degree programs in electronics engineering technology, medical billing and coding, accounting, and criminal justice and security administration in the Chicago region and recently obtained operating authority in the West Suburban region. With this application, TBI is seeking authorization to offer an AAS in Information Technology (IT) and Networking in the Chicago region. The 91-quarter hour program will include a comprehensive blend of theoretical knowledge and virtual simulation programs tailored to prepare students for positions in the dynamic and ever-changing landscape of information technology. With a specialized focus on networking, the program covers essential technical areas such as computers, networking, servers, VoIP, wireless, cloud and virtualization computing, and security.

The proposed program will also support TBI's goals of increasing educational access and workforce development opportunities for minority communities which will create meaningful pathways to employment and self-sufficiency. At the conclusion of the program, students will meet the requirements to obtain industry-recognized certifications such as CompTIA A+, Network+, Security+, and Cisco CCNA. These credentials will enhance employability and career advancement prospects for TBI graduates in a variety of IT areas including computer hardware and software development, networking, technical support, cybersecurity, cloud computing, artificial intelligence, and data science.

Institutional Data

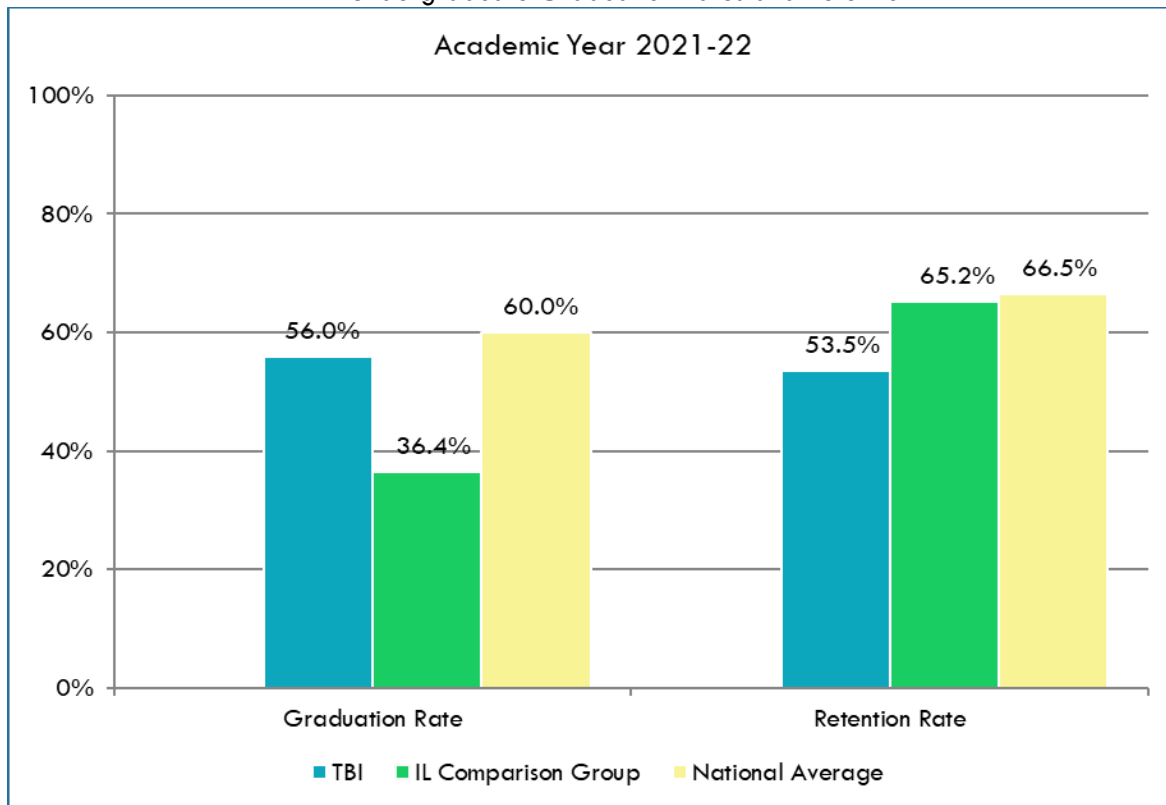
1030.30(a)(3)(F): Success in student progression and graduation across all existing approved programs, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, certificate and degree

completion rates, retention rates, and pass rates for licensure and certification aligned with thresholds set by State or national regulatory bodies; and (ii) Success rate, which shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

