

**Iowa College Student Aid Commission
September 20, 2013**



IOWA COLLEGE STUDENT AID COMMISSION

Guiding Statements

Our Mission

We advocate for and help Iowa students and families as they explore, finance and complete educational opportunities beyond high school.

Our Motto

Because college changes everything.

Our Vision

All Iowans can achieve an education beyond high school.

Our Guiding Principles

We believe in the value of education and our commitment is to:

- Put students first.
- Uphold the public trust.
- Develop and empower a motivated, compassionate, and professional team.
- Create and nurture internal and external partnerships that benefit our customers.
- Provide services to our customers that exceed expectations and address their changing needs.
- Respect and honor the dignity of each other and all those we serve.

IOWA COLLEGE STUDENT AID COMMISSION

A G E N D A

September 20, 2013

10:00 a.m.

Iowa College Student Aid Commission Conference Room

1. Executive Director's Report..... Tab A Misjak
- *2. Consent Agenda Tab B Misjak
 - a. Minutes of Meeting (13-09-B1)
 - July 19, 2013
 - b. Administrative Rule (13-09-B4)
 - Chapter 1 – Organization and Operation
 - Chapter 20 – National Guard Educational Assistance Program
 - Chapter 24 – Rural Iowa Primary Care Loan Repayment Program
 - Chapter 25 – Rural Iowa Advanced Registered Nurse Practitioner and Physician Assistant Loan Repayment Program
 - c. Postsecondary Registration
 - New Hope Christian College (13-09-B15)
 - Kendall College (13-09-B17)
 - Michigan State University (13-09-B28)
 - Trident University (13-09-B36)
 - University of Wisconsin Platteville (13-09-B44)
 - University of North Carolina Chapel Hill (13-09-B52)
- *3. Postsecondary Registration-University of Phoenix.....Tab C Small
- *4. Scholarship, Grant and Loan Repayment Application and Processing RFP.....Tab D Brown
- *5. Committee Reports Tab E
-Legislative Committee..... Commissioner Adams
6. Staff Reports Tab F
- Administrative Budget/Expenditure Summary.....May
7. Duzik Proclamation CommissionerAdams
8. Adjournment

* Indicates Action Item

UPCOMING MEETING DATE:

November 15, 2013

January 17, 2014

March 21, 2014

May 16, 2014

IOWA COLLEGE STUDENT AID COMMISSION

Executive Director's Report September 2013

Year End Expenditure Numbers for Programs

Staff have finalized the scholarship, grant, and loan repayment program expenditures for programs administered by the Commission during SFY 2013. Total funds expended were almost \$65 million through more than 28,350 individual student awards.

Lumina Grant

Iowa College Aid has been asked to be a strategic partner with the Quad Cities Goal 2025 Coalition in their efforts to secure a grant from Lumina to support targeted efforts to increase higher education enrollment, graduation and employment in the Quad Cities community. The Quad Cities Goal 2025 Coalition was one of 27 community programs invited to apply for the Lumina Community Partnership for Attainment Grant which will provide a maximum of \$200,000 to allocate towards achievement of strategic postsecondary objectives between 2013–2016.

Iowa College Aid recognizes the economic and social importance of increasing Iowa's postsecondary education attainment rate. As such, we have provided a letter of support for the program outlining how we can assist in this joint effort. In addition to Iowa College Aid, other strategic partners include the Illinois Student Assistance Commission, institutions of higher education in the Quad Cities, K-12 schools districts and community organizations.

Welcome Rob Porter

Rob Porter has been appointed as Iowa College Aid's legal counsel replacing David Van Compernelle from the Attorney General's Office. Rob had previously worked for the Attorney General's office from 2005-2008 representing ICN, IPERS, DAS-HRE and the Lottery.

Rob has extensive experience concerning student aid programs, projects, grants and contracts. Before returning to the Attorney General's office, he worked for ACT, Inc. and the University of Iowa, Office of General Counsel. A *summa cum laude* graduate, Rob received his B.A. in Political Science and Psychology from Doane College in 1998. He went on to graduate with distinction from the University of Iowa College of Law in 2011.



