



November 11, 2002

Assessment: Evaluation of Academic Background and Professional Work Experience

Name: Kristofer Andersson

Country: Sweden

Qualifying Work Experience: Nine years

Academic Equivalent of Academic and Work Experience in the United States:

Bachelor's Degree in Computer Studies

This assessment evaluates the post-secondary education credentials and work experience attained by Mr. Kristofer Andersson during the course of his academic and professional careers, according to the standards of the U.S. Immigration and Naturalization Service regulations. In addition, this assessment determines whether the academic equivalent degree in the United States qualifies Mr. Andersson for the position of Senior Systems Engineer with Spirit Airlines in Ft. Lauderdale, Florida.

I am familiar with Mr. Andersson's post-secondary education and professional work experience in the field of Computer Studies. I recognize Mr. Andersson to be a person of professional standing in the field of Computer Studies. I consider his career to be a significant contribution to his field.

ACADEMIC EVALUATION

Mr. Andersson has completed no fewer than ten professional development courses, workshops and training seminars in Computer Studies over the course of his career. His specialized coursework includes Microsoft introduction to the .NET framework, CLR, Microsoft .NET training, PACS, optimization and performance tuning of Microsoft SQL Server 2000, Windows DNA development, Microsoft Internet Information Server, Internet Explorer, Microsoft Transaction Server, Microsoft Message Queue Server, SQL Server, Windows CE development, VB 5.0 and VB development, and Microsoft Nordic.

Mr. Andersson's post-secondary educational achievement satisfies requirements substantially similar to those required toward the completion of at least thirty credits (one year) of academic study leading to a Bachelor's Degree in Computer Studies from an accredited institution of higher education in the United States.

PROFESSIONAL WORK EXPERIENCE EVALUATION

In addition to the educational equivalence of at least thirty credits (one year) of U.S. college-level study in Computer Studies, Mr. Andersson has completed approximately nine years of progressively responsible full-time professional experience in Computer Studies. During this period, Mr. Andersson served in positions of advanced professional responsibility, together with peers, subordinates and supervisors at a level commensurate with bachelor's level training in this field of study.

From June 1993 to June 1998 Mr. Andersson was Software Developer with Hogia Lon AB/Hogia PA AB in Stenungsund, Sweden. In this position he developed the following software: Hogia WindowsLon (a VB 3 based payroll system for small to medium-sized companies), Tholin & Larsson Reserakning (a VB 3 based travel expense accounting software), HogiaLon for Windows 95/NT (a VB 5 based payroll system for medium to large-sized companies), Hogia PA-Intranet (an Active-Server-based Intranet application), and PA-info.online (an interactive web-based information service). A letter from the Managing Director of the company documents his employment there.

From June 1998 to March 1999 Mr. Andersson was self-employed as a Software Development Consultant (PoCo Engineering) based in Stora Hoga, Sweden. In his work with various Swedish companies, he developed a web-based interface and a VB-based traffic planning and follow-up system. He also designed database and COM/DCOM components for a gatekeeping system and acted as course leader in HTML, ASP and WebMaster.

As Software Developer with Global Care Solutions in Bangkok, Thailand from March 1999 to April 2002, Mr. Andersson developed the following software: parts of Hospital 2000 (a hospital information system), a print engine with layout editor, software for handheld PCs, scripting interfaces, maintenance software for insurance policies and contracts, pharmacy software, Internet café software, and PACS web interface.

From April 2002 to the present Mr. Andersson has again been self-employed as a Software Development Consultant (PoCo Engineering) in Stora Hoga, Sweden. As such, he has developed an e-commerce website and various software for WSAB and made improvements to a library information system web interface.

In addition Mr. Andersson has an in-depth knowledge of the following operating systems, development tools and technologies: Windows XP, 2000, NT 4.0, CE, 98, 95, 3.x, Microsoft.NET framework and tools, Microsoft DNA framework, Visual Basic.NET, 6.0, 5.0, 4.0, 3.0, Visual InterDev 6.0, 1.0, eMbedded VB, Microsoft Visio for Enterprise Architects, COM+ / MTS (Microsoft Transaction Server), MS SQL Server 2000, 7.0, 6.5, Microsoft Message Queue Server, HTML, XML and Dynamic HTML, VBScript, JScript and ActiveX / COM. Finally he is fluent in Swedish and has basic knowledge of Thai.

Mr. Andersson's nine years of professional work experience reflects training and experience in positions of progressively increasing responsibility and sophistication, illustrated by the application of relevant and specialized knowledge, and is indicative of

bachelor's level coursework which equates to at least ninety credits (three years) of U.S. college study in Computer Studies.

Hence, the combination of at least thirty credits (one year) of U.S. college general and specialized educational equivalence in Computer Studies from Mr. Andersson's post-secondary education, along with his professional work experience, which equates to at least ninety credits (three years) of U.S. college study in Computer Studies, exceeds the equivalent to training received by obtaining a U.S. bachelor's degree in Computer Studies as required by the profession.

