

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

Submitted for: Action.

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

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

Argosy University/Chicago

- M.A. in Forensic Psychology

Argosy University/Chicago Northwest

- M.A. in Forensic Psychology

DeVry University

- A.A.S. in Network Systems Administration
- B.S. in Business Administration
- B.S. in Computer Information Systems
- B.S. in Technical Management

Harrington Institute of Design

- A.A.S. in Digital Photography

Kendall College (Operating)

- A.A. in Business and Technology
- A.A. in Human Services
- A.A. in Liberal Studies
- B.A. in Business and Technology
- B.A. in Criminal Justice Management
- B.A. in Culinary Arts
- B.A. in Early Childhood Education (04 Certification)
- B.A. in Early Childhood Education (Non-Certification)
- B.A. in Early Childhood Education Leadership and Advocacy
- B.A. in Hospitality Management
- B.A. in Human Services

- B.A. in Interdisciplinary Studies
- B.A. in Social Sciences
- A.A.S. in Baking and Pastry
- A.A.S. in Culinary Arts

New York Institute of Technology (Operating)

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

As requested by the Board, all new program requests are now included on the action agenda, and the format for presenting these requests has been structured to directly reflect the criteria and Board policies under which they are evaluated.

**Argosy University
Chicago Campus
20 S. Clark St., Ste 2800
Chicago, Illinois 60603
Interim President: Stacey Sauchuk**

**Argosy University
Chicago Northwest Campus
1701 Golf Road, Suite 101
Rolling Meadows, Illinois 60008
Interim President: Stacy Sauchuk**

Background/History. Argosy University is a private, for-profit higher education institution owned and operated by Argosy Education Group, Inc., a wholly-owned subsidiary of Education Management Corporation, a publicly held corporation. Argosy University offers general education and professional programs at the undergraduate, graduate, and postgraduate levels in behavioral sciences, business, education, and allied health. The idea for the American Schools of Professional Psychology (now Argosy University) originated during the early 1970's, following a movement that called for a professional degree in clinical psychology with an emphasis on practical training and application of theory and research, rather than the research-oriented approach of the traditional Ph.D. degree. The first campus of this institution, the Illinois School of Professional Psychology/Chicago (ISPP/Chicago), was granted a charter by the State of Illinois to operate in 1976. Authorization to award degrees was received from the Illinois Office of Education in 1979, and the following month, candidacy status was granted by the North Central Association of Colleges and Schools. ISPP/Chicago was granted accreditation as a doctoral (Psy.D.) degree-granting institution in 1981, and the following year was authorized to award a master's degree (M.A.) in Clinical Psychology. In 1994, the Chicago Northwest campus opened in Rolling Meadows, Illinois, initially offering clinical psychology degree programs at the master's and doctoral level. The American Schools of Professional Psychology changed its name to Argosy University coincident with its merger with the Medical Institute of Minnesota and the University of Sarasota. In December 2001, the two Illinois campuses received approval to offer degrees in business and education at the baccalaureate, master's, and doctoral levels. The University was approved to operate its third Illinois campus, Chicago West, in June 2003. Fall 2002 enrollments for Argosy-Chicago and Argosy-Chicago Northwest campuses were 641 and 249, respectively. The schools maintain regional accreditation through the Higher Learning Commission and are members of the North Central Association of Colleges and Schools.

Argosy University/Chicago and Argosy University/Chicago Northwest are requesting authorization to grant the M.A. in Forensic Psychology. Approval of this request will bring to Illinois programs Argosy presently offers at the Argosy University/Washington D.C. campus.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.

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

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

The institution name, Argosy University, is consistent with the institution's stated mission and objectives. The proposed M.A. in Forensic Psychology is consistent with the purpose, goals, objectives and mission of the institution and its campuses, and the requested degree title is congruent with the corresponding degree program objectives and curriculum. In the following section, the requested degree program title is followed by the program's stated objectives and a description of its curriculum.

Master of Arts in Forensic Psychology

Curriculum/Assessment

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

Admission

Minimum program admission requirements for the M.A. in Forensic Psychology are the same as for other master's degree programs. Students must present evidence of: (1) graduation with a bachelor's degree or advanced degree from a regionally accredited institution or an appropriately certified foreign institution; (2) other minimum degree requirements of the campus to which students are applying; and (3) minimum TOEFL scores of 213 (computer version) or 550 (paper version) for those applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. In addition, students seeking admission into the Forensic Psychology degree program must show strong personal character and an interest in the area of forensic psychology.

Curriculum

The Master of Arts in Forensic Psychology is designed for individuals who are currently functioning or wish to be trained to function in fields that utilize the study and practice of forensic psychology. The program requires a minimum of 45 credit hours for completion. Of these, 39 semester hours consist of required core courses, including 18 hours in the Forensic Psychophysiology track; and six credit hours of elective courses. Following successful completion of all required first and second year courses, excluding the practicum, students must also take and pass the Comprehensive Evaluation. Required core courses in the Forensic Psychophysiology Track include: Maladaptive Behavior and Psychopathology; Psychology and the Legal System; Psychology of Criminal Behavior; Individual Assessment; Human Development and Learning; and Research and Evaluation. Additional required core courses include: Evaluation and Treatment of Offenders; Social, Cultural, and Ethical Issues in Forensic Psychology; Forensic Psychological Assessment; Psychology of the Victim; Forensic Program Development and Evaluation; Consultation, Triage, and Testimony in Forensic Psychology; and Forensic Psychology Seminar. Electives must be selected from the following courses: Counseling Theory; Counseling Skills; Group Counseling; Substance Abuse Interventions; Sex Offender Evaluation and Treatment; Police Psychology; and Issues in Psychological Profiling.

To be eligible for graduation, students must complete the program with a grade point average of 3.0 or higher on a 4.0 scale

Assessment of Student Learning

Argosy employs an assessment system called PIERS (Program for Institutional Effectiveness Review) based on key competencies and outcomes as specified within the schools' curricula. The focus of the system is on student assessment, within which several processes are identified (including the evaluation of student clinical competency). At the program level, faculty design assessment strategies on the basis of specific programmatic goals and objectives, including academic skills, behaviors, and knowledge bases appropriate to the level of education, accreditation standards where applicable, and disciplines in which the degrees are offered.

Program Assessment

All of Argosy's degree programs are evaluated using multiple assessment measures to determine the institution's effectiveness in supporting student learning. The Campus Academic Affairs Committee coordinates all institutional effectiveness efforts on the campus. The Department Review process is the primary mechanism for assuring focus on the assessment of student learning in relation to specified program objectives. The results of this departmental review provide faculty with the basis for identifying and implementing necessary improvements in student learning. Primary direct measures of data include student performance on final integrative scholarly projects, performance on competency examinations, and performance on fieldwork placements.

Facilities (space, equipment, instructional materials)

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

Facilities and equipment are adequate to support the proposed programs. The University leases campus facilities from outside management companies, and the lease requires building owners to maintain facilities in accordance with all federal, state, and local fire and building codes.

The institutions have submitted plans for suitable equipment and instructional resources for the proposed master's degree program. The in-house collections at the Argosy University libraries have been built specifically to support teaching, learning, and research of the institution's students and faculty. These libraries hold membership in the North Suburban Library System (NSLS), which allows access to: (1) NSLS libraries' union catalog; (2) the statewide Illinet Online system; and (3) 16 databases of the Online Computer Library Center (OCLC) First Search. In addition, students have access to the Library and Information Resources Network (LIRN) databases: Infotrac, Proquest Direct, and Electric Library. The libraries can obtain almost any book or article not owned by the library, including those available at any other Argosy University institutions. The average time to receive an article is approximately one week.

Faculty and Staff

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

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

Fiscal/Personnel Resources

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

Fiscal and personnel resources for the institutions are adequate. The campuses have submitted financial plans indicating that tuition revenues for the proposed degree program will exceed operating expenditures within the program's first year.

Program Information

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

The Argosy University/Chicago and Argosy University/Chicago Northwest Campus Handbook, along with the Argosy University Academic Catalog and the Argosy University website provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees and other expenses necessary for completion of the proposed courses of study, and procedures governing faculty and student affairs. The institutions' cancellation and refund policies are fair and reasonable, and their publications include accurate statements about their accreditation and the limitations on transferability of earned credits to other institutions.

Staff Conclusion. The staff concludes that Argosy University/Chicago and Argosy/Chicago Northwest and their proposed degree program meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education Policies pertaining to assessment.

DeVry University—Illinois
1 Tower Lane, 10th Floor
Oakbrook Terrace, Illinois 60181
President: Ronald L. Taylor

Background/History. In 1931, Dr. Herman DeVry opened a school in Chicago to prepare students for technical work in electronics, motion pictures, radio, and later, television. In 1957, DeVry achieved associate-degree-granting status in electronics engineering technology, and, in

1969, the institution was authorized to grant bachelor's degrees in the same discipline. In 1987, DeVry Institutes merged with Keller Graduate School of Management and incorporated as Keller Graduate School of Management, Inc., a Delaware corporation. In April 1999, the corporation's name was changed to DeVry University, Inc., which has been an Illinois corporation since February 2002, operating as DeVry University. DeVry University provides associate, baccalaureate and master's degree programs in technology, business and management. More than 52,000 students in 18 states and two Canadian provinces are enrolled at the University, including its distance learning initiative, DeVry University Online. There are 25 campuses located in North America, three of which are in Illinois. Fall 2002 undergraduate student enrollment in Illinois was approximately 9,300.

DeVry University is requesting authorization to grant the A.A.S in Network Systems Administration at its existing campuses located in Chicago, Addison and Tinley Park. The University is also seeking authority to offer Bachelor of Science (B.S.) degrees in Business Administration, Computer Information Systems, and Technical Management in the North Suburban region.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.