**IOWA COLLEGE STUDENT AID COMMISSION
PRELIMINARY SUMMARY OF PAYMENTS BY INSTITUTION**

**FISCAL YEAR 2013
(Academic Year 2012-13)**

IowaCollegeAid.gov
Your Financial Aid Connection

	Iowa Tuition Grant Program		Iowa Voc-Tech Tuition Grant Program		Kibbie Grant Program		Iowa Grant Program		All Iowa Opportunity Scholarship Program		Iowa National Guard Education Assistance Program		Governor's State Fair Scholarship		Education Training Voucher Program		All Iowa Opportunity Foster Grant Program		Barber and Cosmetology Arts & Sciences Tuition Grant	
	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars	No.	Dollars
REGENT UNIVERSITIES																				
Iowa State University	0	0	0	0	0	0	145	126,633	90	616,381	193	1,100,830	0	0	9	30,820	8	21,054	0	0
University of Iowa	0	0	0	0	0	0	78	73,572	56	386,143	98	532,264	0	0	5	21,500	5	14,492	0	0
University of Northern Iowa	0	0	0	0	0	0	110	88,877	43	302,974	92	490,474	0	0	4	14,000	6	18,480	0	0
Total	0	0	0	0	0	0	333	289,082	189	1,305,498	383	2,123,568	0	0	18	66,320	19	54,026	0	0
INDEPENDENT COLLEGES AND UNIVERSITIES																				
AIB College of Business	532	1,477,781	0	0	0	0	22	9,642	0	0	5	20,710	0	0	1	5,000	2	10,667	0	0
Allen College	297	989,005	0	0	0	0	12	2,442	0	0	1	6,658	0	0	0	0	0	0	0	0
Briar Cliff University	386	1,214,721	0	0	0	0	8	6,235	3	23,418	9	49,771	0	0	0	0	0	0	0	0
Buena Vista University	1,670	3,842,825	0	0	0	0	32	28,966	2	11,709	16	80,276	0	0	8	33,188	8	54,606	0	0
Central College	685	2,455,831	0	0	0	0	9	8,220	6	46,836	1	6,658	0	0	1	1,500	1	4,000	0	0
Clarke University	398	1,314,400	0	0	0	0	6	4,216	2	15,612	1	6,658	0	0	0	0	0	0	0	0
Coe College	427	1,524,717	0	0	0	0	7	4,919	2	15,612	4	23,303	0	0	1	5,000	1	8,000	0	0
Cornell College	110	412,340	0	0	0	0	2	1,435	0	0	0	0	0	0	0	0	0	0	0	0
Des Moines University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dordt College	328	1,195,530	0	0	0	0	5	3,996	1	7,806	3	19,974	0	0	1	2,500	1	4,000	0	0
Drake University	478	1,668,876	0	0	0	0	7	5,564	1	7,806	2	6,658	0	0	0	0	0	0	0	0
Emmaus Bible College	49	172,078	0	0	0	0	4	942	0	0	0	0	0	0	0	0	0	0	0	0
Faith Baptist Bible College	102	353,055	0	0	0	0	4	1,942	0	0	1	6,658	0	0	0	0	0	0	0	0
Graceland University	175	550,879	0	0	0	0	4	3,647	0	0	0	0	0	1	5,000	1	8,000	0	0	
Grand View University	1,203	3,466,987	0	0	0	0	27	17,518	6	39,030	22	118,120	0	0	5	25,000	4	32,000	0	0
Grinnell College	75	278,400	0	0	0	0	1	902	1	7,806	0	0	0	0	0	0	0	0	0	0
Iowa Wesleyan College	294	875,886	0	0	0	0	7	5,261	1	7,806	0	0	1	1,000	0	0	0	0	0	0
Loras College	295	1,051,689	0	0	0	0	4	3,860	0	0	3	16,090	1	1,000	0	0	0	0	0	0
Luther College	347	1,275,286	0	0	0	0	5	3,521	1	3,903	0	0	0	0	0	0	0	0	0	0
Maharishi Univ. of Management	37	119,502	0	0	0	0	1	522	0	0	0	0	0	0	0	0	0	0	0	0
Mercy College	523	1,463,912	0	0	0	0	11	7,452	1	7,806	7	36,619	0	0	0	0	0	0	0	0
Morningside College	530	1,882,777	0	0	0	0	8	5,806	6	46,836	12	69,909	0	0	1	3,000	1	8,000	0	0
Mount Mercy University	825	2,482,984	0	0	0	0	11	10,520	2	15,612	3	14,704	0	0	0	0	1	18,408	0	0



