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

Submitted for: Action.

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

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

Not-For-Profit:

Resurrection University (Operating Authority)
- Bachelor of Science in Health Informatics and Information Management (HIIM) in the Chicago Region
- Bachelor of Science in Nursing in the Chicago Region
- Master of Science in Nursing in the Chicago Region

Roosevelt University (Operating Authority)
- Bachelor of Science in Hospitality and Tourism Management in the West Suburban Region

For Profit:

John Hancock University (Operating Authority)
- Associate in Arts in Child Development in the West Suburban Region
- Bachelor of Arts in Child Development in the West Suburban Region
- Bachelor of Arts in Paralegal Studies in the West Suburban Region
- Bachelor of Professional Studies in Hospitality Management in the West Suburban Region
- Bachelor of Science in Accounting in the West Suburban Region
- Bachelor of Science in Business Administration in the West Suburban Region

- Bachelor of Science in Criminal Justice in the West Suburban Region
- Bachelor of Science in Management of Information Systems in the West Suburban Region
- Master of Arts in Communication Arts in the West Suburban Region
- Master of Arts in Education in the West Suburban Region
- Master of Business Administration in the West Suburban Region
- Master of Science in Instructional Technology in the West Suburban Region
- Master of Science in Management in the West Suburban Region

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

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

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

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

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

Resurrection University
Three Erie Court
Oak Park, Illinois 60302
President: Dr. Beth A. Brooks

Proposed Program Title: Bachelor of Science in Health Informatics and Information Management (HIIM) in the Chicago Region (Operating Authority)

Projected Enrollments: Resurrection University projects enrollments of seven students in the first year, rising to 28 students by the fifth year.

Proposed Program Title: Bachelor of Science in Nursing (BSN) in the Chicago Region (Operating Authority)

Projected Enrollments: Resurrection University projects enrollments of upwards of 200 students in the first year, rising to approximately 500 students by the fifth year.

Proposed Program Title: Master of Science in Nursing (MSN) in the Chicago Region (Operating Authority)

Projected Enrollments: Resurrection University projects enrollments of 76 students in the first year, rising to 165 students by the fifth year.

Institutional Accreditation: Resurrection University is accredited by the Higher Learning Commission (HLC) and member of the North Central Association. HLC has approved the Chicago campus as an additional location. Its College of Nursing BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education and are approved by the Illinois Board of Nursing of the Illinois Department of Financial and Professional Regulation. Its College of Allied Health BS program in HIIM is in candidacy from the Commission on Accreditation for Health Informatics and Information Management Education.

Background and History

Resurrection University (ResU or the University) is a not-for-profit, upper-division, educational institution currently located in Oak Park, Illinois. Undergraduates are required to complete general education and pre-professional courses before matriculation. Founded as West Suburban School of Nursing in 1914 and later renamed West Suburban College of Nursing, the institution was renamed Resurrection University in 2010 in coordination with a change of control. The University is a Catholic-based specialty school for health sciences. ResU is owned and operated by Presence Heath, a not-for-profit Catholic organization sponsored by the Sisters of the Holy Family of Nazareth, Franciscan Sisters of the Sacred Heart, the Servants of the Holy Heart of Mary, Sisters of Mercy of the Americas and the Sisters of the Resurrection. Presence Health is comprised of hospitals, nursing homes, retirement communities, home health services, behavioral health programs, and other health-related services that provide advanced health care. From its founding, the University had been affiliated with West Suburban Medical Center. However, upon receiving authority to operate in the Chicago Region the location of the institution will change to St. Elizabeth Hospital in Chicago.

Structurally, West Suburban was transferred to Vanguard Health on August 1, 2010. Resurrection University remained part of the Resurrection Health Care System with that change. Later Provena Health and Resurrection Health Care merged, creating a new corporate structure which was added over the two existing corporations. The new super parent name is Presence Health. Resurrection Health Care continues to exist as a corporate entity within Presence Health and ResU continues to exist as a separate corporation within Resurrection Health Care.

Academic programs currently offered at the University's main campus in Oak Park are baccalaureate and master's degrees in nursing and a baccalaureate degree in health informatics and information management. Approximately 400 students are enrolled in the University. The student body is predominately drawn from the Chicago-land area although enrollment from other states is not unusual.

Because West Suburban College of Nursing was in existence before the creation of the IBHE, its authority to operate and award degrees was not controlled by IBHE. However, as a result of a Change of Control that was effective July 1, 2011, this status changed and the University first came under IBHE authority. Authorization to operate and approval of the programs offered on the main campus was awarded February 2012, although the institution had been operating and awarding degrees in Oak Park for many decades prior to the 2012 approval.

The University currently seeks approval to operate in a new region, Chicago, and to offer the same programs that it has been offering in Oak Park in a new Chicago location. The Chicago location will become the University's main campus. The near-term plans are to move from Oak Park to Chicago, and then to open satellite campuses at various hospitals in Illinois, primarily in the Chicago area. Plans to seek approval to operate in additional regions are in an advanced stage of development.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposed programs are consistent with the Roman Catholic University's mission statement that the University "prepares students for professional healthcare careers, providing undergraduate and graduate learning experiences that integrate personal and professional growth, compassionate service and scholarly activities." The objectives of these degree programs are consistent with what their titles imply.

Curriculum/Assessment

Criterion 1030.60(a)(4) 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

Resurrection University provides undergraduate education at the upper-division level and graduate education at the master's level. All admitted undergraduate applicants, all programs, are required to have completed lower-division work, including general education coursework, prior to matriculation. Resurrection University students have varying educational backgrounds prior to enrollment—all are required to have at least 60 credit hours of transferable coursework prior to enrolling, and many have previously earned associate's, baccalaureate, or higher-level degrees. All applicants submit comprehensive college and university academic transcripts. The University only accepts coursework from regionally accredited institutions. The University has established and publicizes specific lower-division pre-major coursework and general education requirements students must have completed prior to enrolling at the University.