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

DeVry University's mission is to foster student learning through career-oriented undergraduate and graduate programs in technology, business and management. The university's stated purposes include offering an applications-oriented undergraduate education with a balance of general education and specialized coursework to help students gain the knowledge, skills, and credentials needed to meet the present and future challenges of a global economy.

The institution name, DeVry University, is consistent with the institution's stated mission and objectives, and the proposed associate and baccalaureate degree programs are congruent with the institution's purpose, goals, objectives and mission. Staff further believes that the requested degree program titles are congruent with the corresponding degree program objectives and curriculum. In the following section, the requested degree program titles are followed by each program's stated objectives and a description of its curriculum.

Curriculum/Assessment

Criteria 1030(a)(2) and 1030.60(a)(3) provide that the caliber and content of the curriculum shall assure that the stated degree objectives for which the program is offered will be achieved.

Admission

Admissions requirements for the associate degree and the bachelor of science degrees mirror institutional admissions requirements, and include: (1) age of at least 17 years on the first day of class; (2) a high school diploma or GED or graduation from an approved postsecondary institution; and (3) demonstrated proficiency in basic college-level skills. Students enrolled at Illinois campuses must also show proof of immunizations as required by law.

Curricula

A.A.S. in Network Systems Administration

The A.A.S. in Network Systems Administration program is designed to provide students with a background in network systems administration as it applies to practical business situations. Students learn the relationships among hardware, software and users. The program includes treatment of hardware and software support, computer systems capabilities and system administration. A student is eligible for an associate's degree after successfully completing all graduation requirements. The minimum credit hour requirement for graduation is 67 semester credit hours, to include 27 semester credit hours in Network Systems and distributions in communication skills; humanities and social sciences; personal and professional development; mathematics; business; and computing. Courses in Network Systems include: Introduction to Networks with Lab; Network Operating Systems with Lab; Network Operating Systems using Windows with Lab; UNIX in the Network with Lab; Network Routing with Lab; and Final Project. Additional courses include Composition, Composition Laboratory; Advanced Composition and Public Speaking; Psychology; Technology and Ethics; Career Development; Critical Thinking and Problem-Solving; College Algebra; Statistics for Decision-Making; Project Management; Computer Applications for Business with Lab; PC Systems and Networks; PC Systems and Networks Laboratory; Internet Fundamentals with Lab; and Introduction to Programming Using Java with Lab.

Bachelor of Science in Business Administration

The B.S. in Business Administration program is designed to provide broad-based knowledge of modern business theory and practices, and their interrelationships, to meet the challenges of operating in a global electronic marketplace. Knowledge of the application of technology to business strategy, management, and decision-making is developed through case studies, team projects, Internet use, and web page development, as well as computer applications and systems integration. All business administration students are required to take a minimum of 44 credits in core business courses: Financial Accounting, Managerial Accounting, Advanced PC Applications with Lab, Database Essentials for Decision-Making with Lab, Operations Strategy, Introduction to Business and Technology, Finance, Marketing, Business Law, Global Issues in Business, Computer Applications for Business with Lab, Principles of Management, and Project Management. Students are required to complete a 31 hour concentration in one of the following areas: accounting, business information systems, e-commerce, health services management, human resource management, operations management, project management, sales and marketing, and small business management and entrepreneurship. A minimum of 128 credits is required for graduation.

Bachelor of Science in Computer Information Systems

The B.S. in Computer Information Systems prepares graduates to successfully join the workforce as technical and management professionals in a variety of industries. The program is designed to produce graduates who are able to: (1) analyze, design and implement solutions to business problems; (2) create and test computer information systems solutions for business problems; (3) demonstrate project management skills; (4) communicate effectively, both orally and in writing; and (5) apply information literacy and problem-solving skills that support lifelong learning, personal and professional development.

In order to complete the degree, students must take 15 hours in communications skills; 21 hours in humanities and social science; 12 in mathematics and sciences; 13 in business; 15 in systems concepts; 40 in computer programming; 21 in systems development; and three in personal and professional development. The minimum hours required for completion is 139.

Bachelor of Science in Technical Management

The B.S. in Technical Management curriculum is designed to build on technical associate degrees. Specifically, it is intended to broaden the associate degree graduates' business knowledge, facilitating advancement to supervisory or management positions. Coursework focuses on business management (accounting, business and technology, and management), communications (advanced composition and professional writing), humanities and social sciences (principles of economics, contemporary history, technology, and culture and society), as well as coursework in computer applications, and statistics. Required courses include Advanced Composition, Professional Writing, Principles of Economics, Technology, Society and Culture, Statistics for Decision-Making, Public Speaking, Essentials of Accounting, Introduction to Business and Technology, Principles of Management, Advanced PC Applications with Lab, and Computer Applications for Business with Lab. A minimum of 62 credit hours beyond the technical associate degree is required for graduation.

Assessment of Student Learning

DeVry's first assessment of students' basic skills is done through the institution-administered placement examinations in reading comprehension, sentence skills, arithmetic and algebra. Applicants whose demonstrated proficiency in basic skills indicates that developmental assistance is necessary must complete the prerequisite or developmental coursework to continue in their program. As students move through the program, skills are successively added, culminating in mastery necessary to complete their senior or final project. Direct assessment of programmatic objectives is conducted by evaluating student performance in these projects.

Program Assessment

To determine program effectiveness and student learning outcomes, DeVry coordinates assessment activities on a system-wide basis, and uses outcomes assessment to foster continuous quality improvement in academic programs and support services. Direct and indirect measures of student academic achievement are used, including programmatic and general education capstone experiences; a writing assessment program; student, alumni and employer surveys; graduate employment rate studies; and retention/attrition studies. Further, each program culminates in a capstone course that gauges students' abilities in research, teamwork, critical thinking, and presentation. Multiple measures are used to assure valid and reliable results. Campuses document assessment activities and actions taken, and results are compared to identify and share best practices.

Facilities (space, equipment, instructional materials)

Criteria 1030.30(a)(3) and 1030.60(a)(4) provide that the institution shall have adequate and suitable space, equipment and instructional materials.

The Associate in Applied Science in Network Systems Administration will be offered at existing campuses of DeVry University. The University does not anticipate the need for additional physical facilities, equipment, or library materials for this program. The University

proposes to house the proposed baccalaureate degrees in the North Suburban region in 19,000 square feet of an office building. The North Suburban facility will house ten offices, ten classrooms accommodating approximately 30 students each, a conference room, and space for a lounge. At least four of the ten classrooms will be wired for computer access. The proposed North Suburban facility also will provide shared computing resources, docking stations for laptops, computers, printers, and reference materials accessible 24 hours a day. Internet access also will be provided along with copying machines, image projections systems, and other classroom tools.

DeVry University libraries serve a student population that requires materials at a level defined as the study level by the American Library Association. A collection at this level is adequate to impart and maintain knowledge about a subject in a systematic way but at less than a research level in density and intensity. In developing collections at the study level, the university has established a goal of achieving campus-based holdings of about 20,000 volumes, so that opportunities for course-related research and independent learning are well supported. The University also makes available a variety of on-line resources to support student learning. These resources are available to all students on-line on a 24-hour a day, seven days a week basis and provide current information in the fields of business, technology, sciences, engineering, education, social sciences, and humanities, as well as providing national and international newspapers. To that end, the University makes available to all its sites 2,800 full text, online scholarly business journals, the most recent 30 days of full-text newswire services, 1,900 periodicals in academic disciplines, full-text of the New York Times and Wall Street Journal for at least a year, approximately 10,000 full-text books for student reference, and many other such resources. The University's entire library collection of approximately 370,000 titles is available to all University students, regardless of where they are enrolled. These titles are can be searched using the on-line union catalog, Voyager.

DeVry University is a member of the ILLINET Interlibrary Loan agreement. All DeVry University students have access to EBSCO Information Services and the ProQuest, Gale, Faulkner, and Hoover's family of databases. Students can access these learning resources from any Internet-connected computer at any time. By accessing these resources, students are able to search extensive collections of newspapers, journals, periodicals, and data sets. DeVry University also provides access to computer-based training courses. Over 1,300 Web-based short courses are available at no charge to students, faculty, staff, and alumni and cover topics such as project management, Java programming, networking, Web development, Microsoft Office Suite applications, and soft skills.

Faculty and Staff

Criteria 1030.30(a)(4) and 1030.60(a)(5) provide that the education, experience, and other qualifications of directors, administrators, supervisors, and instructors shall ensure that the students will receive education consistent with the objectives of the program.

Undergraduate faculty at DeVry University must hold at least a master's degree in the field in which they will teach or a closely related field, and two years of relevant work experience. In special cases, faculty may qualify for faculty appointment by virtue of scholarly or professional achievements. DeVry University ensures that faculty have the requisite teaching skills for success in the classroom by employing test lectures in the hiring process. All new instructors also complete the DeVry University Teaching Excellence program.

Because the proposed A.A.S. in Network Systems Administration will build upon courses now offered for existing degree programs during its initial semesters, DeVry does not anticipate the need to add faculty during the program's initial stages. A full-time faculty member will be assigned to coordinate the proposed baccalaureate degree programs, which will share faculty with other DeVry campuses and programs in the Chicago region. The mix of full-time and adjunct faculty will be determined as enrollments materialize at the proposed site.

The North Suburban site will also be staffed with a director responsible for its day-to-day administration. An assistant center director, admissions representatives, and support assistants will be available on a full-time basis to support the faculty and staff. The Oakbrook Terrace office of DeVry University will provide system support in the way of information systems, marketing and recruitment, academic affairs, curriculum development, regulatory issues, student financial aid and human resources management.