**IOWA COLLEGE STUDENT AID COMMISSION
PRELIMINARY SUMMARY OF PAYMENTS BY INSTITUTION**

**FISCAL YEAR 2013
(Academic Year 2012-13)**

Northwestern College	411	1,464,865	0	0	0	0	6	4,728	2	11,709	2	13,316	0	0	1	2,500	1	4,000	0	0
Simpson College	881	2,763,733	0	0	0	0	19	11,598	8	62,448	9	41,781	0	0	1	5,000	1	8,000	0	0
St. Ambrose University	613	2,026,326	0	0	0	0	9	7,163	0	0	7	43,277	0	0	0	0	0	0	0	0
St. Luke's College	77	227,799	0	0	0	0	2	878	0	0	1	6,658	0	0	0	0	1	2,000	0	0
University of Dubuque	492	1,622,389	0	0	0	0	7	5,135	2	12,194	9	47,600	0	0	4	17,500	4	28,000	0	0
Upper Iowa University	1,282	2,914,201	0	0	0	0	30	22,430	3	22,162	35	146,646	0	0	2	6,000	3	21,175	0	0
Waldorf College	17	62,580	0	0	0	0	4	3,321	1	3,903	3	13,316	0	0	1	1,500	1	1,890	0	0
Wartburg College	630	2,306,074	0	0	0	0	8	7,432	4	30,374	1	3,329	0	0	1	5,000	1	8,000	0	0
William Penn University	777	1,789,745	0	0	0	0	23	14,889	1	7,806	7	24,450	0	0	2	10,000	2	16,000	0	0
	14,946	45,247,173	0	0	0	0	305	215,102	56	408,194	164	823,139	2	2,000	31	127,688	34	236,746	0	0
FOR-PROFIT COLLEGES AND UNIVERSITIES																				
Ashford University	854	765,653	0	0	0	0	4	2,551	2	8,459	12	31,845	0	0	2	10,000	2	12,000	0	0
Kaplan - Council Bluffs	108	60,202	0	0	0	0	13	4,042	0	0	1	3,630	0	0	0	0	0	0	0	0
Kaplan - Cedar Falls	289	281,679	0	0	0	0	13	8,649	0	0	3	8,640	0	0	1	1,500	1	1,333	0	0
Kaplan - Cedar Rapids	364	331,308	0	0	0	0	37	11,993	0	0	9	36,234	0	0	2	7,814	2	12,001	0	0
Kaplan - Des Moines	442	396,215	0	0	0	0	24	15,642	0	0	10	53,019	0	0	0	0	0	0	0	0
Kaplan - Mason City	134	120,000	0	0	0	0	13	4,333	0	0	0	0	0	0	0	0	0	0	0	0
Kaplan - Davenport	448	391,620	0	0	0	0	14	8,241	0	0	4	15,000	0	0	1	2,188	1	2,000	0	0
Waldorf College	98	122,021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2,737	2,468,698	0	0	0	0	118	55,451	2	8,459	39	148,368	0	0	6	21,502	6	27,334	0	0
Total (For-Profit/Independents)	17,683	47,715,871	0	0	0	0	423	270,553	58	416,653	203	971,507	2	2,000	37	149,190	40	264,080	0	0
COMMUNITY COLLEGES																				
Des Moines Area Community College-Ankeny	0	0	605	448,601	788	800,716	89	46,597	41	146,880	148	353,381	0	0	28	71,250	26	36,606	0	0
Eastern Iowa Community College - Clinton	0	0	21	14,952	62	55,259	4	1,746	0	0	5	12,858	0	0	3	9,000	3	4,540	0	0
Eastern Iowa Community College - Muscatine	0	0	32	23,388	52	39,481	12	4,725	0	0	6	13,809	0	0	0	0	0	0	0	0
Eastern Iowa Community College - Scott	0	0	112	79,172	253	208,850	26	11,250	4	15,816	13	28,180	0	0	2	6,000	2	4,540	0	0
Hawkeye Community College - Waterloo	0	0	234	181,601	375	370,538	22	7,800	20	62,730	53	149,741	0	0	4	15,000	6	11,980	0	0
Indian Hills Community College - Centerville	0	0	10	8,225	0	0	2	2,000	1	4,080	1	3,312	0	0	0	0	0	0	0	0
Indian Hills Community College - Ottumwa	0	0	217	167,291	525	585,522	12	11,381	11	42,160	31	102,312	0	0	10	36,192	8	14,681	0	0
Iowa Central Community College - Ft. Dodge	0	0	149	122,410	252	248,993	18	12,847	13	48,062	24	71,558	0	0	7	19,253	6	9,410	0	0
Iowa Lakes Community College - Emmetsburg	0	0	110	102,037	160	191,194	17	8,047	9	34,680	11	38,023	0	0	3	7,125	3	3,689	0	0
Iowa Valley Community College - Ellsworth	0	0	25	21,827	26	31,239	16	6,510	9	34,170	4	15,167	0	0	3	11,459	3	5,675	0	0
Iowa Valley Community College - Marshalltown	0	0	20	13,125	109	91,834	0	0	2	8,160	10	30,573	0	0	1	3,125	2	2,270	0	0
Iowa Western Community College - Council Bluffs	0	0	106	80,348	232	222,421	18	11,053	14	48,960	31	82,119	0	0	8	26,250	9	15,890	0	0