While the University does not award any online degrees, the University uses hybrid-learning teaching methods. Students are generally on campus one to two days during the week with other course content covered online or in clinical, simulation lab, or professional practice experiences. Depending on the course and content to be learned, students will learn both in face-

to-face settings—including the classroom and simulation learning center—and online. Although no program is fully online, some courses are fully online and other courses are hybrid.

The clinical and professional practice experiences are arranged with clinical affiliates throughout the greater Chicago-land area. Students are required to provide transportation to these sites. The University faculty provides the instruction to the students in the clinical, simulation lab or professional practice experiences. These learning experiences locations are listed below. The affiliation agreements with these organizations are included in this application.

Bachelor of Science in Health Informatics and Information Management

Included among admission requirements for undergraduate applicants to the Health Informatics and Information Management program are the following requirements: they must submit official transcripts from all colleges or universities attended; and they must have a cumulative college grade point average (GPA) of at least 2.75 on a 4.00 scale.

Bachelor of Science in Nursing

Included among admission requirements for undergraduate applicants to the Nursing program who do not have a nursing license and who are seeking admission to the pre-licensure undergraduate program are the following requirements: they must pass the ATI Test of Essential Academic Skills (TEAS); they must submit official transcripts from all colleges and universities attended; and they must have a cumulative GPA of at least 2.75 on a 4.00 scale and a minimum science cumulative college GPA of 2.75 in anatomy and physiology I and II, general chemistry and microbiology.

Included among admission requirements for undergraduate applicants to the Nursing program who do have a nursing license and who are seeking admission to the post-licensure undergraduate program are the following requirements: they must submit official transcripts from all colleges and universities attended; they must provide evidence of graduation from an Associate Degree Nursing (ADN) program or diploma school of nursing approved by the Illinois Department of Financial and Professional Regulation and accredited by the National League for Nursing Accrediting Commission (NLNAC); they must have a cumulative college grade point average (GPA) of 2.75 on a 4.0 scale and a minimum science cumulative college GPA of 2.75 in anatomy and physiology I and II, general chemistry and microbiology; and they must submit a valid unrestricted Illinois nursing license.

Master of Science in Nursing

Included among admission requirements for graduate applicants to the Nursing program are the following requirements: they must submit official transcripts from all colleges and universities attended; they must have a cumulative undergraduate GPA of 3.0 on a 4.0 scale; they must have a cumulative GPA for undergraduate and, if applicable, graduate nursing courses of 3.0 on a 4.0 scale; and they must submit a current Illinois RN nursing license.

Curricula

Resurrection's baccalaureate programs are upper-division programs which rely on the student completing lower-division courses at the college of their choice and transferring credits to Resurrection University. Once at Resurrection University, the student completes courses in the major.

Bachelor of Science in Health Informatics and Information Management

The undergraduate Health Informatics and Information Management (HIIM) program prepares students to participate in the health care team that develops, implements, and uses systems to effectively manage individual and population health information. Program graduates participate in the selection, use, or management of health care data. Graduates are prepared to support systems intended to promote patient safety, privacy, confidentiality, and information security. Students complete a variety of didactic courses, laboratory courses, and clinical experiences at Resurrection. The program consists of a total of 120 semester hours (SH). The requirements are divided into two categories: (1) Support and General Studies which requires 59 SH that are transferred in, and (2) HIIM courses which require 61 SH that are completed at the University. The program is hybrid with 60 percent of University studies on campus and 40 percent online. Students use a learning management system to access course materials, a virtual lab to access HIIM-specific software for assignments, and online meeting tools to enhance their learning through both synchronous and asynchronous methods.

Bachelor of Science in Nursing

Nursing students are prepared to become professional nurse generalists who promote health and provide care for clients in an increasingly global society. There are two tracks leading to the Bachelor of Science in Nursing (BSN) degree. The pre-licensure BSN track of the program is designed for the student who has not completed a formal Nursing program previously. The BSN for RNs post-licensure track is designed for registered nurses seeking baccalaureate degrees. The pre-licensure track of the undergraduate Nursing program consists of a total of 120 SH including the required 61 that are transferred in after being earned elsewhere. The requirements are divided into two categories: (1) Support and General Studies, which requires 61 SH that are transferred in, and (2) Nursing, which requires 59 SH that are completed at the University. Included in the Nursing hours completed at the University are: didactic, 38 SH; elective, two SH; simulated laboratory experiences, two SH; and clinical experiences, 17 SH.

For licensed nurses seeking a baccalaureate, only the last 21 SH must be completed at the University. The post-licensure track of the undergraduate Nursing program consists of a total of 120 SH. The requirements are divided into three categories: (1) Support and General Studies, which requires 61 SH that are transferred in; (2) pre-licensure Nursing courses completed prior to transfer, which require 38 SH that are transferred in; and (3) Nursing courses completed at the University, which require 21 SH.

Master of Science in Nursing

Students are prepared as advanced generalists or specialists who will care for patients throughout the full spectrum of health care delivery settings and across various stages of illness. Five concentrations are available to graduate students: Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nurse Administrator, Nurse Educator, and Nurse Practitioner (with available concentrations in Family Nurse Practitioner and Adult Nurse Practitioner). The MSN program is a graduate-level program which relies on the student matriculating after having completed a bachelor's degree in Nursing. Once at Resurrection University, the student completes a variety of didactic courses, simulated laboratory experiences and clinical experiences.

MSN students may select one of five concentrations: Nurse Administrator, Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nurse Practitioner, and Nurse Educator. Each

program has slightly different combinations of courses to prepare the students to fulfill the specialty area. However, all students complete a core of courses. The program totals range from 40 to 44 SH: MSN Core Courses, 11 SH; Administration or Advanced Practice Clinical Core Courses, 9-12 SH; and Specialty Courses, 17-22 SH. MSN students complete a minimum of 500 Residency hours in which they practice and then apply their advanced nursing knowledge and skills.

Assessment of Student Learning

Students are assessed through a variety of evaluation of learning strategies including objective examinations which cover the didactic content and short answer essay examinations based on patient scenarios. Papers are written in several courses to allow for the assessment of knowledge and competence in both content and communication.