Fiscal/Personnel Resources

Criteria 1030.30(a)(9) and 1030.60(a)(7) provide that the fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new degree program.

DeVry University has submitted financial plans indicating that tuition revenues for the proposed associate degree program will exceed operating expenditures within the program's first year at all locations. Based on enrollment projections for the proposed baccalaureate degree programs, the University expects that the North Suburban Center revenues will exceed expenditures by the program's third year.

Criterion 1030.30(a)(5) provides that the institution shall be prepared to provide students and other interested persons with a catalog or brochure containing information describing the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course or 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, together with any other information specified by the Board and/or defined in its rules and standards. Such information shall be available to prospective students prior to enrollment.

Criterion 1030.30(a)(10) provides that neither the institution nor its agents should engage in advertising, sales, collection, credit, or other practices of any type, which are false, deceptive, misleading or unfair.

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

The DeVry University Undergraduate Academic Catalog and other published materials provide accurate descriptions of degree programs offered, program objectives and requirements, schedules of tuition, fees and other expenses necessary for completion of the proposed courses of study, and procedures governing faculty and student affairs. The institution's cancellation and

refund policies are fair and reasonable, and publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions.

Accreditation/Licensure

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

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

Harrington Institute of Design
200 West Madison
Chicago, Illinois, 60606
President: Mr. Patrick Comstock

Background/Institutional History. The Harrington Institute of Design is a private for-profit coeducational college owned by Career Education Corporation (CEC) and operated as an independent institution for the purpose of providing career education in the field of interior design. The institution was founded in 1931 by Ms. Frances Harrington, a practicing interior designer from New York, who began a lecture series in Chicago for professionals. Ms. Harrington's lecture series was subsequently opened to the public and evolved into a diploma program for day students. In the 1960's the diploma granting institution became known as the Harrington Institute of Interior Design, and in 1976, the Institute received authority from the Illinois State Board of Education to confer the Associate of Technology in Interior Design degree. In 1981, Harrington Institute received Illinois Board of Higher Education authority to award the Bachelor of Fine Arts in Interior Design and in 1983, it received authority to award the Associate of Applied Science in Interior Design. The institution was acquired by the Career Education Corporation (CEC) in 1999 and changed its name to Harrington Institute of Design in August 2003 to better reflect the future changes that include adding programs that relate to interior design. Career Education Corporation currently operates 75 campuses in the United States, Canada, United Kingdom and United Arab Emirates. Harrington Institute of Design is accredited by the National Association of Schools of Art and Design. The College's Bachelor of Fine Arts in Interior Design program is accredited by the Foundation for Interior Design Education and Research (FIDER). Fall 2002 headcount enrollments for the College totaled 987 students.

Harrington Institute of Design has informed the Illinois Board of Higher Education of its intent to offer the A.A.S. in Digital Photography in the Chicago Region. The proposed program is designed to serve both career changers and recent high school graduates with an interest in photography who wish to enhance their technical understanding and skill level. The program will also serve Interior Designers who wish to enhance their ability to photograph their installations. Harrington estimates approximate annual enrollments of 100 students in this program, and expects to graduate 80 to 100 students annually, beginning in the program's second year.

Mission and Objectives

Criterion 1030.60(a)(1) provides that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.

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

The institutional name Harrington Institute of Design is consistent with the institution's stated mission and objectives. Harrington's stated mission is to provide professional education with opportunities for creative growth and the development of technical skills within the world-view of a liberal arts and sciences environment and to ensure professional relevancy in the role of the interior designer and/or photographer in tomorrow's world. The addition of the A.A.S. in Digital Photography is congruent with this mission, and the degree program title is consistent with the following program objectives:

- To prepare students with photographic reproduction and imaging skills necessary to work in the industry or freelance.
- To determine the technology needed to produce and create images.
- Management of material resources, obtaining and seeking equipment, facilities, materials and business skills necessary to supply digital images in commercial photography situations.

Classes for the proposed program will be delivered during both day and evening sections. The A.A.S. in Digital Photography program will utilize some existing coursework in other disciplines and will share general education requirements with the other programs offered at Harrington.

Curriculum/Assessment

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

Admission

Program admission requirements for the A.A.S. in Digital Photography are the same as for other degree options at Harrington. Students must have a high school diploma or its equivalent, and the College recommends that students who do not speak English as a native language and whose previous education has not been conducted primarily in English be able to pass the TOEFL with a score of 500 or more. The Institute accepts transfer credit from accredited institutions when courses apply to the program's curriculum. However, at least 50 percent of program credit must be earned in residence. There are no proficiency examinations or credit for life experience applicable to core courses in the program. Students may test out of the Introduction to Computer course.

A.A.S. in Digital Photography

Curriculum

The proposed degree program is designed to provide students with an understanding of digital photography used as the instrument of choice in the commercial photography field. The program will provide opportunities to develop skills in composition, lighting, and layout using digital technology and equipment. The program requires 65 semester hours of coursework, including 44 semester hours in the concentration and 21 hours of general education. Concentration courses include: Fundamentals of Digital Photography; Design Foundations; Digital Imaging I; Introduction to Computers; Imaging and Studio Practices; Location Lighting; Lighting People; Digital Illustration; History of Photography and Imaging; Studio Lighting; Commercial Photography; Principles of Business; Architectural and Interior Photography; Portfolio/Resume Production; and one of the following: Web Page Development or Electronic Prepress. General education courses include: English Composition I and II; College Math; Physics of Light; Art History; Fundamentals of Communication; and a Social Science elective.

All Harrington students are allowed six hours of free tutoring per semester per course. Tutoring is by teaching assistants or senior students recommended by faculty. Open Labs manned by instructors are also available for student one-on-one instruction and tutoring.

Assessment of Student Learning

Harrington has adopted the Brooks Institute of Photography's philosophy of "Learn by Doing." Accordingly, the proposed program will rely heavily on students receiving demonstration and critique during the class period and established contact hours and demonstrating their learning outcomes with assignments done over the course of the semester. The Digital Photography program will require a formal portfolio presentation during a Pre-Graduation Review Panel, which students must successfully pass through within their last semester at the College. Should a student's scores indicate a deficiency in the student's ability to enter their chosen area, the panel determines a course of action.

Program Assessment

Harrington will use the Exit Interview and portfolio review as an assessment of the overall quality of the program. Employment, juried shows, and competitions further the documentation of outcomes. Assessment by outside critiques and adjudicators has long assisted Harrington's interior design program in advancing its curriculum, and the institution will use such documentation to assure the continuing quality of the Digital Photography program. Harrington plans to adapt a similar senior assessment by providing outside assessment in the senior thesis course in Interior Design which is a two semester advanced capstone project.

Facilities (space, equipment, instructional materials)

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

Harrington has been located in The Fine Arts Building in downtown Chicago since the 1960's. Effective September 1, 2003, Harrington will relocate to a new and improved facility at 200 W. Madison, Chicago. Consistent with the terms of a fifteen-year lease, Harrington will occupy approximately 70,000 square feet within this new facility on the first floor, all of the

second, third and fourth floors, and part of the fifth floor and sixth. The Digital Photography program will have specialized studios and equipment storage as well as computer labs on the fifth floor. The school's location is in a prime neighborhood to support its commuting population, and is served by adequate parking and access to public transportation.

Faculty and Staff

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

Faculty who teach the program's core courses are employed based on credentials in the industry, teaching experience, and professional experience. Faculty teaching general education courses have a master's degree or higher in their teaching field. Harrington Institute of Design employs teaching assistants to help in classroom instruction, and often finds graduates of its own programs who are interested in serving through the Teaching Assistant program.

Fiscal/Personnel Resources

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

Space, equipment and instructional materials are adequate to support the program. Harrington Institute has sufficient fiscal and personnel resources to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program. Consolidated statements of income for Career Education Corporation and Subsidiary institutions show strong growth in revenue since 2001.

Program Information

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

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

Staff Conclusion. The staff concludes that Harrington Institute of Design and its proposed degree programs meet the criteria in Sections 1030.30 and 1030.60 of the rules to implement "The Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010), and the Illinois Board of Higher Education Policies pertaining to assessment.

Kendall College
900 N. North Branch Street
Chicago, Illinois 60614
President: Howard A. Tullman

Background/History. Kendall College was established in 1934 through the merger of a Swedish seminary and preparatory school and a Danish-Norwegian seminary into the Evanston Collegiate Institute. It was the Institute's purpose to provide, in a Christian environment, two years of college education to young people who could not have afforded to go to college except through the distinctive combined work and study program offered by the new school. In 1950, Evanston Collegiate Institute changed its name to Kendall College. During its first ten years, Kendall College offered a strong junior college curriculum with programs organized on a work-study basis. Through the late 1970's, Kendall provided the preliminary two years of a liberal arts education for students interested in transferring to other institutions to earn a Bachelor's degree, and selected other two-year degree programs permitting students to enter directly into career fields. Kendall College added four-year degrees in 1977 and gained full accreditation as a baccalaureate degree granting institution in 1979. The College began its Culinary Arts program in 1985. Kendall College has been continuously accredited by the Higher Learning Commission and is a member of North Central Association of Colleges and Schools. The School of Culinary Arts is also accredited by the Accrediting Commission of the American Culinary Federation. Fall 2002 enrollments for Kendall College totaled 622 students.