Based on the foregoing analysis, it is my opinion that Mr. Andersson's degree title equivalency in Computer Studies is directly related to the job duties he will assume in the position of Senior Systems Engineer with Spirit Airlines in Ft. Lauderdale, Florida.

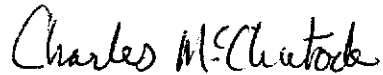
I am the Dean, School of Human and Organization Development at Fielding Graduate Institute and Professor Emeritus at Cornell University. In previous administrative positions at Cornell University I was Assistant and Associate Dean for Academic and Administrative Programs in Cornell's College of Human Ecology. In these administrative positions I had and continue to have authority to grant post-secondary educational credit toward a degree in the field of Computer Studies. Fielding Graduate Institute and Cornell University have programs for granting academic credit based on an individual's training and/or work experience.

In addition to my administrative credentials across diverse higher education fields in the sciences and humanities, I am a qualified expert in management, business and personnel, computing, and fields within human ecology including household and family management, health, nutrition, design and hospitality. I am a member of the Society of Industrial and Organizational Civil Engineering, a branch of the American Psychological Association, which specializes in personnel credential evaluation including education and work experience assessment. I refer you to my relevant publications, which are listed on pages 4 through 9 of my attached curriculum vitae, as well as to my relevant conference presentations, which are listed on pages 9 through 12 of my attached curriculum vitae.

This evaluation relies upon copies of the original documents provided by Mr. Andersson and represented by him to be authentic and true copies of these documents. There are no apparent reasons to doubt the authenticity and accuracy of these documents. This is a true and correct evaluation to the best of my knowledge and belief, pursuant to requirements of the Immigration and Naturalization Service ("INS") of the United States Department of Justice.

I evaluate academic and work experience and specialize in the evaluation of foreign educational credentials. My evaluation consisted of a detailed examination of Mr. Andersson's education, analysis of the specific professional responsibilities associated with each of his employment situations, comparison of his education and professional work experience with the academic requirements for a U.S. bachelor's degree in Computer Studies, and a personal interview that I conducted with him. This opinion is non-binding and in no way signifies acceptance or agreement by Fielding Graduate Institute or Cornell University.

Very truly yours,



Charles McClintock, Ph. D.

Dean, Fielding Graduate Institute
Professor Emeritus, Cornell University

References:

1. International Academic Credentials Handbook, Vol. II. Washington, D.C. AACRAO/NAFSA, 1991.
2. Taylor, Ann (ed.) International Handbook of Universities and Other Institutions of Higher Education, 12th ed., New York: Stockton Press, 1991.
3. U.S. Department of Education, National Center for Education Statistics. Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. Washington, D.C.: U.S. Government Printing Office, 1993.
4. U.S. Department of Labor, Employment and Training Administration, Dictionary of Occupational Titles, 2 vols. 4th ed., Washington, D.C: U.S. Government Printing Office, 1991.



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Assessment: Evaluation of Professional Work Experience

Name: Kristofer Andersson

Country: Sweden

Work Experience: Nine years

Academic Equivalent of Work Experience in the United States:

Bachelor of Science in E-Commerce Technologies

This letter evaluates the work experience of Mr Kristofer Andersson during the course of his professional career and provides my assessment of the equivalency of this work experience to a B.S. degree at a U.S. university. After evaluating Mr. Andersson's professional experiences, I assess his attained skills and knowledge to be equivalent to those of a Bachelor of Science in E-Commerce Technologies (B.S. ECT) degree as granted by the School of Computer Science, Telecommunications and Information Systems (CTI) at DePaul University. It is specifically the goal of the B.S. ECT degree program to prepare students for the type of systems development work that Mr. Andersson has been doing for the past nine years. The projects that Mr. Andersson has worked on specifically and extensively cover the skill sets that are taught to students in this program.

I have three years of professional experience in software development and performance evaluation with AT&T Bell Laboratories (1987-1990) and twelve years of academic experience in the School of CTI at DePaul University (1990-2002). As an Associate Professor and Associate Dean at DePaul, I have previously been called on to assess the professional experience of more than a hundred incoming undergraduate and graduate students and have rendered decisions on the equivalency of their work experience to particular coursework in the CTI curriculum.

PROFESSIONAL WORK EXPERIENCE

Mr. Andersson's full-time employment in the computer software industry began with his position with Hogia from 1993 to 1998. During these years he gained extensive experience in Windows-based PC systems development. He was the principle developer for 3 generations of payroll software utilizing the Visual Basic (VB) language and requiring extensive knowledge of PC operating systems and architecture. The last generation of this software was a web-based system requiring extensive client-side (HTML) and server-side (ASP) web development as well as database systems programming (SQL server).