1030.30(a)(3)(G): Additional student success measures shall be considered in the review of applications for authorization. The Board shall establish minimum rates of success based on results for similar institutions or thresholds set by State or federal regulatory bodies. i) At a minimum these data shall include student loan default rates, student indebtedness rates, job placement rates, student learning measures and other success indicators. ii) Institutions that participate in Federal Student Loan programs shall have 3-year Official Cohort Default rates no higher than 25 percent. Institutions with Federal Financial Responsibility Composite Scores shall have a score that is no lower than 1.0. Institutions that fail to meet these thresholds may be restricted from implementing new certificate or degree programs. iii) The success rate shall be, at a minimum, higher than that of the lowest quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

This section includes information about institutional and student success measures for Taylor Business Institute. The institution's rates will be compared to Illinois institutions from within a select comparison group and against the national standards or averages. For a proposed undergraduate program, this section will include undergraduate graduation rates, first to second year retention rates, student loan default rates, and any applicable licensure passage rates. For a proposed graduate program, this section will primarily focus on student loan default data since this measure also includes graduate students in the calculation.

Undergraduate Graduation Rates and Retention



Source: National System for Education Statistics (NCES), U.S. Department of Education

Note: Taylor Business is in the associate-granting Illinois comparison group.

Higher percentages are positive indicators.

Undergraduate Graduation Rate

The graduation rate measures the rate at which entering freshmen graduate within 150 percent of normal program length. Data is provided for six-year graduation rates for first-time, full-time bachelor's degree-seeking students and three-year graduation rates for full-time associate degree-seeking students. The national standard for graduation rates is reported annually by the National Center for Education Statistics (NCES).