Kendall College seeks to relocate its degree-granting operation and student population from its Evanston campus to a new larger and more centrally located facility in the City of Chicago. Under the rules to implement the Private College Act and the Academic Degree Act, this relocation requires new approval to operate and grant degrees. Therefore, Kendall College is requesting the Certificate of Approval and Authorization to Operate in the Chicago Approval Region and is further requesting Authorization to Grant the following degrees:

- A.A. in Business and Technology
- A.A. in Human Services
- A.A. in Liberal Studies
- B.A. in Business and Technology
- B.A. in Criminal Justice Management
- B.A. in Culinary Arts
- B.A. in Early Childhood Education (04 Certification)
- B.A. in Early Childhood Education (Non-Certification)
- B.A. in Early Childhood Education Leadership and Advocacy
- B.A. in Hospitality Management
- B.A. in Human Services
- B.A. in Interdisciplinary Studies
- B.A. in Social Sciences
- A.A.S. in Baking and Pastry
- A.A.S. in Culinary Arts

These programs are presently offered by the College at its Evanston location and in three additional facilities in Lake County (Lincolnshire, Grayslake, and Waukegan). It is anticipated that the College will continue to offer programs in Lake County, which will now be considered off-campus sites. Although the College intends to move all of its Evanston-based student programs to Chicago by the end of December 2004, it plans to retain some non-student functions

in Evanston, including those related to the Mitchell Museum. It will also retain the option, if necessary, to offer selected completion courses in its Evanston facilities throughout 2005.

Mission and Objectives

Criteria 1030.30(a)(1) and 1030.60(a)(1) provide that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.

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

Kendall College has provided the following official mission statement, revised May 1, 2001:

Kendall College is a small residential and commuter college, affiliated with the United Methodist Church, that educates students of all ages, preparing them for professional careers through classroom studies, technology, internships, and work experiences. All academic programs provide a student-centered, career-oriented education founded on an arts and sciences core of studies. Kendall fosters growth of ethical values, social responsibility, teamwork, and personal discipline in a diverse community and commits to continuing educational improvement based on assessed learning.

The degree programs currently offered by Kendall College at its Evanston campus, which the College now wishes to offer in the Chicago Approval Region, are consistent with the purpose, goals, objectives and mission of the institution. Broadly speaking, the set of programs offered by Kendall serves the career-oriented student without abandoning the core values, disciplines, and ethics of traditional arts and sciences liberal education. Each requested degree title is congruent with the College's corresponding degree program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.30(a)(2) provides that the caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated degree objectives for which the course or program is offered.

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

Admission

All first-time freshmen must present a high school transcript or equivalency degree and official ACT or SAT scores.

- Students with a cumulative grade point average of 2.0 and above on a four-point scale along with an ACT score of 18 and above or SAT1 Score of 850 and above meet Kendall's admissions requirements.

- Students whose cumulative grade point average is below 2.0 or have an ACT score of 17 and below or an SAT1 score of 849 or below are required to complete the Kendall College placement test and submit (2) letters of recommendation.
- Students with a general equivalency degree (G.E.D.) are required to submit G.E.D. scores, complete the placement test, and submit (2) letters of recommendation.

Kendall reserves the right to admit students on a probationary basis due to past academic performance. Conditions for full acceptance may include maintaining a minimum of 2.00 GPA in any and all college preparatory classes deemed necessary by the Admissions Office. Students who demonstrate admissibility but who require a full range of college preparatory coursework may be admitted into Kendall College's Summer Freshman Program, a bridge program.

International students must have their credentials evaluated professionally by a credential evaluation service and demonstrate English proficiency by submitting: 1) SAT scores of 850 or above, or 2) minimum official TOEFL scores of 500 on the written examination or 173 on the computerized exam.

Curricula

A.A. in Business and Technology

The A.A. in Business and Technology is designed to provide students with an understanding of business for entry into the workforce in addition to the fundamentals needed to pursue the Bachelor of Arts degree. The A.A. in Business and Technology degree program requires completion of 92 quarter credit hours of coursework with a minimum cumulative grade point average of 2.0 or above on a 4.0 scale, at least 48 of which must be completed at Kendall College. The A.A. program consists of 28 quarter credit hours in required business and technology courses, 44 quarter credit hours in general education, and an Internship in Business and Technology. Required Business and Technology coursework includes: Introduction to Accounting I, II and III; Introduction to Business; Introduction to Computer Information Systems I; Microeconomics: Managerial Economics; and Macroeconomics: U.S. Economy. The General Studies Core for the Associate in Arts includes 16 quarter credit hours in Communications, to include Freshman Composition I, II, and III; either Basic Speech or Group Discussion; eight quarter hours of math above Intermediate Algebra; eight quarter hours of electives each in Ethics and Humanities; eight quarter hours of electives in Social Sciences; and four quarter hours in a Science elective that includes a laboratory component. Students must also complete assessment testing.

A.A. in Human Services

The A.A. in Human Services degree is designed to introduce students to the many fields of social service. The program will help to prepare the student for an entry-level position in Human Services or for continued study at Kendall toward the Bachelor of Arts degree in this field. The curriculum includes supervised learning experiences in areas such as mental health, developmental disabilities, working with youth and the elderly, working with community centers, and working with agencies that serve children. The A.A. in Human Services degree program requires completion of 92 quarter credit hours of coursework with a minimum cumulative grade point average of 2.0 or above on a 4.0 scale, at least 48 of which must be completed at Kendall College. The A.A. program includes 32 quarter credit hours in required Human Services Major Requirements and 44 quarter credit hours in general education, and eight hours in Human

Services Internships I and II. Program major requirements for the A.A. include the following courses: Introduction to Human Services, Interpersonal Skills, Theories and Methods I: Interviewing and Assessment, Theories and Methods II: Intervention and Problem Solving; Group Dynamics; Introduction to Psychology; Child Psychology; Human Development: Adolescence Through Aging; Introduction to Sociology; Group Dynamics; and Social Problems. The General Studies Core for the Associate in Arts includes 16 quarter credit hours in Communications, to include Freshman Composition I, II, and III and either Basic Speech or Group Discussion. General Studies Core requirements also include eight quarter hours of math above Intermediate Algebra, eight quarter hours of electives to include an Ethics elective and a Humanities elective, eight quarter hours of electives in Social Sciences met by Major Requirements, and four quarter hours in a Science elective that includes a laboratory component. Students must also complete assessment testing.

A.A. in Liberal Studies

The A.A. in Liberal Studies is designed to provide an introduction to the liberal arts, including English, mathematics, science, the humanities, and the social sciences. In addition, the Liberal Studies curriculum emphasizes skill in communication, computer literacy, research, and problem solving. The degree requires completion of 92 quarter credit hours to include 36 quarter hours in the Liberal Arts Major Core, 44 quarter hours in the A.A. General Studies Core, a four quarter hour Internship, and additional coursework to complete the balance of 92 quarter hours. Students must also complete assessment testing.

Program major core requirements for this program may be fulfilled by selecting 36 quarter credit hours of Liberal Arts electives and completing a four credit hour Liberal Studies Internship. Students must also complete the 44 quarter credit hour General Studies Core, which consists of 16 quarter credit hours in Communications, to include Freshman Composition I, II, and III and either Basic Speech or Group Discussion. General Studies Core requirements also include eight quarter hours of math above Intermediate Algebra, eight quarter hours of electives each in Ethics and Humanities, eight quarter hours of electives in Social Science, and four quarter hours in a Science elective that includes a laboratory component.

B.A. in Business and Technology

The Bachelor of Arts in Business and Technology builds upon fundamentals gained in the A.A. program in Business and Technology to prepare students for a variety of entry-level positions in business, or to pursue an area of strength and interest through an MBA degree. The B.A. degree program provides a solid foundation of thinking and learning skills through liberal studies courses. B.A. students may select from among concentrations in Business Administration, Marketing, Hospitality Management, and Web Design.

In addition to courses required for the A.A. degree in this field (see above), students seeking this degree must complete the following courses: Business Law; Labor Relations; Business Policy; Introduction to Computer Information Systems II; Business Communications; Principles of Management; Marketing Principles; Statistics; Techniques of Persuasion; and a senior internship. The Business Administration Concentration includes the following additional courses: Corporate Finance, Organizational Behavior, Human Resource Management, and two elective courses in business or management. The Marketing Concentration includes the following courses: Advertising and Promotional Strategies; Consumer Behavior; Business Marketing; and two elective courses in business or marketing. The Web Design Concentration includes the following additional courses: Introduction to Database; Programming with HTML;

Java Programming I and II; Introduction to Networking and the Internet; Data and Database Management; and Web Design I, II and III. The Hospitality Management Concentration includes the following additional courses: Issues and Trends in Hotel Management; Hospitality Managerial Accounting; Human Resource Management in the Hospitality Industry; Seminar in Service Management; and an additional elective in either Hospitality Management or Business and Technology. Students must also complete assessment testing.

B.A. in Criminal Justice Management

The B.A. in Criminal Justice Management degree program is an evening degree completion program whose objective is to prepare students for professional leadership and management careers in the criminal justice field. The program is interdisciplinary, and includes course work in criminal justice, management, and the social sciences. Students with experience in the criminal justice field may receive credit for life experience and internship.

The program is open to students presenting a minimum of 48 quarter credit hours of satisfactory college level work. Degree requirements include 56 quarter credit hours in the B.A. General Studies Core and 68 quarter hours in the Criminal Justice Management major. Students must select additional coursework to complete the balance of 184 quarter credit hours. All students must also complete Assessment Testing. The B.A. General Studies Core consists of 16 quarter hours in Freshman Composition and Speech, eight quarter hours in mathematics above Intermediate Algebra, 12 quarter hours in Humanities to include an Ethics elective, a Humanities elective and an additional Humanities elective to be chosen from courses numbered 300 through 499; eight quarter hours in Social Sciences electives and an additional four hour elective to be chosen from Social Sciences courses numbered 300-499 (all met by the Major Program Requirements); and two Science electives, one of which includes a laboratory component.