Between July 1998 and March 1999, Mr. Andersson was self-employed as a consultant, further developing his software skills in web development systems, distributed systems

environments, and database systems, as well as business skills in systems design and analysis. As a self-employed consultant, he was lead developer with responsibility for business interaction with clients, design of solutions, implementation and test of product.

Between March 1999 and April 2002, Mr. Andersson accepted a position with Global Care Systems to develop a comprehensive and technically ambitious hospital care information system for Bumrungrad Hospital in Bangkok, Thailand. This system used state-of-the-art software technology and methodology for distributed client-server systems development and deployment. It is rare in the industry for a developer to have such an opportunity to participate in the design and implementation of such a large-scale comprehensive system from the ground up. This is the type of green-field development scenario that would typically be used as a case study in the final capstone course of a B.S. ECT program to tie together all the concepts learned throughout the degree program. It is exceptional that Mr. Andersson was able to have a leading role in such a major project.

B.S. DEGREE EQUIVALENCY

The degree requirements and course descriptions for the B.S. in E-Commerce Technologies at DePaul University are documented at <http://www.cs.depaul.edu>. These requirements can be broken into the following sets of related courses (course numbers shown). For each set of coursework, I give a description of the topics covered and then describe how Mr. Andersson has gained at least equivalent (and typically superior) knowledge and experience from his professional work.

- **Basic programming skills (CSC 211, 212, 255, 336)** - These courses provide instruction in Java, Visual Basic, and distributed systems programming. Mr. Andersson has easily gained equivalent experience via his extensive experience in using these programming tools and others to build a variety of software systems
- **Database Systems (CSC 319)** – This course provides the basics of database systems, using SQL technologies. Mr. Andersson has extensive experience in the use of these systems through the database development portions of his projects experiences.
- **Web Application Development (ECT 250, 270, 353, 355, 359, 372)** - These courses provide instruction and practice in the design and implementation of web-based business applications, including client-side and server-side web project development. The initial courses cover basic skills, which grow in complexity, leading to a capstone course (ECT 372), which combines all these skills into a large case study. Mr. Andersson has specifically utilized each of the skills taught in each of these courses in his various projects. In addition, the Global Care Systems project at Bumrungrad Hospital is typical of the type of comprehensive systems development that would be presented as an example case study in the ECT 372 capstone course (although the details and workload would be greatly pared down to allow student solutions to be designed and implemented within the 11-week confines of the academic quarter). Mr. Andersson's extensive participation in this project is more than equivalent to taking this sequence of coursework.
- **Systems Analysis and Design (CSC 323, IS 315, 370, HCI 310)** - These courses teach structured system design, user requirements analysis, and interface design. Mr.


Andersson has done design and analysis work on several of his work projects which provide him with the skills taught in these courses.

- **Marketing (MKT 301)** – This course covers principles of marketing. I believe that Mr. Andersson must have learned these principles in the course of running his own consulting business. It is well known in business schools that real job experience teaches such principles better than any academic course.
- **Technical Writing and Public Speaking (ENG 204, CMN 220)** - These courses ensure that our students have proper written and oral communications skills for the business world. As a successful business man with nine years of experience, I have no doubt that Mr. Andersson has made numerous successful presentations in writing and speech.
- **Liberal Studies (various courses)** – These are the breadth requirements that require students to take a few (6-10) courses in the arts and humanities, including multiple cultures, languages, and sociological structures. Mr. Andersson would immediately satisfy the requirements for multiculturalism, experiential learning and language through his travels to Bangkok and his work there. Furthermore, as an adult with nine years of experience in the global marketplace, I am sure that he possesses equivalent appreciation of the arts, humanities, and world history to that gained by a typical B.S. ECT graduate in these few required humanities courses.

Given this topic-by-topic analysis of the courses required of this degree program against the skills and knowledge gained by Mr. Andersson through this professional experience, it is my assessment that his professional experience is equivalent to a U.S. Bachelor of Science degree, specifically the Bachelor of Science in E-Commerce Technologies offered by DePaul University. This evaluation relies upon copies of documents detailing Mr. Andersson's professional experience which I believe to be authentic and accurate. This is a true and correct evaluation to the best of my knowledge and belief, pursuant to requirements of the Immigration and Naturalization Service ("INS") of the United States Department of Justice.

I have routinely evaluated academic and work experience as a part of my admissions advising responsibilities during the past twelve years. This evaluation consists of a detailed examination to the specific professional responsibilities and work output associated with each of Mr. Andersson's employment situations and a comparison of this professional work experience to the required coursework for a B.S. in E-Commerce Technologies degree from the School of CTI at DePaul University. This opinion is non-binding and in no way signifies acceptance or agreement by the School of CTI or DePaul University.

Sincerely,



Gregory B. Brewster, Ph.D.
Associate Dean, School of CTI
DePaul University