Bachelor of Science in Health Informatics and Information Management

In addition to the University's general student assessment practices, students in this program are required to write papers that involve the transformation of acquired fact into a situated environment; usually these are associated with a specific professional practice issue.

Bachelor of Science in Nursing

In addition to the University's general student assessment practices, pre-licensure Nursing students complete standardized normative exams for several courses. Students complete a comprehensive exam several weeks prior to graduation. Clinical competence of pre-licensure students is assessed in the University's Simulation Center throughout the first semester of the program and periodically throughout the remainder of the program. Clinical competence is evaluated weekly through faculty observation and supervision in the clinical area. Finally, assessment of the success of the BSN graduates comes from other measures including registered nurse licensure examination (NCLEX-RN) pass rates, employment rates, and information about alumni lifelong learning.

Master of Science in Nursing

In addition to the University's general student assessment practices, MSN students write papers in every course. These involve the combination of previously learned or lived experiences with newly acquired information, which students transform into knowledge for use in situated environments. Case studies associated with specific patient-care or professional practice issues are incorporated. Clinical competence of the MSN student is assessed through skill demonstration reflective of the students' specific concentrations. Additionally, students are periodically tested in the University's Simulation Center. Clinical competence is evaluated weekly by the preceptor who directly observes and supervises the student in the clinical area and students' weekly residency experience reports are reviewed by residency faculty. MSN students complete a comprehensive project as the culminating activity. This project requires a scholarly synthesis of an individually-selected issue, practice challenge, or advanced nursing practice concern. Assessment of the success of the MSN graduates comes from other measures including certification examination pass rates, APN licensure rates (for appropriate concentrations), employment rates, and information about alumni lifelong learning.

Program Assessment

The University's units have program assessment plans which delineate items and timelines which must undergo scrutiny and data analysis. This data is evaluated for patterns of deficits and strengths. Items on the plan were derived from the accrediting and approval bodies for nursing, from the Illinois Nursing Practice Act, from the accrediting and approval bodies for HIIM, and from communities of interest (e.g., clinical affiliates and potential employers). The timelines ensure that all elements affecting the programs as well as the College of Nursing, the College of Allied Health, and the University are reviewed no less frequently than every three years; many items are reviewed yearly. Deans and program directors, along with the University's Institutional Effectiveness Committee, hold responsibility for ensuring that students are competent upon graduation. For example, the College of Nursing reviews NCLEX-RN pass rates quarterly and annually and certification pass rates annually, the HIIM program reviews pass rates of the national Registered Health Information Administrator (RHIA) certification exam, and the University reviews employment and continuing education data with the alumni surveys.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

Portions of the existing St. Elizabeth Hospital, part of Resurrection Health Care, are to be renovated as the site for the relocated Resurrection University. The existing hospital, located at 1431 North Western Avenue in Chicago, has gross building area of approximately 240,510 gross square feet. The University will be located in remodeled portions of the first, sixth, seventh, eighth, tenth and 11th floors. The Interactive Library and Resource Library portions of the University will be located on the first floor. The remainder of the classroom, faculty offices, administration areas, and support functions will be located in on floors six, seven, and eight of the 11 story tower portion of the hospital. The sixth floor plan of approximately 11,780 gross square feet will comprise primarily administration and faculty office space along with two classrooms. The seventh floor of approximately 11,780 square feet includes primarily classrooms, computer lab teaching, and tutor room as well as faculty and administration offices. The eighth floor of approximately 11,675 square feet contains classrooms, simulation room and faculty offices. The tenth floor includes a 1,200 square feet shared conference room space. The University plans to increase lab space in Chicago to 1,337 square feet with a 300 square feet control room/office.

Resurrection University Library is a professional health science library. The physical collection includes over 3,000 books. The library provides electronic document delivery services to the Resurrection University community giving students access to any of the library's 500 professional journals. The Library participates in DOCLINE, the National Library of Medicine's automated interlibrary loan (ILL) request routing and referral system. The library provides students access to online databases OVID, EBSCO and PubMed. A computer lab with 20 personal computers, a scanner, and a printer is available for student use, open 24 hours per day and 7 days a week. Online courses are delivered using eCollege Learning Management System.

Resurrection University has agreements with 12 healthcare institutions within the Resurrection Health Care system and 25 clinical locations outside of Resurrection Health Care at which University faculty provide instruction and students experience on-site learning.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

One doctoral-level full-time faculty member and one master's-level full-time faculty member run the small HIIM program. Additionally, adjunct faculty members who have experience in HIIM programs at other institutions provide instruction.

A cadre of 20 full-time faculty members, along with additional part-time and adjunct faculty members, provides Nursing education at Resurrection. Faculty members charged with delivering undergraduate education are minimally educated at the master's level. Doctoral-level faculty members have responsibility for the master's program curriculum and pedagogical development. The minimal educational requirement for full-time faculty who teach in the master's program is the completion of a doctoral degree or nearing completion of the degree (dissertation candidacy status). As additional full-time faculty are hired, those who teach in the master's program will have doctoral preparation.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Resurrection University has submitted fiscal plans indicating tuition revenue exceed and will continue to exceed operating expenditures.

Accreditation/Licensure

Bachelor of Science in Health Informatics and Information Management

Graduates will be eligible to sit for the national Registered Health Information Administrator (RHIA) certification examination.

Bachelor of Science in Nursing

Resurrection University has nursing accreditation through the NLNAC and program approval by the Illinois Board of Nursing. Graduates of the program are eligible to take the NCLEX-RN, which leads to licensure as a Registered Professional Nurse.