B.A. in Culinary Arts

The B.A. in Culinary Arts degree program is designed to combine an advanced level of culinary coursework with a solid core of leadership, business, and general education courses so as to prepare students to one day become executive chefs and/or chef owners. The degree is aligned with the foodservice industry's demand for chefs who are not only proficient in the advanced culinary arts, but are also well versed in the business dimension of their profession. The B.A. program requires successful completion of the A.A.S. degree from Kendall College or its equivalent from an American Culinary Federation accredited institution.

The program major requirements include the following courses in addition to those identified above for the A.A.S. in this field: Wines, Spirits, Food Affinities; Culinary Managerial Accounting; Special Events/Operations Sales; Cuisine of South/Central America; Cuisine of Asia; Cuisine of the Mediterranean Basin; Food Service Public Relations and the Chef; Food Service Research and Development; and two elective classes in Baking and Pastry. General education courses required in addition to the A.A.S. General Studies Core include: Labor Relations; Macroeconomics-US; Hospitality Law; Organizational Behavior; Marketing Principles; Foods Science; and Techniques of Persuasion. Students must also complete assessment testing.

B.A. in Early Childhood Education (04 Certification)

The B.A. in Early Childhood Education/Type 04 is designed to prepare students for work with young children, birth through age eight, in public school settings. The program is an

approved program of the Illinois State Board of Education for students seeking an Early Childhood Type 04 Certificate, and graduates receive certification by entitlement. Degree requirements for this program include completion of 184 quarter credit hours of coursework with a grade point average of 2.5 on a 4.0 scale, including a 56 quarter credit hour General Studies Core, 104 quarter hours in the Early Childhood Education major, 12 quarter hours in a Concentration chosen from Special Education or Psychology, and additional coursework to complete the balance of 184 quarter hours. Students must also complete Assessment Testing.

The General Studies Core for both concentrations consists of 16 quarter hours in Freshman Composition and Speech, eight quarter hours in mathematics above Intermediate Algebra, 12 quarter hours in humanities to include an ethics elective, a humanities elective and an additional humanities elective to be chosen from courses numbered 300 through 499; quarter hours in social sciences electives and an additional four hour elective to be chosen from social sciences courses numbered 300-499; and two science electives, one of which includes a laboratory component.

Program major requirements include the following courses: Introduction to Early Childhood Education; Infants and Toddlers; Child Health, Safety and Nutrition; Theories of Play; Child Psychology; Human Development: Adolescent through Aging; Child, Family and Community Relations; Curriculum and Methods I, II, III and IV; Technology in the Classroom; the Exceptional Child; Observation of the Young Child; Language Development; History and Philosophy of ECE; Non-Western Social Science; Pre-Primary Student Teaching; Primary Student Teaching; a course in Psychology; and two courses in Education. Students wishing to concentrate in Psychology must complete 12 credit hours of courses in this field consisting of Therapeutic intervention with children, educational psychology, and Psycho-educational assessment of young children with special needs. Students concentrating in Special Education must also take the following courses: Methods of Teaching Young Children with Special Needs; Psycho-Educational Assessment of Young Children with Special Needs; Teaming, Collaborating, and Communicating: Building Relationships Between Professionals, Families of Young Children with Special Needs, and Community Agencies. Students who have earned 04 Certification and taken these courses may apply for Special Education Approval from the Illinois State Board of Education. Such approval is limited to three years, after which students must earn a certificate in Special Education in order to continue in the field. Students must also complete assessment testing.

B.A. in Early Childhood Education (Non-Certification)

The B.A. in Early Childhood Education is designed to prepare students as classroom teachers or education and parent coordinators, or for other work with children and families in a variety of non-public school settings (e.g. social service and governmental agencies, hospitals, parks and recreation, and private school). Degree requirements for this program include completion of 184 quarter credit hours of coursework with a minimum cumulative grade point average of 2.0 or above on a 4.0 scale, including 60 quarter credit hours in the program major, 56 quarter credit hours in the General Studies Core, 16 quarter credit hours in internships and 20 quarter credit hours in a concentration. The balance of the 184 quarter credit hour requirement is to be filled with electives chosen by the student. General studies and program major course requirements are the same as for the B.A. in Early Childhood Education (04 Certification) degree program (see above). However, students in this program complete 16 quarter credit hours in internships at an institution that matches their area of interest rather than completing pre-primary and primary student teaching in a public school. Students must also complete assessment testing.

B.A. in Early Childhood Education Leadership and Advocacy

The B.A. in Early Childhood Education Leadership and Advocacy degree completion program is designed to prepare students to play a leadership role in advocating for the education and care of young children, as directors of childcare facilities or as leaders and advocates in non-profit and for-profit early childhood education centers, social service organizations, government agencies and professional associations. The program is an "Illinois Director Credential Level II Entitled Program." Students seeking this credential must meet all prerequisite and core course requirements by receiving a minimum grade of C in each required course, fulfilling experience and professional contributions requirements, and passing the Illinois Test of Basic Skills. This program is designed for students who have already received a two year degree in Early Childhood Education or have at least 36 quarter hours of transferable credit with a minimum of 24 quarter hours in ECE courses covering the following content: Historical and Philosophical Foundations of ECE or Introduction to Early Childhood Education; Child Development; Preprimary Curriculum and Methods; Health, Safety, and Nutrition; Child, Family, and Community; the Exceptional Child; and Observation and Assessment.

Required Early Childhood Education Leadership and Advocacy Program courses include: Survey of Contemporary Issues in ECE; Under-Represented Groups and Special Populations; Human Resource Management in Education; Infants and Toddlers in Group Care; Cognitive Processes and Critical Thinking; Curriculum and Methods for School-Age Children; Organization and Administration of ECE Programs; Legal and Financial Issues in ECE; Negotiation and Mediation; Grant Writing and Fundraising; Staff Supervision and Professional Development for Adult Learners; Technology in Education; and Personal Values and Organizational Ethics. In addition, students must complete the following Capstone Courses: Advocacy Seminar I: Advocacy in the Global Community; and Advocacy Seminar II: Social Policies and Advocacy for Children, Families, and Staff. Ten week supervised internships are offered for those seeking to gain experience credits in Early Childhood Education teaching and management, and can be applied toward meeting the Illinois Director Credential Level II experience requirements. Students must also complete assessment testing.

B.A. in Hospitality Management

The B.A. in Hospitality Management degree program is designed to respond to an identified need in the food service and lodging industries for qualified management personnel who can think critically, communicate effectively, and anticipate and adapt to rapidly changing economic conditions. To respond to this need, Kendall College offers curriculum options, or concentrations, in the following areas: Hotel Management; International Hospitality Management; Convention and Meeting Planning; Food and Beverage Operations; and Culinary Management. All Hospitality Management students, regardless of area of concentration, must complete a total of 184 quarter credit hours, to include 56 quarter credit hours in the General Studies Core, a minimum of 72 quarter credit hours in Hospitality Management requirements, eight credit hours of Internship, and an Assessment.

The General Studies Core for all concentrations consists of 16 quarter hours in Freshman Composition and Speech, eight quarter hours in mathematics above Intermediate Algebra, 12 quarter hours in Humanities to include an Ethics elective, a Humanities elective and an additional Humanities elective to be chosen from courses numbered 300 through 499; eight quarter hours in Social Sciences electives and an additional four hour elective to be chosen from Social Sciences courses numbered 300-499; and two Science electives, one of which includes a laboratory component.

Students concentrating in Hotel Management, Convention Meeting and Planning, or Food and Beverage Operations concentration must complete 88 quarter credit hours of required courses in Hospitality, consisting of the following courses: Principles of Accounting I, II and III; Sanitation; Cost Control; Survey of the Hospitality Industry; Hospitality Law; Hospitality Business Writing and Research; Kitchen Production for the Hospitality Manager (or Culinary Arts 111 and 112); Labor Cost Control; Hotel Sales and Advertising; Dining Room Service; Restaurant Management, Issues and Trends in Hotel Management, Hospitality Managerial Accounting; Human Resources Management in the Hospitality Industry; Hospitality Marketing; Feasibility Studies for Hotels; Seminar in Service Management; Hospitality Management Strategy; Principles of Management, Marketing Principles, and eight quarter credit hours of Hospitality electives. Students concentrating in Hotel Management complete the following additional requirements in that concentration: Catering Sales and Banquet Operations; Front Office Operations; Housekeeping Operations; Rooms Division Management, Property and Environment Management, and a four credit hour Hospitality elective. Students concentrating in Convention and Meeting Planning must also complete: Catering Sales and Banquet Operations, MICE, Meeting Planning, Destination Management, and Convention Facilities Operations. Students concentrating in Food and Beverage Operations complete: Product Identification; Menus and Facilities Planning; Wines, Spirits and Food Affinities; Introduction to Catering and Event Planning; and an additional Hospitality elective. Students concentrating in Culinary Management must also complete: Principles of Accounting I, II, and III; Computer Applications in the Restaurant Industry; Survey of the Hospitality Industry; Hospitality Law; Hospitality Business Writing and Research; Labor Cost Control; Hotel Sales and Advertising; Restaurant Management; Issues and Trends in Hotel Management; Hospitality Managerial Accounting; Human Resources Management in the Hospitality Industry; Hospitality Marketing; Feasibility Studies for Restaurants; Seminar in Service Management, eight hours of Hospitality electives; and Marketing Principles.