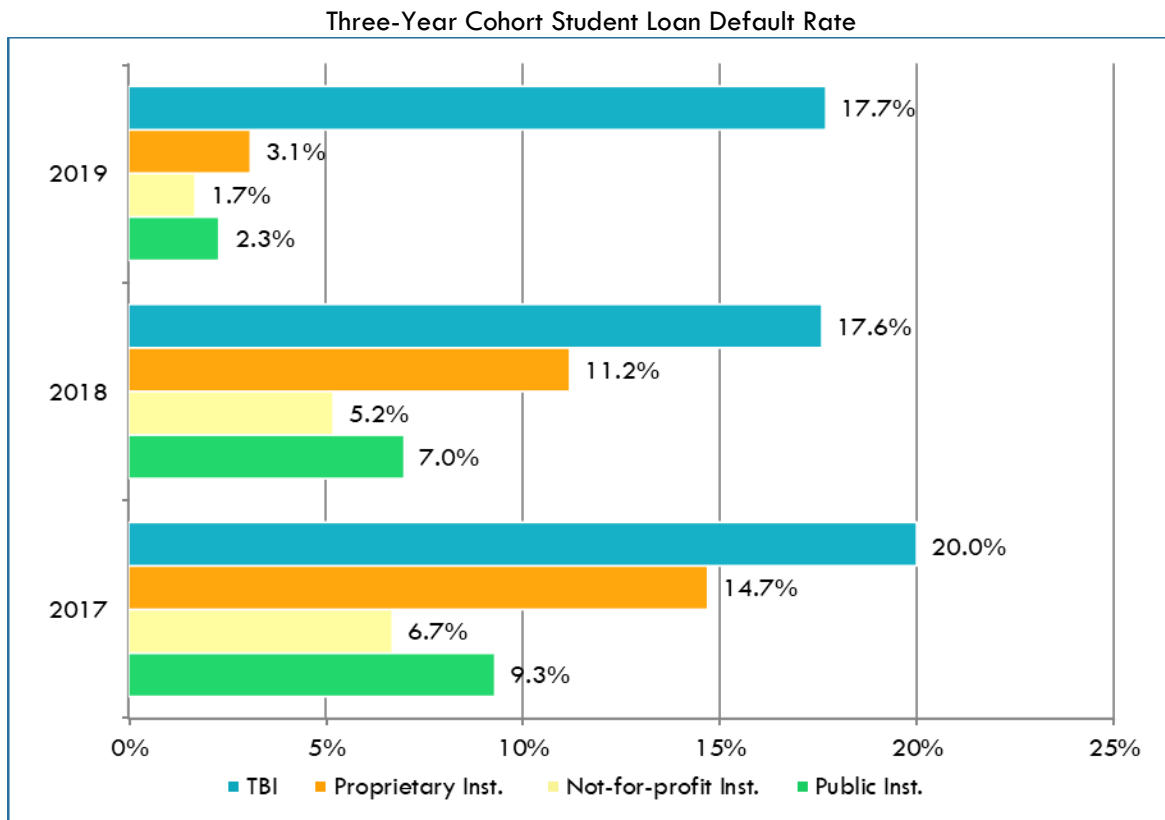
Undergraduate Retention Rate

Retention rates examine the percentage of first-time degree seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year. The national standard for retention rates is reported annually by NCES.

Undergraduate Completions per 100 FTE

Academic Year 2021-22	Taylor Business Institute	Comparable Illinois Institutions
	10	44.8

The full-time equivalent (FTE) data is a unit of measurement intended to represent one student enrolled full time for one academic year. The calculation is based upon credit/contact hours offered at an institution divided by a standard minimum (12 credit hours) full-time course load. The completions per 100 FTE data are included to provide a holistic view of completion across different student populations.



Source: National Center for Education Statistics (NCES), US Department of Education
 Note: Due to the pause on federal student loan payments that began in March 2020, the cohort default rate for fiscal year 2020 is zero percent for the institution and all institution types. The national cohort default rate for fiscal year 2019 was 2.3 percent and zero percent for fiscal years 2020 and 2021. A lower number is a positive indicator.

The three-year cohort student loan default rate is the percentage of a school's borrowers who enter repayment on certain Federal Loan Programs during a particular federal fiscal year, October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Need

Public Act 102-1046, 110 ILCS 1005/4, Sec. 4 (7): That the proposed degree program is educationally and economically consistent with the educational priorities and needs of this State and meets a need that is not currently met by existing institutions and is supported by clear evidence of need. If the examination shows that the applicant has such qualifications, a certificate of approval shall be issued.

With the advent of technology, IT systems have become the backbone of modern society signaling a high demand for trained professionals to manage and maintain the technological infrastructure that underpins daily business operations. The U.S. Bureau of Labor Statistics projects that employment in computer and information technology occupations will grow by 17 percent from 2023 to 2033, significantly outpacing the average for all occupations. This surge is expected to result in approximately 356,700 job openings annually encompassing roles such as network administrators, cybersecurity analysts, and cloud specialists. In Illinois, a growth rate of 9.23 percent is predicted between 2022 to 2032, underscoring the escalating demand for IT professionals (Illinois Department of Employment Security). Moreover, according to CompTIA's Cyberstates 2020 report, the state's technology workforce grew by an estimated 5,436 jobs in 2019 alone,

contributing to a 15.6 percent increase over the past decade. Employers in Illinois are increasingly seeking professionals equipped with industry-recognized certifications in CompTIA, Cisco, and VMware. These credentials are integral to the proposed program's curriculum ensuring that graduates possess the necessary skills and knowledge to excel in the field.

Taylor Business Institute received a significant uptick in inquiries from prospective students expressing interest in cybersecurity, cloud computing, and IT networking programs. This trend reflects a growing awareness and enthusiasm for careers in the IT sector. In addition, surveys conducted within the TBI student community reveal a strong interest in the proposed AAS in Information Technology and Networking program. Students have indicated that such a program aligns with their career aspirations and the current demands of the job market. TBI has a diverse student body of career changers, adult learners, and recent high school graduates. Many of these students are seeking short-term, impactful programs that offer clear pathways to industry certifications and subsequent employment opportunities. The program will not only meet student needs but contribute to the College's mission of offering accessible, career-oriented education enabling TBI to remain competitive in an evolving educational market.