Master of Science in Nursing

Graduates will be prepared to take exams based on their completed concentrations. Students completing Clinical Nurse Leader, Adult Health Clinical Nurse Specialist, Nursing Administration, and Nurse Practitioner concentrations will be prepared for certification examinations provided by the American Nurses Credentialing Center. Nurse Administrator certification may also be sought through the National Organization of Nurse Executives. Nurse Educator graduates will be prepared to take the National League of Nursing Certified Nurse Educator certification.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
President: Dr. Charles R. Middleton

Proposed Program Title: Bachelor of Science in Hospitality and Tourism Management in the West Suburban Region (Operating Authority)

> *Projected Enrollments:* Roosevelt University projects an enrollment of 12 students in the first year, rising to a maximum of 20 students by the fifth year.

Institutional Accreditation: Roosevelt University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools.

Background and History

Founded in 1945, Roosevelt University is committed to a mission of social justice emphasizing fairness, equality, and integrity. Roosevelt develops high-quality programs and establishes partnerships with an emphasis on access and attainment for all students. Focusing on degree programs combining practical scholarship and long-term economic impact for students and society at large, the Evelyn T. Stone College of Professional Studies connects Roosevelt's mission with high-value degrees tailored to the demands of the global marketplace.

Institutional Data

Criterion 1030.30(a)(2)(D) provides that success in student progression and graduation, and success rates in programs preparing students for certification and licensure, shall be consistent with expectations in higher education and the appropriate related field of study. At a minimum, the Board shall consider the following factors, based on results for similar institutions: (i) Graduation rates, degree completion rates, retention rates, and pass rates for licensure and certification. (ii) Success rate, which shall be, at a minimum, higher than that of the lowest

quartile of these measures for similar Illinois institutions defined as open versus competitive enrollment institutions and primarily associate versus primarily baccalaureate granting institutions. Exceptions may be made to the lowest quartile if an institution is above the national average for these measures using the same comparison categories of institutions.

Roosevelt University is in the primarily baccalaureate granting, selective admission comparison group in Illinois. Cohort is based on those seeking a bachelor's degree only.

Cohort Graduation Rate	Group Mean	Group Median	Rank
46.5%	52.3%	54.9%	45/67

Undergraduate Completions per 100 FTE	Group Mean	Group Median	Rank
30.4	22.2	22.2	4/67

Note: This new section is a work in progress as staff begins evaluating institutions and presenting augmented write-ups for Board consideration, based on criteria that were added for explicit consideration under recently-adopted revisions to IBHE Rules. These data were considered in the staff evaluation of the proposal, but were not a determinative factor as the implementation of the revised rules is phased in.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

This proposal is consistent with Roosevelt University's commitment to its mission of social justice emphasizing fairness, equality, and integrity. Focusing on degree programs combining practical scholarship and long-term economic impact for students and society at large, this proposal connects Roosevelt's mission with high-value degrees tailored to the demands of the global marketplace.

Curriculum / Assessment

Criterion 1030.60(a)(4) 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

Because this program is set up as a 3+1 degree option for students completing a specific associate degree at the host community college, applicants must have completed the College of DuPage's (COD) Associate in Applied Science degree in Hospitality Management, Restaurant Management, Culinary Arts, or Meeting & Events Planning. Additionally, they must have completed 18 additional credits at the COD. Applicants are required to have a 2.00/4.00 Cumulative Grade Point Average.

Curriculum

The curriculum consists of 12 three-credit upper level hospitality/tourism courses. Each course requires 45 contact hours. Courses will be delivered in a classroom, face-to-face format. This program is an extension of the existing Bachelor of Science in Hospitality and Tourism Management (B.S.H.T.M.) program Roosevelt offers at its main campus in Chicago. The extension will allow students in the North Suburban region one year of Roosevelt courses on-site at COD. This is the result of a cooperative 3+1 year transfer articulation agreement between Roosevelt and COD to offer a seamless transfer experience for students completing Associate of Applied Science degrees in Hospitality Management, Restaurant Management, Culinary Arts, and Meeting & Events Planning at COD. Roosevelt University will accept as transfers, students from COD who have earned an Associate of Applied Science in the previously listed majors, and who have completed 18 additional credits at COD beyond the Associate's Degree. COD students will enter Roosevelt University with junior/senior status and complete the Bachelor of Science in Hospitality and Tourism Management degree on the College of DuPage campus, at a reduced tuition rate. Through this agreement students may earn both an Associate of Applied Science degree and a Bachelor of Science degree in the optimal time.

Assessment of Student Learning

Roosevelt University has established policies and practices in place for the assessment of student learning. For each of its regular courses within its programs, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, individual student portfolios, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning. The syllabus for each course describes student assessment to measure student learning of course content.

Program Assessment

For each course in the curriculum, meaningful course content, along with specific learner outcomes and the means of assessing student learning for each course in the curriculum are identified. With respect to specific courses, course content and learning objectives for each course has been cross-referenced with industry skill standards published by the Illinois State Board of Education for the Lodging Industry, the Foodservice Industry and the Meetings Industry. For each course, student performance (learner) outcomes have been identified, along with means of assessing student learning.

In addition, the Bachelor of Science in Hospitality and Tourism Management degree program employs a continuous improvement plan. Hospitality faculty participate in regularly scheduled departmental meetings, and serve on university-wide committees that relate to curriculum—university curriculum council, graduate council, college council. Full-time faculty mentor adjunct faculty in preparing syllabi, developing course content and student learning objectives, and in facilitating assessment and grading. Full-time faculty review grading by adjuncts. Both undergraduate and graduate student research topics are identified collaboratively by faculty and reviewed and graded jointly by faculty.

Roosevelt faculty also participate in professional associations such as the Illinois Hotel and Lodging Association, the Illinois Restaurant Association, Meeting Planners International, the Greater Chicago Club Managers Association, the Chicago Convention and Tourism Bureau, and

the Greater Woodfield Visitors and Convention Bureau. These associations provide faculty with access to industry professionals who share their views of what skills and knowledge are required for professionals in the industry.

Students who participate in the hospitality and tourism curriculum are expected to develop skills that allow them to obtain employment in the field. Overall program success is measured by students' successful employment in the field of hospitality and tourism, including hotels, restaurants, meetings, etc. The institution periodically undertakes a follow-up study of graduates to determine their employment and satisfaction with the training they received at the University.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

The courses will be taught in the existing facilities at the College of DuPage. COD currently offers Associate in Applied Science degrees in the Hospitality discipline, and therefore no additional facilities beyond those currently in use are required.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

Roosevelt University has identified policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place.