Hospitality Major requirements for International Hospitality Management students include the following courses: Restaurant Management; Issues and Trends in Hotel Management; Hospitality Managerial Accounting; Human Resources Management in the Hospitality Industry; and Hospitality Marketing. Hotel Management students also take the following courses in that concentration: Catering Sales and Banquet Operations; Front Office Operations; Housekeeping Operations Rooms Division Management; and Property and Environment Management. Students concentrating in Hotel Management also complete the following concentration requirements: Catering Sales and Banquet Operations; Front Office Operations; Housekeeping Operations; Rooms Division Management; Property and Environment Management; and an additional Hospitality elective. In addition, these students complete 54 quarter credit hours of course offerings at the Swiss Hotel Association School of Les Roches in Switzerland. The Les Roches program requires one year of study in Switzerland, including a five-month internship in a Swiss Hotel. Successful completion of the junior year in Switzerland results in the award of the Swiss Hotel Association Diploma. Students must also complete assessment testing.

B.A. in Human Services

The program objective for the Bachelor of Arts in Human Services is to prepare students for professional careers in social services. Students are prepared in a wide range of professional services including mental health, criminal justice, substance abuse, and day programs serving children, teenagers, individuals, families and older adults. Students are also prepared for people-oriented positions in corporate and non-profit organizations and for graduate studies in a variety

of social service areas. The content of the curriculum reflects the guidelines of the National Organization of Human Service Educators.

The B.A. in Human Services requires 184 quarter credit hours for completion, including 60 quarter credit hours in the program major, 56 quarter credit hours in the General Studies Core, 16 quarter credit hours in internships and 20 quarter credit hours in a concentration. The balance of the 184 quarter credit hour requirement is to be filled with electives chosen by the student.

The 60 credit hour Program Major Core includes the following courses: Introduction to Human Services (for freshman only), Interpersonal Skills, Theories and Methods I: Interviewing and Assessment, Theories and Methods II: Intervention and Problem Solving; Human Services Policies and Programs; Current Psychotherapies; Human Services Organization and Administration; Community Resources and Development; Senior Specialization Seminar; Introduction to Psychology; Child Psychology; Human Development: Adolescence Through Aging; Introduction to Sociology; Group Dynamics; Sociology of the Family; Sociology of Deviance; Research Techniques; and Urban Sociology. The 56 quarter hour General Studies Core includes: 16 quarter hours in Freshman Composition and Speech, eight quarter hours in mathematics above Intermediate Algebra (statistics is a program requirement), 12 quarter hours in Humanities to include an Ethics elective, a Humanities elective and an additional Humanities elective to be chosen from courses numbered 300 through 499 that are met by Program Major Requirements; eight quarter hours in Social Science electives and an additional elective to be chosen from Social Sciences courses numbered 300-499; and two Science electives, one of which includes a laboratory component.

Students may select concentrations in one of the following areas: Crime, Justice, and Rehabilitation; Gerontology; Psychology; or Substance Abuse Treatment Studies. The concentration in Crime, Justice, and Rehabilitation requires completion of the following courses: Introduction to the Criminal Justice System; Fundamentals of Criminal Law; Police Systems and Practices; Correctional Systems and Practices; and Community Resources in Rehabilitation. The Gerontology concentration includes the following courses: Perspectives on Aging, Psychology of Aging, Health and Nutrition for the Older Adult, Personal Development of the Older Adult, and Social World of the Older Adult. The Psychology concentration includes the following courses: Theories of Personality; Therapeutic Interventions with Families; Therapeutic Interventions with Children; Perspectives on Adolescence; and Abnormal Psychology. The concentration in Substance Abuse Treatment Studies, accredited by Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., includes the following courses: Introduction to Substance Abuse; Theories of Addiction; Principles of Intervention in Substance Abuse; Pharmacology of Chemical Dependency; and Social Factors in Substance Abuse. All students seeking the B.A. in Human Services must also complete sixteen quarter hours in Human Services Internships and additional electives sufficient to bring the total number of credit hours completed to 184. At least eight quarter hours of internship must be in the area of concentration. Students must also complete assessment testing.

B.A. in Interdisciplinary Studies

The B.A. in Interdisciplinary Studies is designed for students with sophomore standing who wish to develop an individualized Bachelor of Arts degree. Students design individualized programs with the assistance of their program coordinator and with the approval of the Dean of the School of Arts and Sciences and the Registrar. Students organize their individualized curriculum around a theme, and specify outcomes and objectives. Courses and internships selected will relate directly to the stated outcomes and objectives of the curricular plan.

A student's proposed major must encompass at least 64 quarter credits with at least one-half of the planned course credits at the upper division level. Courses must be selected from at least two academic disciplines, may include regularly scheduled courses and courses taken by tutorial or independent study, and must include eight quarter credit hours of internships in the major. With the assistance of the program coordinator, students will also develop a plan for total program assessment to assure that all specified outcomes have been met. The Assessment for this program occurs during the student's Senior Thesis Seminar and includes a major research paper or other creative project and a comprehensive examination addressing all the intended program outcomes. Degree requirements include completion of the Bachelor of Arts General Studies Core, which consists of 16 quarter credit hours in Communications, to include Freshman Composition I, II, and III and either Basic Speech or Group Discussion. General Studies Core requirements also include eight quarter hours of math above Intermediate Algebra, eight quarter hours of electives each in Ethics and Humanities, eight quarter hours of electives in Social Sciences, and four quarter hours in a Science elective that includes a laboratory component.

B.A. in Social Sciences

The B.A. in Social Sciences degree program integrates the learning from many disciplines within the social sciences (history, economics, political science, sociology, and psychology) with the practical skills of accounting, computer use and application, marketing, and management. Students may choose to earn degree credits and gain valuable work experience by completing internships in private industry or government agencies. Careers in government, law, or business can be the outcome of this program. The program requires completion of a 64 quarter credit hour Social Sciences Major Core, a 56 quarter credit hour General Studies Core, a Senior Seminar and Internship and additional coursework to complete the balance of 184 quarter credit hours. Students must also complete Assessment Testing.

Program major requirements for this degree include the following courses: Introduction to Computer Information Systems; Principles of Management; Introduction to Psychology; Introduction to Sociology; Introduction to Social Sciences: Introduction to Integrative Studies; Accounting I and II; Marketing Principles and American Government. Students must also complete twelve credit hours of History or Political Science electives numbered 300-499; a Management or Marketing Elective numbered 300-499; and twelve hours of Psychology or Sociology electives numbered 300-499. The Social Sciences Senior Thesis Seminar and Internships represent an additional 12 quarter credit hours toward the 184 quarter credit hour degree requirement. Students must also complete assessment testing.

A.A.S. in Baking and Pastry

The A.A.S. in Baking and Pastry is designed to prepare students for entry-level positions as bakers or pastry cooks in restaurants, hotels, or retail or wholesale baking establishments. This program may also allow some students to continue their studies into Kendall College's B.A. in Food and Beverage Operations. The A.A.S. in Baking and Pastry requires completion of a 65 quarter credit hour Culinary Arts Major Core, a 28 quarter credit hour General Studies Core, and 12 quarter hours of Internship – for a total of 105 quarter credit hours. The Program Major Core includes the following courses: Introduction to Bread Baking; Baker's Math Skills; Product Identification; Safety and Equipment Knowledge; Knife Skills/Introduction to Cooking; Cost Control; Resume Writing; Introduction to Presentation; Introduction to Cookies; Introduction to Pastry; Computer Applications in the Restaurant Industry; Catering/Event Planning; Baking & Pastry Productions; Breakfast Pastries; Selling and Merchandising; Sugars; Chocolate and

Confections; Cake Decorating; Food Service Management; Hotel/Restaurant Dessert Product; Facility/Business Planning; Frozen Desserts; Advanced Breads; a two credit hour elective and the final Capstone Course. The General Studies Core includes eight quarter hours of communications consisting of Freshman Composition I and II; four quarter hours of Mathematics which can be met by taking Intermediate Algebra (or higher); eight quarter hours of humanities including an Ethics elective and Spanish; four quarter hours of Social Sciences to be chosen from among Political Science, Anthropology, Economics, Psychology, History, or Sociology; and four quarter hours of science consisting of Human Nutrition. Students must also complete assessment testing.

A.A.S. in Culinary Arts

The A.A.S. in Culinary Arts degree program is designed to prepare students for careers in the foodservice industry. Students are helped to develop practical skills in a hands-on working environment involving lecture/demonstration, skill development, and practical application. The program requires a minimum of seven terms of study, six laboratory-related terms on the Kendall College campus, and one term in an approved commercial establishment. The instructional facilities replicate the real world of the working chef, and all equipment is of commercial quality. Students are also given the opportunity to practice various management and supervisory skills while being taught the importance of critical thinking and problem solving.

The A.A.S. in Culinary Arts requires 65 quarter credit hours in the program major core, 28 quarter hours in the General Studies Core, and 12 quarter hours of internship. The program major core includes the following courses: Introduction to Professional Cookery; Stocks, Sauces, and Soups; Sanitation; Introduction to Garde Manger; Methods of Cooking; Product Identification; Introduction to Dining Room Services; Nutrition; Quantity Food Production; Introduction to Bread Baking; Restaurant Desserts and Baking; Advanced Skills; Culinary Management; Menu and Facility Planning; Advanced Garde Manger; Advanced Baking and Pastry; Advanced Sauces and Fish Cookery; Wines, Spirits, and Food Affinities; Introduction to Catering or Symposium; French Classical Cuisine: Lunch; American Cuisine: Dinner; Culinary Arts Elective; Storeroom and Purchasing; Computer Applications in the Restaurant Industry; and Cost Control. The General Studies Core for this program includes the following courses: Freshman Composition I and II; Math Elective 116 or above; Spanish; Computer Applications in the Restaurant Industry; Professional Ethics; a Social Science elective; and Human Nutrition. Students must also complete assessment testing.