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

Taylor Business Institute believes in the transformative power of education to uplift underserved populations and create opportunities for personal and professional growth. Supportive of *Goal 1, Equity, of A Thriving Illinois to close the equity gaps for students who have historically been left behind*, TBI is committed to fostering an inclusive and respectful learning environment where diversity is celebrated and every student receives the support and resources needed to succeed. The proposed program will promote equity in technology education, providing opportunities for diverse student populations that are often underrepresented in the IT workforce. As a female, minority-owned institution, Taylor Business Institute is dedicated to addressing the needs of underserved communities. TBI's student body is primarily composed of students of color from over 30 countries contributing to a global learning environment. Taylor Business Institute has an active diversity committee that meets quarterly to discuss and address various issues relating to diversity. This committee supports initiatives to ensure that TBI's educational environment is inclusive and supportive of all students. As most of the institution's history has involved serving underserved populations, TBI has developed high-impact practices as part of its academic delivery model. These practices include small class sizes that support personalized learning and increased student engagement, hands-on lab activities, tutoring services, and simulations that improve ease of learning and students' comprehension skills. Additionally, mentoring, coaching, and counseling services are provided to promote student health and wellness on campus. The proposed program will integrate applied, project-based learning including practical labs, real-world simulations, and preparation for industry certifications offering accessible, engaging, and relevant learning opportunities for students. By implementing these comprehensive strategies, Taylor Business Institute aims to create an inclusive and supportive educational environment that addresses the diverse needs of its students.

TBI has also adopted intentional enrollment and hiring practices ensuring that the student body, faculty, and staff reflect the demographic diversity of the community. This intentional approach offers a culturally rich educational experience designed to prepare graduates to work in a diverse and global society. The College offers ongoing professional development, mentoring programs, and leadership training opportunities to retain faculty and staff of color. Quarterly professional development seminars are held on pedagogy, instructional technology, and inclusive teaching practices. In addition, TBI awards a \$300 stipend to faculty and staff for professional growth each year, and new instructors are mentored by senior faculty members in curriculum development, student engagement, and academic advising.

Taylor Business Institute contributes to *Goal 2, Sustainability, of A Thriving Illinois to build a stronger financial future for individuals and institutions* by offering a competitive tuition rate of \$325 per credit hour to increase college accessibility and affordability for students. To ensure that financial barriers do not limit access to education, the College provides financial aid packages tailored to the needs of low-income

students. TBI receives both PELL and Supplemental Educational Opportunity Grant funding to provide eligible students with financial assistance. Additionally, scholarships, tuition discounts, and flexible payment plans are available to make higher education more accessible to students from all socioeconomic backgrounds. The College provides financial literacy workshops on responsible borrowing and budgeting to ensure students avoid excessive debt while earning academic credentials.

In alignment with *Goal 3, Growth, of A Thriving Illinois to increase talent and innovation to drive economic growth*, TBI's proposed program will prepare students for a wide range of careers in information technology and networking. Currently, Illinois is experiencing a shortfall of qualified IT professionals, particularly in fields such as cybersecurity and network management. TBI aims to reduce this gap by offering the proposed AAS in Information Technology and Networking program which is structured to be completed within six to eight quarters, allowing students to enter the workforce faster than traditional two-year degree programs.

The proposed program will provide students with practical exposure to the IT industry focusing on meaningful learning experiences. Students will engage with potential employers through career fairs and onsite visits to local IT businesses. Additionally, guest lecturers from the IT industry will be invited to share insights and provide students with first-hand knowledge of current trends and professional expectations. TBI is developing partnerships with local IT companies to create job placement opportunities for graduates and ensure the program aligns with current workforce needs. These efforts will contribute to the growth of the state's IT sector and the regional economy.

As TBI is a CISCO-certified academy, the proposed program will access CISCO resources to prepare students for industry-recognized certifications (e.g., CompTIA A+, Network+, and Cisco CCNA) that are essential for securing employment in the IT sector. These certifications, coupled with exposure to industry professionals, will equip students with the credentials and connections necessary to succeed in the job market.