Fiscal / Personnel Resources

Criterion 1030.60(a)(8) provides that fiscal and personnel resources shall be sufficient to permit the institution to meet obligations to continuing programs while assuming additional resource responsibilities for the new program.

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

Accreditation / Licensure

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning

the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

Roosevelt University's catalog provides accurate information regarding its academic policies, admissions procedures, tuition, fees, and refund policies. The materials provided on the proposed program are in keeping with the other programs offered by Roosevelt University. The materials identify objectives, course requirements, and statements on accreditation.

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

John Hancock University
111 North Canal Street, Suite 380
Chicago, Illinois 60606
President: Dr. Virginia Carlin

Proposed Program Title: Associate in Arts in Child Development in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Arts in Child Development in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Arts in Paralegal Studies in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Professional Studies in Hospitality Management in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Science in Accounting in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Science in Business Administration in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of 20 students in the first year rising to a maximum of 114 students by the fifth year.

Proposed Program Title: Bachelor of Science in Criminal Justice in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Bachelor of Science in Management of Information Systems in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

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

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

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

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Master of Business Administration in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment of 30 students in the first year rising to a maximum of 172 students by the fifth year.

Proposed Program Title: Master of Science in Instructional Technology in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Proposed Program Title: Master of Science in Management in the West Suburban Region (Operating Authority)

> *Projected Enrollment:* John Hancock University projects an enrollment in this program of ten students in the first year rising to a maximum of 57 students by the fifth year.

Institutional Accreditation: Ellis University, Inc. is a private, not-for-profit university accredited by the Distance Education and Training Council (DETC). As part of its transition to John Hancock University via institutional sale, Ellis University submitted a Change of Name

request to the DETC. In March 2012, DETC's Commissioners voted to approve the change of ownership and reaccredited the institution, as Ellis University and later John Hancock University, through 2016.

Background and History

Ellis University opened on August 25, 2008. Ellis University is the successor of Ellis College of the New York Institute of Technology, a branch campus of the New York Institute of Technology (NYIT). NYIT wanted Ellis College to evolve from a branch campus to a free-standing institution. This transition was completed in 2008. As a part of the transition process, Ellis University sought and was approved for independent operating and degree granting authority from IBHE in June 2004 and has since operated as an independent, not-for-profit institution of higher education.

Ellis University has entered into an asset purchase agreement with Temania Group LP, a subsidiary of Eminata Group. This asset purchase agreement closed August 23, 2012. With this change of ownership, Ellis University has changed its name to John Hancock University and become a for-profit institution. This change in ownership allows John Hancock University to share library resources with University Canada West. This operating authority application is being submitted for Temania Group LP d/b/a John Hancock University, which will continue the current mission, goals and objectives of Ellis University.

The programs under consideration here are submitted for IBHE approval as a result of the change of ownership and the transition from Ellis University to John Hancock University. All programs under consideration have been previously offered by Ellis University and approved by the IBHE, and will, pending IBHE approval, be offered by John Hancock in a seamless transition. The formal transfer of students to the new institution is planned for January 2013.

Mission and Objectives

Criterion 1030.60(a)(2) provides that the objectives of the degree program must be consistent with what the degree program title implies.

Criterion 1030.60(a)(3) provides that the requested degree program shall be congruent with the purpose, goals, objectives and mission of the institution.

The proposals presented are consistent with John Hancock University's mission of being "an online institution, with a learning-centered focus, serving a diverse population of working adults." John Hancock University considers three concepts to be of paramount importance as it works to fulfill its mission. *Access*, understood both through the convenience and flexibility that online professional learning can provide to working adults and as a necessary condition of higher education to meet the needs of an increasingly diverse student body in a dynamic global economy; *Academic quality and engagement,* achieved through a commitment to providing relevant and high quality curriculum and programs via a process of engagement between faculty and students that facilitates the growth, development, and empowerment of learners as they acquire knowledge, skills, and insights; and *Education as supporting agility and adaptability,* articulated through a belief that high-quality education provides knowledge, skills, and insights that promote agility and adaptability in a changing environment.

Curriculum/Assessment

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

Admission

Applicants to undergraduate programs must show completion of a high school diploma or its equivalent and meet one of the following criteria: good academic standing and completion of at least 12 semester credits from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation; an active military or honorably discharged veteran; an individual over the age of 23. Students who have completed a high school diploma or its equivalent but have not successfully completed 12 hours of college level work and do not meet the age or military service criteria can complete the necessary credit hours as a student at large. Upon successfully earning 12 credit hours, these students can apply for regular degree-seeking status.

Applicants to graduate programs must show completion of a bachelor's degree from an institution that is accredited by an accrediting association that is recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation. In addition, a score of 79 on the IBT TOEFL is required for international applicants who graduated from a secondary school in which English was not the primary language of instruction.

Curricula

Associate in Arts in Child Development

The Associate in Arts in Child Development degree program requires students to complete 60 semester credit hours, 24 hours of general education courses, and 36 hours in core courses. It is designed to provide entry level child care workers with knowledge and skills to be effective caretakers and teachers of young children. Students will begin with core courses in child development, and then proceed to integrate general education courses with their remaining child development courses throughout the pursuit of the degree. The core coursework includes courses in Health, Safety & Nutrition, Child Growth and Development, Early Childhood Education, Educational Psychology, and Instructional Technology for Early Childhood. Field observation is also required. Program outcomes are aligned with National Association for the Education of Young Children (NAEYC) standards. Students completing this program can move seamlessly into John Hancock University's baccalaureate program in Child Development.