Assessment of Student Learning

Kendall College regularly assesses student learning and uses the results of its assessments in ongoing efforts to improve its programs and pedagogy. Assessment procedures include standardized testing, portfolio development and assessment evaluation instruments including practical and comprehensive exams.

Program Assessment

Program chairs assess their programs on a continuing basis, meeting regularly with their faculty members and students. Chairs are required to submit at the conclusion of each spring quarter a detailed assessment of their respective programs. These reports are to include four components:

- A statement of program objectives
- A precise statement of measurable and demonstrable student outcomes

- A description of assessment methods designed to measure those outcomes
- Assessment findings and an analysis of these findings.

Program reviews are submitted to the College Assessment Officer, the Curriculum, Instruction, Planning and Assessment Committee (CIPA), and the Chief Academic Officer for evaluation and consideration of revision. The Culinary Program also submits assessment reports to the American Culinary Federation quarterly, and is certified by them annually.

Facilities (space, equipment, instructional materials)

Criteria 1030.30(a)(3) and 1030.60(a)(4) provide that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

A primary motivation in Kendall College's decision to relocate was the identification of a facility that would better serve the College's needs and help to increase revenue by increasing enrollment capacity in its Culinary School. The proposed new location at 900 N. North Branch Street, Chicago, incorporates three attached structures: an eight story main building and two three-story attachments. The Main Building was renovated in 1999 with new mechanical, electrical, and plumbing systems, vertical transportation, replacement of all windows, and all new interior finishes. The two three-story attached buildings were newly constructed including a 35,000 square foot USDA certified Research and Development facility for research and new product testing.

The building was previously occupied by Sara Lee Corporation, and the institution's application summarizes the following improvements made by Sara Lee that make the facility well suited for Kendall College programs:

[The building] is virtually brand-new and all of the decor is high quality, but still appropriate for a school or office setting – not overly decorative or unduly expensive. It has a comprehensive network of video and security cameras controlled from a central desk and the entire building is already key-card accessible (all of the key card equipment and systems for making cards is on the premises) and totally ADA-compliant. The building has industrial strength HVAC and very substantial incoming power. The departing tenant has left a fully installed phone system that is operational and a completely built-out computer center. There are completely equipped classroom spaces already built on various floors, conference rooms with projection and video-conferencing equipment that is fully operational and which was also left by the departing tenant, and hundreds of brand-new modular furniture units for office and workspace that are installed and already wired. It is estimated that all of this abandoned furniture, fixtures and equipment represents the equivalent of at least \$2 million in expenditures that Kendall would otherwise be required to make (in one form or another) over the next year or two. In addition, the building has three elevators that are accessed from what will be the College's own private and secure entrance, which already has turnstiles and card readers installed.

The building has an existing restaurant which could eventually be a facility either serving our students or run by our students. There is also a fully equipped health club. 5000-8000 new residential units are now under construction or complete within 3-4 blocks of the site. There are hundreds of stores and restaurants within

reasonable walking distance which would provide our students with many, many times the part-time work opportunities that are available in Evanston.

Kendall College has made a substantial investment in computers, software licenses, projectors, televisions, and labs which will continue to support its programs. Other equipment includes freezers, coolers, refrigerators, and many other portable items for specialized uses that adequately support its culinary programs.

The Kendall Library provides resources, services and facilities necessary to support the curriculum including personalized services such as reference, bibliographic instruction, and interlibrary loan. The Library holds approximately 37,000 titles and currently subscribes to 210 general, scholarly, and business related journals in hard copy, as well as daily and weekly newspapers. Holdings include a growing collection of VHS videotapes, selected primarily to support the College's literature, culinary, and early childhood programs. Kendall also offers access to many standard electronic databases and is a member of the Illinois Library Computer Systems Organization.

Faculty and Staff

Criterion 1030.30(a)(4) provides that the education, experience and other qualifications of faculty and instructors shall reasonably ensure that the students will receive education consistent with the objectives of the course or program of study.

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

Existing Kendall College faculty are experienced and well-qualified to teach in their respective fields. Kendall anticipates that the majority of full-time and adjunct faculty will continue with the College at the new location in Chicago. It is also anticipated that there will be increased interest by individuals to join the faculty, especially in regard to the Culinary and Hospitality programs, and that additional full-time faculty will be added as the student population grows.

Fiscal/Personnel Resources

Criterion 1030.30(a)(9) provides that the institution shall be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students.

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

Recent financial statements for Kendall College show declining revenues and a negative fund balance, reinforcing the College's concern that severe enrollment and facility restrictions imposed by the City of Evanston have threatened its long-term financial viability at that location. Under these restrictions, the College has been unable to expand its classroom buildings, and has also been subject to a covenant specifically limiting the number of full-time students who could be enrolled in the Culinary School at any one time. These limitations have seriously inhibited growth and made it nearly impossible for the College to cover its ongoing operational costs and

staff /faculty salaries with tuition receipts. The planned relocation of the College is consistent with recommendations from financial consultants hired by the College; and the availability of the former Sara Lee Corporation research and development building, combined with a highly favorable purchase arrangement, has provided a unique opportunity to assure the College's financial stability while improving opportunities for students.

On the basis of the institution's relocation plan, the College's operating finances should improve dramatically as Evanston's enrollment cap will no longer artificially limit its growth or potential revenues. While current year revenues are anticipated to be about \$16 million, revenues for the school year 2005 are anticipated to be about \$20-22 million, increasing to \$26 million the following year. Thus, the relocation transaction should immediately improve the College's overall fiscal picture. In addition, by virtue of the new available funding, the College will be able to improve its U.S. Department of Education composite score and terminate its probationary status so as to free up other College funds now posted as a DOE bond.

Program Information

Criterion 1030.30(a)(5) provides that the institution shall be prepared to provide students and other interested persons with a catalog or brochure containing information describing the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course or 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, together with any other information specified by the Board and/or defined in its rules and standards. Such information shall be available to prospective students prior to enrollment.

Criterion 1030.30(a)(10) provides that neither the institution nor its agents should engage in advertising, sales, collection, credit, or other practices of any type which are false, deceptive, misleading or unfair.

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

The catalog and its supplements submitted by Kendall College provide accurate descriptions of degree programs offered, program objectives, and schedules of tuition, fees, and other charges and expenses necessary for completion of the proposed courses of study. The institution's cancellation and refund policies are fair and reasonable, and the institution's publications include accurate statements about its accreditation and about limitations on transferability of earned credits to other institutions.

Additional Criteria Relating to Institutional Operating Authority

Criterion 1030.30(a)(6) provides that upon satisfactory completion of the degree program, the student shall be given the appropriate degree by the institution, indicating that a specifically approved course of instruction or study has been satisfactorily completed by the student.

Criterion 1030.30 (a) (7) provides that adequate records shall be maintained by the institution to show attendance, progress, or grades, and consistent standards should be enforced relating to attendance, progress and performance.

Criterion 1030.30 (a)(8) provides that the institution shall be maintained and operated in compliance with all pertinent local, state, and national ordinances.

Criterion 1030.30(a)(11) provides that the institution should have a fair and equitable cancellation and refund policy

Criterion 1030.30(a)(12) requires that the faculty, staff and instructors of the institution shall be of good professional reputation and character.

Kendall College is requesting authority to operate in the Chicago Approval Region. For institutions seeking new operating authority, staff assures compliance with the additional criteria listed above by reviewing applicable institutional administrative policies and procedures (e.g. for faculty retention and dismissal) and by requesting direct institutional assurances of compliance. To assure compliance with these criteria, staff has reviewed the following materials submitted by Kendall College: the institution's catalog and supplements; Student Handbook and Calendar; projected schedule of course offerings; and NCA Self Study Report, including the institution's relocation plan and rationale. On the basis of these and other documents, staff believes that the institution has met the above criteria.

Accreditation/Licensure

None of the programs that lead to specialized accreditation and / or licensure offered by Kendall College is affected by the planned relocation.

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

**New York Institute of Technology
Northern Boulevard
Old Westbury, New York 11568
President: Edward Guiliano**

Background/History. New York Institute of Technology (NYIT) is a private, non-profit, comprehensive senior institution of higher learning, chartered by the Board of Regents of the University of the State of New York in 1955. The Institute offers 149 state-registered undergraduate, graduate and professional degree and certificate programs through eight academic schools: Allied Health and Life Sciences; Architecture and Design; Arts, Sciences and Communication; Education and Professional Services; Engineering and Technology; Extended Education; Management; and the New York College of Osteopathic Medicine (NYCOM). NYIT maintains three campuses in the metropolitan New York area—in Old Westbury and Central Islip (Long Island) and in Manhattan (near Columbus Circle and Lincoln Center). An NYIT virtual campus links the three New York campuses through various distance learning opportunities, and provides national and international outreach for undergraduate and graduate students in locations such as China, the Middle East, Taiwan and Canada. NYIT also offers off-campus programs at other physical sites in New York through affiliations with the United Federation of

Teachers/Teachers Centers (UFT/TC). NYIT is accredited by the Higher Learning Commission and is a member of the Middle States Association of Colleges and Schools.

NYIT plans to expand its distance education offerings by establishing a new division (Ellis College) within its existing school of Extended Education dedicated to higher education for working adults. Initially, the division would offer, in online formats suitable to this audience, online NYIT degree programs registered in the State of New York, beginning with undergraduate and graduate business courses and programs. The administrative offices of the Ellis College division will be in New York State, and NYIT will grant degrees and will retain control of core academic functions such as faculty appointments, curriculum, and student assessment. NYIT has entered into a relationship with UNext Inc., a company operating in Deerfield, Illinois, to manage certain supporting technology and instructional support services for Ellis College – and it is this Illinois activity that requires approval under the Private College Act and Academic Degree Act.