Comparable Programs in Illinois

Currently, DeVry University offers an AAS in Information Technology and Networking in the Chicago region. There are similar associate degree programs in networking systems and technology at Harry S. Truman College, Kennedy-King College, Olive-Harvey College, Richard J. Daley College, and Wilbur Wright College. However, the proposed program at Taylor Business Institute is designed to complement rather than compete with existing IT programs offered at other institutions in Illinois. Given TBI's unique structure, mission, and student demographics, the program will have minimal impact on comparable programs at other colleges and universities in the Chicago region. TBI operates as a small, private, and diverse institution specializing in hands-on learning and industry-relevant programs. The College's small class sizes and individualized instruction model differentiate TBI from larger institutions that often cater to a more traditional student population. The proposed AAS in Information Technology and Networking is a career-focused, fast track program structured to be completed within six to eight quarters allowing students to enter the workforce faster than other two-year degree programs. The program also features virtual simulations and prepares students for specialized industry certifications in CompTIA A+, Network+, Security+, Cisco CCNA, Certified Ethical Hacker, and VMware Certified Professional. The curriculum is structured to align with workforce needs, whereas some community college programs focus more on foundational IT coursework without direct certification preparation. Thus, Taylor Business Institute is poised to make a significant impact in the IT field emphasizing career coaching, employer engagement, and industry-aligned curriculum development, which will increase job placement opportunities in networking, cybersecurity, and cloud computing fields.

Comparable Programs Associate of Applied Science, IT and Networking		
Institution	Degree	Region
DeVry University	Associate of Applied Science in Information Technology and Networking	Chicago
Harry S. Truman College	Associate of Applied Science in Networking Systems and Technology	Chicago
Kennedy-King College	Associate of Applied Science in Networking Systems and Technology	Chicago
Olive-Harvey College	Associate of Applied Science in Networking Systems and Technology	Chicago
Richard J. Daley College	Associate of Applied Science in Networking Systems and Technology	Chicago
Wilbur Wright College	Associate of Applied Science in Networking Systems and Technology	Chicago

Source: IBHE Program Inventory and Illinois Community College Board Program Inventory

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.

Taylor Business Institute's mission is to promote higher learning that empowers a broad-based student population through general education, applied degrees, non-matriculation coursework, test preparation, and certifications for success in a global society. The proposed AAS in Information Technology and Networking program offers a comprehensive blend of theoretical knowledge and virtual simulation programs ensuring that graduates gain industry certifications and are equipped with job-ready skills in IT networking, security, and cloud computing.

Curriculum / Assessment

1030.30(a)(3): The caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated objectives for which the course or program is offered. An undergraduate curriculum shall include general education in alignment with the degree level and objectives.

1030.60(a)(4): The caliber and content of the curriculum shall assure that the stated certificate or degree objectives for which the program is offered will be achieved.

Admission

Admission to Taylor Business Institute is open to students beyond compulsory school age who possess a high school diploma or its equivalent. Applicants pursuing an AAS in Information Technology and Networking are required to take the Accuplacer examination to assess academic aptitude and readiness. Minimum score requirements include a 263 and above on the Next Generation Accuplacer reading, writing, and arithmetic exams. Non-English speaking applicants must provide evidence of language proficiency on such tests as the IELTS, TOEFL (reading, listening, speaking, writing), or transfer into Taylor Business Institute's degree programs based on demonstrated proficiency from TBI's English as a Second Language (ESL) certificate program. In addition to the Accuplacer exam, applicants must complete a computer skills placement test. This test covers essential computer skills including basic computer concepts, file management, word processing, spreadsheet applications, database management, presentation software, internet usage, and email communication. This ensures that students are equipped with the foundational technical skills required for success in the information technology field.

Curriculum

Taylor Business Institute emphasizes hands-on learning, practical skills, and a solid foundation in general education to prepare students for the demands of today's global workforce. The proposed AAS in Information Technology and Networking is a 91-quarter hour program that requires 39 credits of general education courses in communication, humanities, social/behavioral sciences, mathematics and physical/life sciences; 47 credits of core courses including a capstone course for students to apply acquired knowledge, skills, and techniques in computer information technology; and, five credits of electives. The program will be delivered in a hybrid format with both in-person and online lectures. With a specialized focus on networking, the program covers essential technical areas such as computers, networking, servers, VoIP, wireless, cloud and virtualization computing, and security. To enhance learning, the program will feature the following supplemental resources: CISCO Network Academy Packet Tracer for network configuration and troubleshooting, TestOut Virtual Labs that provide real-world cybersecurity and networking exercises, and JBL Learning Virtual Labs which include interactive labs, scenario-based exercises, and digital textbooks. Graduates of the program will meet the requirements for industry-recognized certifications including CompTIA A+, Network+, Security+, and Cisco CCNA enhancing their employability and career advancement prospects in network security, cloud computing, system administration, and cybersecurity. TBI will also offer exam preparation services and review sessions to assist students in passing IT certification exams. Access to practice exams, online study resources, and guided review materials will be provided.