Bachelor of Arts in Child Development

The Bachelor of Arts in Child Development degree program requires students to complete 120 semester credit hours, including 42 hours of general education courses and 63 hours of core courses. This degree program is designed for students who seek to gain new knowledge and skills, as well as those who wish to improve and expand their competencies and is geared toward students who have limited experience working with young children. It can accommodate both students who have completed the Associate in Arts in Child Development at John Hancock University as well as students entering with associate degrees in Early Childhood Education or Child Development from community colleges. Baccalaureate students have five concentration outcomes of nine credits each in Infant/Toddler Care, School-Age Care and Management, Early Childhood Leadership, Early Childhood Special Education and an Individualized concentration

selected by the student in consultation with his or her advisor. The final course in the baccalaureate degree is an integrative capstone course. Program outcomes are aligned with NAEYC standards.

Bachelor of Arts in Paralegal Studies

The Bachelor of Arts in Paralegal Studies degree program requires students to complete 120 semester credit hours, including 42 hours of general education courses, 42 hours of core legal courses, 21 hours of related electives in areas such as Criminal Justice, Political Science, Sociology, and Psychology, and 15 hours of general electives. This degree program is designed to provide students with the analytical and critical thinking tools to understand and apply the law and is geared toward working professionals who seek a degree that will enhance their current career paths.

Bachelor of Professional Studies in Hospitality Management

The Bachelor of Professional Studies in Hospitality Management degree program requires students to complete 120 semester credit hours, including 42 hours of general education courses, 54 hours of core courses, 12 hours of related electives, and 12 hours of general electives. This degree program is designed to prepare students for customer-service oriented positions in hotels, restaurants, casinos, health clubs, cruise ships, convention centers, event planning companies, country clubs, sports clubs, tour companies, travel agencies, parks and recreation departments, and adult living communities.

Bachelor of Science in Accounting

The Bachelor of Science in Accounting degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 39 hours of core business courses, 30 hours of core accounting courses, and 10 hours of general electives. This degree program is designed to: educate students in the fundamental concepts, principles and practices common to all areas of accounting including taxation, financial accounting, managerial accounting, auditing and information systems; promote an awareness of and commitment to professional and ethical business practices; and give students the ability to address unstructured real-world problems by identifying central issues, recognizing causational factors and generating evidence-based viable solutions.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 39 hours of core courses, and 22 hours of general electives. In addition to these requirements, students must choose and complete 18 hours in one of the following concentrations: Finance, General Management, Human Resources Management, International Business, Management of Information Systems, Managerial Accounting, Marketing, or Small Business and Entrepreneurship. This degree program is designed to: educate students in the fundamental concepts, principles and practices common to all areas of business administration; provide effective written and oral business communication skills; promote an awareness of and commitment to professional and ethical business practices; and give students the ability to address unstructured real-world problems by identifying central issues, recognizing causational factors and generating evidence-based viable solutions.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 46 hours of core courses, 15 hours of Criminal Justice electives, and 18 hours of courses related to a concentration in Political Science, Sociology, Paralegal Studies, or Psychology. This program is designed to offer a comprehensive and practical study of the American criminal justice system and the professional roles that accompany it. Students gain in-depth and relevant understanding of the tools, processes, legal issues, and challenges inherent in careers in law enforcement, corrections and private security. Students can concentrate in one of three areas: Forensic Investigation, Corrections, or Leadership Management. All areas utilize a capstone course, designed to test critical thinking and analytical skills, as the culminating learning experience.

Bachelor of Science in Management of Information Systems

The Bachelor of Science in Management of Information Systems degree program requires students to complete 121 semester credit hours, including 42 hours of general education courses, 55 hours of core courses, 15 hours of general electives, and nine hours of courses related to a concentration in Information and Network Security, Interactive Media, or Telecommunications. This program is designed to develop students' skills in analyzing and solving technology related problems and prepares students to adapt to new innovations in technology. In this program, students will: apply the fundamental principles, concepts and techniques associated with software development, telecommunications and developmental methodologies; apply teamwork and interpersonal skills needed to function effectively in the business context (applications and technologies); demonstrate awareness of and commitment to professional and ethical business practices; apply critical thinking skills evidenced in the analysis, design, construction and testing of simple and complex information systems; demonstrate effective written business and technical communication skills; apply modeling and problem-solving techniques; and, solve unstructured real-world problems.

Master of Arts in Communication Arts

The Master of Arts in Communication Arts degree program requires students to complete 36 semester credit hours, including 12 hours of core communication courses, and 24 hours in advertising and public relations courses. This program is designed to provide students with theoretical and applied knowledge of industry concepts, industry challenges, and research associated with media, culture, public relations, and news reporting. Upon completion of this program, students will demonstrate proficiency in the functional knowledge of the industry of communications, including: understanding the fundamental concepts, terms, and procedures of the public communications industry; applying theory and research associated with media, culture, advertising, public relations, and integrated marketing; and assessing the major challenges associated with contemporary public communications such as crisis management, cause marketing, branding, and public affairs communication.

Master of Arts in Education

The Master of Arts in Education degree program requires students to complete 24 semester credit hours of a core curriculum, and between nine or 15 additional semester credit hours, depending on the degree track chosen. This program is designed to increase teachers' abilities to engage students in effective and efficient learning experiences that produce measurable gains in student achievement and employs core proficiencies that are consistent

across most National Board of Professional Teaching Standards (NBPTS) certificates. Students may select a program with a thesis option (33 semester hours) that will allows them to explore an issue in depth through empirical research and advance them toward doctoral study. Alternatively, students can select the specialization option (39 semester hours) designed to further advance their practice. Specialization areas include Teacher as Leader, designed for teachers who continue to teach but also mentor or supervise other teachers, and Early Childhood Education, designed for teachers, supervisors and child care workers engaged with young children. Both degree tracks engage students in case-based and problem-based learning activities and assignments that require them to implement and integrate strategies and techniques within their own classroom and engage in inquiry that assesses the outcomes and effectiveness of their efforts. Coursework develops from beginning to advanced levels and focuses on core competencies while engaging teachers in a community of learners to share ideas and research.