Mission and Objectives

Criterion 1030.30(a)(1) provides that the objectives for the institution and its degree programs must be consistent with what the institutional name and degree program titles imply.

The NYIT mission is to provide high-quality career-oriented professional education, broadly accessible to all qualified students. NYIT was one of the first institutions in the nation to experiment with distance learning technologies, and has general authority from the Board of Regents of the University of the State of New York to grant degrees online.

The creation of Ellis College is consistent with NYIT's mission and longstanding efforts to expand access to its programs. The degree programs to be offered by Ellis College are consistent with the purpose, goals, objectives and mission of the institution and staff believes that each requested degree title is congruent with its corresponding degree program objectives and curriculum.

Curriculum/Assessment

Criterion 1030.30(a)(2) provides that the caliber and content of each course or program of instruction, training or study shall be reasonable and adequate for achieving the stated degree objectives for which the course or program is offered.

Admission

Academic standards for admission and graduation for all programs offered through Ellis College will be consistent with standards for existing programs at NYIT. Undergraduate applicants are accorded individual consideration through a comprehensive evaluation of school records, essays, recommendations, and must show evidence of a high school diploma or GED. Applicants for admission to graduate study must hold a baccalaureate degree or its equivalent from an accredited college or university, and must submit a completed application form, and an official transcript of all previous academic study.

Initially, Ellis College plans to offer courses leading to the Bachelor of Science in Business Administration (BSBA), and the Master of Business Administration (MBA).

Curricula

The BSBA requires completion of 120 semester credits, to include 42 units of general education, 33 units in the undergraduate Business Core, 21 credits in an area of business concentration, and 24 elective credits. It is assumed that students will enter the program with at least 45 units of transfer credits from other institutions. At least 30 credits must be taken from Ellis. Course descriptions and learning objectives for Ellis courses are identical to those of courses taught in NYIT's regular campus based programs.

The MBA will require 45 semester credits, to include 27 credits from a common Business Core, and 18 credits as electives or in areas of concentration. Course descriptions and learning objectives for Ellis courses are identical to those of courses taught in NYIT's regular campus based programs.

Assessment of Student Learning

Ellis courses have well articulated learning objectives tied to specific online learning resources; online tools to track how students use resources and how such use correlates with the assessment of student work; student course evaluations; evaluation of instructors by supervising faculty; periodic special assessment studies and tracking of student progress through the course of study.

Program Assessment

To assure quality, NYIT requires each school and program to establish assessment plans based on the unit's mission and desired educational outcomes. Each plan identifies ways to measure learning outcomes and shows how results of those measurements will be used to improve educational effectiveness. The Ellis College plan will be specifically suited for online programs.

Facilities

Criterion 1030.30(a)(3) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

NYIT operates its programs from three campuses in New York State, including a main campus at Old Westbury. NYIT maintains extensive research and teaching space, libraries, laboratories, residences and all other facilities required to support a campus-based program of more than 11,000 students. With respect to distance learning, NYIT's Online Campus has headquarters on the Central Islip campus, where more than 2,000 square feet are devoted to research in online teaching programs and administration of various online courses for approximately 1,200 students each semester.

Facilities include a BlackBoard ASP with 10,000 users, a BlackBoard server with 5,000 users for course development, a Caucus unlimited license (currently serving New York State Education Department's 126 Teacher Centers and 360 sites in NYC), 800 phone and e-mail help desk, a video on-demand server (V-Brick and VectorMax), streaming servers (Real and Quick time) with multi and unicast capabilities, web-based application sharing, video, audio and whiteboarding (Click to Meet), video e-mail (VidiSolutions) as well as research and development labs for emerging technologies in distributed learning.

Certain functions required to support Ellis College will be performed under contract with UNext, which has offices in Deerfield, IL. UNext occupies 39,000 square feet in two buildings, which house course development staff, IT and operations, student advising, marketing and sales, and administration. UNext is prepared to expand its facilities as necessary to house a sufficient number of support staff to serve any number of Ellis College students.

UNext owns and maintains a computer server farm that is currently housed in its facilities in Deerfield, Illinois. The server farm stores the software and data that enable UNext to deliver its educational services on behalf of NYIT. Specifically, courses, academic support systems such as registration and online forms, student work and collaborative spaces, and various websites are stored on these servers. The servers are maintained in a physically controlled area that has special environmental features and is monitored by camera. The server farm is designed to provide uninterrupted service and includes power backup and redundant Internet connections. Server maintenance is performed on a regularly scheduled basis and students, faculty, and staff are notified in advance of these maintenance periods. The maintenance periods are scheduled at times when there is little activity to avoid disruption of academic services.

Faculty and Staff

Criterion 1030.30(a)(4) provides that the education, experience and other qualifications of faculty and instructors shall reasonably ensure that the students will receive education consistent with the objectives of the course or program of study.

All NYIT faculty must hold terminal degrees or master's degrees in the fields in which they teach, as well as teaching and professional experience in the discipline. Ellis College faculty, who may be located anywhere, are required to undergo specific training in online instruction techniques and be certified in each course they are contracted to teach. Supervisory faculty monitor each instructor's performance using specific requirements and expectations.

Fiscal/Personnel Resources

Criterion 1030.30(a)(9) provides that the institution shall be financially stable and capable of assuring the revenues needed for meeting stated objectives and fulfilling commitments to students.

Fiscal and personnel resources are adequate to fulfill commitments to students. The institution has demonstrated financial stability with the submission of audited financial statements for fiscal years 2001 and 2002.

Program Information

Criterion 1030.30(a)(5) provides that the institution shall be prepared to provide students and other interested persons with a catalog or brochure containing information describing the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course or 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, together with any other information specified by the Board and/or defined in its rules and standards. Such information shall be available to prospective students prior to enrollment.

Criterion 1030.30(a)(10) provides that neither the institution nor its agents should engage in advertising, sales, collection, credit, or other practices of any type which are false, deceptive, misleading or unfair.

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

Additional Criteria Relating to Institutional Operating Authority

Criterion 1030.30(a)(6) provides that upon satisfactory completion of the degree program, the student shall be given the appropriate degree by the institution, indicating that a specifically approved course of instruction or study has been satisfactorily completed by the student.

Criterion 1030.30 (a)(7) provides that adequate records shall be maintained by the institution to show attendance, progress, or grades, and consistent standards should be enforced relating to attendance, progress and performance.

Criterion 1030.30 (a)(8) provides that the institution shall be maintained and operated in compliance with all pertinent local, state, and national ordinances.

Criterion 1030.30(a)(11) provides that the institution should have a fair and equitable cancellation and refund policy

Criterion 1030.30(a)(12) requires that the faculty, staff and instructors of the institution shall be of good professional reputation and character.

NYIT is requesting authority to operate in the North Suburban Approval Region. For institutions seeking new operating authority, staff assures compliance with the additional criteria listed above by reviewing applicable institutional administrative policies and procedures (e.g. for faculty retention and dismissal) and by requesting direct institutional assurances of compliance. To assure compliance with these criteria, staff has reviewed the following materials accompanying the institution's application for operating authority: Organizational Chart and Consolidated Financial Statements; Statement of Accreditation Status from the Middle States Commission on Higher Education; Amendment of Charter with the New York State Education Department; Board of Trustees membership list; and Fall 2002 Fact Sheet. On the basis of these documents, staff believes that the institution has met the above criteria

Staff Conclusion. The staff concludes that the New York Institute of Technology meets the criteria in Sections 1030.30 and 1030.60 of the rules to implement The Private College Act (110 ILCS1005).

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Argosy University/Chicago, Authorization to Grant the Master of Arts in Forensic Psychology at 20 S. Clark Street, Chicago, Illinois, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Argosy University/Chicago Northwest, Authorization to Grant the Master of Arts in Forensic Psychology at 1701 Golf Road, Rolling Meadows, Illinois, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to DeVry University Authorization to Grant the A.A.S. in Network Systems Administration in the Chicago Region, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to DeVry University Authorization to Grant the A.A.S. in Network Systems Administration in the West Suburban Region, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to DeVry University Authorization to Grant the A.A.S. in Network Systems Administration in the South Metro Region, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to DeVry University Authorization to Grant the Bachelor of Science in Business Administration, Bachelor of Science in Computer Information Systems, and Bachelor of Science in Technical Management in the North Suburban region, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Harrington Institute of Design, Authorization to Grant the Associate of Applied Science in Digital Photography at 200 W. Madison, Chicago, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to Kendall College the Certificate of Approval and Authorization to Operate at 900 N. Branch Street, Chicago, and further grants Authorization to Grant the following degrees at this location:

- *A.A. in Business and Technology*
- *A.A. in Human Services*
- *A.A. in Liberal Studies*
- *B.A. in Business and Technology*
- *B.A. in Criminal Justice Management*
- *B.A. in Culinary Arts*
- *B.A. in Early Childhood Education (04 Certification)*
- *B.A. in Early Childhood Education (Non-Certification)*
- *B.A. in Early Childhood Education Leadership and Advocacy*
- *B.A. in Hospitality Management*
- *B.A. in Human Services*
- *B.A. in Interdisciplinary Studies*
- *B.A. in Social Sciences*
- *A.A.S. in Baking and Pastry*
- *A.A.S. in Culinary Arts*

This recommendation is made subject to the institution's maintenance of the conditions that were presented in its applications and which form the basis upon which this Certificate of Approval, Authorization to Operate, and Authorizations to Grant Degrees are granted.

The Illinois Board of Higher Education hereby grants to the New York Institute of Technology the Certificate of Approval and Authorization to Operate in the North Suburban Approval Region, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this Certificate of Approval and Authorization to Operate are granted.