TBI is committed to fostering strong employer engagement and actively developing strategic partnerships with leading technology, cybersecurity, and cloud computing companies along with healthcare and educational institutions to provide internship and employment opportunities in IT support. The following companies have been identified based on their workforce needs and alignment with TBI's program certifications: Cisco Systems, Palo Alto Networks, Check Point Software Technologies, CrowdStrike, Amazon Web Services, Google Cloud, Microsoft (Azure Division), CDW, Accenture Technology, IBM, AT&T Cybersecurity, Cognizant Technology Solutions, Tata Consultancy Services, Epic Systems, Cerner Corporation (Oracle Health), Meditech, Allscripts Healthcare Solutions, Fortified Health Security, Cynerio, Imprivata, ClearDATA, and Chicago Public Schools (Information and Technology Services and the Assistive Technology Resource Center). By fostering these collaborations, TBI will strengthen career pathways for students while supporting Chicago's technology and education sectors. The College is also forming an Industry Advisory Board to ensure curriculum relevance and workforce alignment. The board will provide insights on emerging industry trends, certification requirements, and job placement strategies.

Support services will be tailored to students in the proposed program to facilitate academic achievement, retention, and personal growth. TBI's comprehensive support system includes student advising, one-on-one and group tutoring, counseling services, peer support and mentoring, and career coaching services (e.g., resume workshops, interview preparation, and professional networking guidance).

Assessment of Student Learning

The student learning outcomes of the proposed AAS in Information Technology and Networking program are aligned with both industry demands and academic standards to ensure that each graduate achieves mastery in core technical and professional areas. These outcomes include proficiency in virtual simulation, mastery of core technical skills (networking, servers, VoIP, cloud computing, virtualization, and security), problem-solving, effective communication, ethical responsibility, and adaptability. To ensure that students meet these outcomes, Taylor Business Institute employs a comprehensive assessment plan that encompasses both direct and indirect assessment methods. The College utilizes the following approaches to evaluate and measure student success:

- Direct Assessment - Exams, projects, certifications (e.g., CompTIA A+, Network+, Security+, and Cisco CCNA), and practical exercises through virtual simulations. Student performance is measured using standardized assessment tools, including detailed rubrics and grading criteria, to evaluate mastery of learning outcomes.
- Indirect Assessment - Feedback through surveys, student focus groups, and alumni follow-ups. These methods help assess student satisfaction, perceptions of learning, and the real-world applicability of skills developed in the program.

Program Assessment

Taylor Business Institute has established institutional policies and structures for continuous program evaluation and improvement. These processes are part of a broader institutional commitment to maintaining the highest standards of educational quality. The Faculty Senate has the responsibility of overseeing the development of curriculum and curricular changes for all programs. The Senate regularly reviews and updates curriculum content to ensure it meets evolving academic and industry standards. Given the rapidly evolving nature of the IT field, an annual program review will be conducted to ensure the curriculum remains current, relevant, and aligned with emerging industry trends. Student performance data, completion rates, and feedback from surveys and focus groups will be used to identify areas for program improvement related to the quality of learning, teaching, and curriculum delivery. Additionally, the College will establish an advisory board that will convene quarterly to evaluate student performance data and provide recommendations for curriculum enhancements to ensure alignment with industry standards and workforce needs. Their valuable input will assist TBI in fostering strong connections between academic content and professional requirements. This structured approach to program assessment ensures the proposed program remains academically rigorous and industry-aligned to meet employer and student expectations.

Facilities (space, equipment, instructional materials)

1030(a)(4) and 1030.60(a)(5): The institution shall have adequate and suitable space, equipment, and instructional materials to support institutional programs.