Master of Business Administration

The Master of Business Administration degree program requires students to complete 27 semester credit hours of a core curriculum, and between nine and 18 additional semester credit hours, depending on the number of specializations chosen. This program is designed primarily for working adults interested in assessing theories and practices developed by academic business experts. Courses are grounded in scenario-based learning, and upon completion students will be able to apply appropriate theories to the assessment of business strategies, policies, processes and procedures within a variety of organizational forms, functions and industries and analyze and resolve complex business problems. The MBA core curriculum offers students an opportunity to evaluate business theories while honing their managerial skills related to processes, individuals and organizations. In this program, students sharpen their abilities to design, evaluate and improve the processes and procedures that lead to business success by analyzing theories and practices used to formulate business strategies and tactics. The MBA core provides a foundation from which students can then explore more advanced business concepts. Within the program, students can specialize in General Business Studies, E-Commerce, Finance, Leadership, Management of Information Systems, Marketing, Professional Accounting, Global Management, Healthcare Administration, Project Management, or Risk Management. For the General Business Studies option, students must complete 36 credit hours, including the core curriculum and nine elective credit hours. For other specializations, students must complete the 27 credit hours of the core curriculum and nine credit hours within an area of specialization. Students may pursue and complete up to two specializations.

Master of Science in Instructional Technology

The Master of Science in Instructional Technology degree program requires students to complete 37 semester credit hours, including 12 hours of core courses, six hours of a Research and Field Project requirement, and an additional 19 hours in one of two specializations: Instructional Technology for P-16 Educators, or Instructional Technology for Trainers. The Master of Science in Instructional Technology for P-16 Educators degree program prepares learners to integrate effective technological processes and tools into their curriculum and classroom practices. The program focuses on the knowledge, skills, and tools needed to assess classroom learning environments, technology access and learners engaged in various content area studies; and design, develop, implement and evaluate instructional activities that integrate multimedia, the Internet, and other technology available toward the goal of providing effective, efficient and appealing instruction. This program is most appropriate for practicing classroom teachers who want to advance their knowledge and skills related to integration of technology within classroom learning environments, to prepare to lead change efforts and/or serve as a

technology leader, and/or to become a curriculum developer for pre-K, elementary, middle, and secondary education and in community and technical colleges. The Master of Science in Instructional Technology for Trainers is designed for individuals interested in training in a corporate, non-profit, government or related settings. Students will be prepared to integrate instructional and technological knowledge and skills within the context of workplace training and performance improvement. The program is designed around industry needs and competencies identified by the American Society for Training and Development (ASTD) and other training organizations with a primary focus on developing corporate training and development practitioners. Graduates will be able to assess learning and performance problems and identify instructional and non-instructional solutions, and are equipped with the skills to design, develop, implement and evaluate training and professional development activities that integrate multimedia, the Internet, and other technology available toward the goal of providing effective, efficient and appealing training for performance improvement.

Master of Science in Management

The Master of Science in Management degree program requires students to complete 36 semester credit hours, including 27 hours of core courses, and nine hours in one of five specializations: Leadership, Project Management, Non-Profit Management, Health Care Administration, or Marketing. The program is designed for working professionals and provides academic grounding in management theories and their application to business practices.

Assessment of Student Learning

John Hancock University has established policies and practices in place for the assessment of student learning. For each of its regular courses within its programs, the institution establishes learning outcomes, and from those outcomes, corresponding lesson objectives, learning activities, and evaluative criteria are developed. Objectives are evaluated through assignments, quizzes, tests, labs, case analyses, capstone projects, and other established assessment measures. These direct assessments provide meaningful feedback to students to help them better understand their progress through the program and the relevance of assessment to their learning.

Program Assessment

John Hancock University employs a curriculum-embedded institutional assessment scheme, which is intended to satisfy contemporary trends toward comprehensive assessment and provide a functional feedback loop for academic decision makers. This systematic program assessment is designed to ensure continuous quality improvement of student learning and the improvement of contexts in which that learning occurs. The main foci of this comprehensive assessment scheme is the direct assessment of student learning and indirect measures of institutional effectiveness such as end-of-term student surveys, faculty surveys, alumni and employer surveys, and archival data such as persistence and graduation rates. To evaluate the efficacy of courses, John Hancock University employs the Outcomes and Assessment System (OASIS). OASIS involves the pre-selection of one assignment from each course for separate assessment. The selected assignment provides the best opportunity in a specific course for students to demonstrate their achievement of related program outcomes. Student performance on each selected assignment is assessed against program outcomes using a rubric developed specifically to evaluate performance. OASIS houses the collection of assessed student assignments as well as faculty feedback on the assignments. This data is then aggregated to provide a measure of how well the course is aiding students in meeting the learning outcomes. In

addition, John Hancock University maintains an ongoing course revision schedule to ensure that course content is current and that the most effective pedagogical and technological approaches are being employed. Each year, faculty review assessment and feedback data from various constituent groups (students, faculty, practitioners, and employers) to make course and/or curricular adjustments and improvements, which are documented in the Annual Academic Program Review.

Facilities (space, equipment, instructional materials)

Criterion 1030.60(a)(5) provides that the institution shall have adequate and suitable space, equipment and instructional materials to provide education of suitable quality.

All John Hancock University courses are offered only in online (web-based) instruction, and do not provide instructional equipment or materials for students, outside of identified textbooks, electronic library access, and network access. Students must have a computer and sufficient Internet connection in order to take John Hancock University courses. Computer and technical requirements for students are printed in the university catalog. The John Hancock University website also includes this information, as well as a technical setup process to ensure that students' computers can access the latest features of John Hancock University courses. Admissions representatives and academic advisors also assist students with this process.

John Hancock University contracts with Capital Education for its student information system and learning management system, which constitute the technology platform that supports John Hancock courses and the overall student environment. In addition to supporting registration and courses, John Hancock University's virtual campus environment supports student life programs, resources, and services to increase community building among John Hancock students, faculty and alumni. The parameters and benchmarks of John Hancock University's learning platform features flow from our belief that learning is an active, socially-driven process and reflects our commitment to designing and organizing the educational experience around the student.

In support of its degree programs, the University requires library resources to support program offerings in the Colleges of Education, Behavioral Sciences, Arts and Sciences, and Business. With the change of ownership to Temania LP, John Hancock University will provide increased library support for its students by combining its resources with University Canada West (UCW). UCW has its own budget for library expenditures in addition to John Hancock University's expenditures. During the 2010/2011 budget year, UCW invested more than $75,000 in library holdings, including subscriptions and print and multimedia acquisitions. John Hancock University has budgeted $115,000 per year for each full year through 2016, including a new hire in July 2012 dedicated to the John Hancock University library.

Students can access the library from any page of the learning management system by clicking on a link on the task bar. The UCW Library provides students access to research material in subject areas such as biology, business, commerce, communications, economics, education, geography, language, literature, and linguistics, marketing, mathematics, philosophy, psychology, religion, science, and sociology. As a part of its End of Course Faulty Survey, John Hancock University asks faculty to evaluate learning resources, including library holdings, for its courses to ensure that sufficient resources are available to support student learning. Library resources are also considered in quarterly program evaluations and the university process for

developing new academic programs. The university plans its acquisitions based on these evaluations.

Faculty and Staff

Criterion 1030.60(a)(6) 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.

John Hancock University has identified policies that ensure academic professionals hired possess the training, credentials, and other related qualifications in order to provide instruction at the institution. Faculty teaching in the proposed programs will have the appropriate qualifications. A formal faculty evaluation process is in place. John Hancock University will be hiring additional full-time faculty as the institution's enrollment grows, and expects to hire terminally degreed academics who have demonstrated excellent teaching skills, mastery of online pedagogy, and comprehensive knowledge of the course materials they will be assigned to teach. In addition to those selection criteria, applicants for these positions will also be selected on the basis of their willingness and capacity to participate in a learning community, to engage in learning through discipline-based and pedagogical study, and to engage in discipline-based scholarship or the scholarship of teaching and learning. Finally, John Hancock University expects to hire academics that have no less than five years successful experience teaching online.

Fiscal/Personnel Resources

Criterion 1030.60(a)(8) 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.

Temania Group GP, Inc. and Temania Group LP (together) were formed specifically for the purpose of purchasing Ellis University. To date, expenditures for this transaction have been funded through an arrangement with Ellis University that provides for the working capital requirements of Ellis until the transaction closes or is terminated. Temania Group LP d.b.a. John Hancock University has received a substantial financial commitment of up to $2.4 million from through its Temania Group GP subsidiary to support it until such a time that it is able to operate on its own internally generated cash-flow. John Hancock University has submitted fiscal plans indicating tuition revenue will exceed operating expenditures within four years of operations for the proposed degree programs.

Accreditation/Licensure

Associate of Arts in Child Development

Neither specialized accreditation of the program or licensure of graduates is required. Graduates of the program are able to seek the Child Development Associate credential through the Child Development Associate National Credentialing Program. This credential requires the applicant to have completed course work in Child Development, have worked in a supervised child care environment, to submit a professional resource file made up of a collection of reference materials related to their work, and distribute and collect a parent opinion questionnaire. The courses offered in the AA in Child Development satisfy the educational requirements of the Child Development Associate National Credentialing Program.

Bachelor of Arts in Child Development

Neither specialized accreditation of the program or licensure of graduates is required. Graduates of the program are able to seek the Child Development Associate credential through the Child Development Associate National Credentialing Program. This credential requires the applicant to have completed course work in Child Development, have worked in a supervised child care environment, to submit a professional resource file made up of a collection of reference materials related to their work, and distribute and collect a parent opinion questionnaire. The courses offered in the BA in Child Development satisfy the educational requirements of the Child Development Associate National Credentialing Program.

Bachelor of Arts in Paralegal Studies

Neither specialized accreditation of the program or licensure of graduates is required.

Bachelor of Professional Studies in Hospitality Management

Neither specialized accreditation of the program or licensure of graduates is required.

Bachelor of Science in Accounting

Neither specialized accreditation of the program or licensure of graduates is required.

Bachelor of Science in Business Administration

Neither specialized accreditation of the program or licensure of graduates is required.

Bachelor of Science in Criminal Justice

Neither specialized accreditation of the program or licensure of graduates is required.

Bachelor of Science in Management of Information Systems

Neither specialized accreditation of the program or licensure of graduates is required.

Master of Arts in Communication Arts

Neither specialized accreditation of the program or licensure of graduates is required.

Master of Arts in Education

Neither specialized accreditation of the program or licensure of graduates is required.

Master of Business Administration

Neither specialized accreditation of the program or licensure of graduates is required.

Master of Science in Instructional Technology

Neither specialized accreditation of the program or licensure of graduates is required.

Master of Science in Management

Neither specialized accreditation of the program or licensure of graduates is required.

Program Information

Criterion 1030.60(a)(7) provides that the information the institution provides for students and the public shall accurately describe the degree programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the program or course of instruction as are likely to affect the decision of the student to enroll. This information, including any enrollment agreements or similar agreements, shall be available to prospective students prior to enrollment.

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

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

The staff recommends adoption of the following resolutions:

The Illinois Board of Higher Education hereby grants to Resurrection University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Health Informatics and Information Management, the Bachelor of Science in Nursing, and the Master of Science in Nursing in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

The Illinois Board of Higher Education hereby grants to Roosevelt University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Hospitality and Tourism Management in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

The Illinois Board of Higher Education hereby grants to John Hancock University the Certificate of Approval and Authorization to Operate and to Grant the Associate in Arts in Child Development, the Bachelor of Arts in Child Development, the Bachelor of Arts in Paralegal Studies, the Bachelor of Professional Studies in Hospitality Management, the Bachelor of Science in Accounting, the Bachelor of Science in Business Administration, the Bachelor of Science in Criminal Justice, the Bachelor of Science in Management of Information Systems, the Master of Arts in Communication Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Science in Instructional Technology, and the Master of Science in Management in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.