The proposed program will be delivered in a hybrid format with both in-person and online lectures. In-person classes will be offered at Taylor Business Institute's main campus at 29 East Madison Street in downtown Chicago, which occupies 16,805 square feet of space on multiple floors. The campus has sufficient administrative and student services offices equipped with specialized software for the program including CompTIA's certification preparation tools, Cisco's networking simulation software (Packet Tracer), and virtualization programs. There are eleven classrooms and laboratories with ample space dedicated to the library, student lounge, faculty work area, and staff lounge.

Taylor Business Institute's library resources are sufficient to support the proposed program, housing over 1,600 volumes of print books including more than 149 titles specifically related to computer science, cybersecurity, networking, and cloud computing. TBI plans to subscribe to leading IT and cybersecurity journals to ensure students remain updated with emerging industry trends. Key journals include IEEE

Transactions on Networking, ACM Computing Surveys, Journal of Cybersecurity, Cloud Computing Journal, Information Security Journal: A Global Perspective, and the Journal of Information Technology and Software Engineering. These materials were curated to align with industry certifications and evolving technology trends.

TBI is also an active member of Reaching Across Illinois Library System (RAILS), a consortium of over 1,200 library agencies within Illinois. The library also participates in the Illinois Library and Information Network (ILLINET), a larger statewide library alliance of 1,700 libraries. Supplementing the print collection, the FirstSearch electronic research databases provide electronic access to ArticleFirst, Clase Periodica, eBooks, ECO, ERIC, GPO, Illinois Catalog, MEDLINE, OAISter, Open Access Content, PapersFirst, Proceedings, WorldCat, and WorldCat Dissertations. TBI students have access to various databases with electronic media, journals, book collections, and library support services.

Faculty and Staff

1030.30(a)(5) and 1030.60(a)(6): 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.

Existing faculty and staff will provide instruction and administer the proposed program. Taylor Business Institute has established policies to ensure faculty possess the training, credentials, and other required qualifications to provide instruction to students. TBI employs a mix of full-time and adjunct faculty with relevant industry experience ensuring that students receive instruction grounded in current, real-world applications. Faculty are provided with resources and support to create and maintain high-quality course content that aligns with program outcomes. Regular teaching evaluations from student feedback, peer evaluations, and annual performance reviews are conducted to ensure instructional quality and consistency. Feedback from these evaluations is used for continuous improvement.

Faculty will report to the program chair who will oversee the AAS in Information Technology and Networking program. The program chair will be responsible for the overall quality and direction of the program. An assessment coordinator will also support the program evaluating student outcomes and program effectiveness. TBI partners with minority-serving institutions and professional organizations to identify and recruit faculty, staff, and administrators from diverse backgrounds. Taylor Business Institute provides ongoing professional development, mentoring programs, and leadership training opportunities to retain faculty and staff of color. Progress in diversity hiring and retention is closely monitored and adjustments are made where necessary.

Fiscal / Personnel Resources

1030.30(a)(11): The institution should be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students; and

1030.60(a)(8): 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 certificate or degree program.

Taylor Business Institute has submitted fiscal plans indicating revenue will exceed operating expenditures over the next five years. The College's operational costs for staffing, space, and equipment will be mainly supported by tuition revenue. TBI has adequate faculty, staff, and other instructional resources to administer the proposed program.

Accreditation/Licensure

No programmatic or specialized accreditation is required.

Program Information

1030.30(e): Publications and Information. Institutions shall be scrupulously ethical in all communication with the public and with prospective students. School publications, advertisements and statements shall be wholly accurate and in no way misleading; and

1030.60(a)(7): The information the institution provides for students and the public shall accurately describe the 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.

Detailed information on academic policies, tuition, fees, refund policies, admissions procedures, and other relevant information necessary for prospective students to make informed decisions on enrollment were provided in the application and will be published on the College's website pending Board authorization.

Staff Conclusion

The staff concludes that the Associate of Applied Science in Information Technology and Networking proposed by Taylor Business Institute meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS 1005) and The Academic Degree Act (110 ILCS 1010) and the relating Illinois Administrative Code (Title 23 Section 1030) pertaining to the assessment and licensure of a postsecondary institution.