**IOWA COLLEGE STUDENT AID COMMISSION
PRELIMINARY SUMMARY OF PAYMENTS BY INSTITUTION**

**FISCAL YEAR 2013
(Academic Year 2012-13)**

Kirkwood Community College - Cedar Rapids	0	0	461	379,873	440	460,721	71	36,610	21	77,030	119	329,339	0	0	16	54,500	14	31,212	0	0
North Iowa Area Community College - Mason City	0	0	99	82,890	173	168,719	20	6,451	7	25,500	6	13,778	0	0	3	2,875	2	1,703	0	0
Northeast Iowa Community College - Calmar	0	0	78	74,439	104	116,908	17	5,551	8	32,130	3	10,800	0	0	2	2,000	2	1,136	0	0
Northeast Iowa Community College - Peosta	0	0	80	64,703	147	155,496	12	4,039	2	5,484	7	24,900	0	0	8	16,000	8	10,498	0	0
Northwest Iowa Community College - Sheldon	0	0	87	66,830	135	153,216	5	2,007	2	8,160	11	38,524	0	0	2	3,750	2	1,986	0	0
Southeastern Community College - West Burlington	0	0	103	81,959	207	183,695	26	7,629	2	6,062	23	69,934	0	0	3	4,386	1	506	0	0
Southwestern Community College - Creston	0	0	51	40,552	75	88,265	10	3,474	14	51,119	1	1,768	0	0	2	8,750	2	3,972	0	0
Western Iowa Tech Community College - Sioux City	0	0	201	156,771	252	236,574	17	11,610	32	110,105	83	218,575	0	0	4	16,285	3	6,810	0	0
Total	0	0	2,801	2,210,994	4,367	4,409,641	414	201,327	212	761,288	590	1,608,651	0	0	109	313,200	102	167,104	0	0
OTHER COLLEGES																				
Out-of-State College or University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	40,250	0	0	0	0
Iowa Barber or Cosmetology School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	31,653	0	0	104	36,938
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	71,903	0	0	104	36,938
GRAND TOTAL	17,683	47,715,871	2,801	2,210,994	4,367	4,409,641	1,170	760,962	459	2,483,439	1,176	4,703,726	2	2,000	181	600,613	161	485,210	104	36,938
AVG. AWARD		2,698		789		1,010		650		5,411		4,000		1,000		3,318		3,014		355

LOAN REPAYMENT PROGRAMS:	Number	Dollars	Avg. Award
Iowa Teacher Shortage Loan Forgiveness Program	100	411,383	4,114
Iowa Registered Nurse and Nurse Educator Loan Forgiveness Program	30	79,178	2,639
Health Care Professional Recruitment Program (obligated funds)	11	310,970	28,270
John R. Justice Loan Repayment Program	26	51,668	1,987
Federal Teacher Loan Forgiveness Program	82	726,555	8,860

*Waldorf College listed under both ITG Programs due to phase-out of not-for-profit ITG recipients.

Last Update: 09-12-2013

**IOWA COLLEGE STUDENT AID COMMISSION
MINUTES OF MEETING
July 19, 2013
10:00 a.m.
Iowa College Student Aid Commission
603 East 12th Street, 5th Floor, Des Moines, Iowa 50319
Via Telephone Conference Call**

Members Present:

Janet Adams	Roger Claypool
Robert Denson	Bob Donley
Crystal Ford	Ron Jorgensen
Frederick Moore	Herman Quirnbach
Doug Shull	Roby Smith
Elizabeth Sullivan	Jeremy Varner
Karolyn Wells	

Members Absent:

Cindy Winckler

Staff Present:

Todd Brown	Heather Doe
Julie Leeper	Kris May
Karen Misjak	Carolyn Small
Ashley Wendt	

Attorney General Present:

David Van Compernelle

Guests Present:

Ken Brauchle	Indiana State University
Matt Brown	Iowa Student Loan
Angie Carlson	Capri College
Doug Dillner	Christ School of Theology- Institute of Lutheran Theology
Sue Edwards	Ultimate Medical Academy
Sheri Jones	Ashford University
Danielle Pankey	Troy University
Tim Parry	Liberty University
Matthew Vallejo	Ashford University

Call to Order

The Iowa College Student Aid Commission met for a regularly scheduled meeting on July 19, 2013 via telephone conference call. Commission Chair Adams called the meeting to order at 10:02 am with a quorum present.

Executive Director's Report

Ms. Misjak said staff is gearing up for a week long Quantum Learning camp at Iowa State University. This event helps students with life skills and academic performance skills. There is also a track for teachers showing them unique ways to teach in the classroom. Commissioners are invited to attend any part of this camp to observe.

Gear Up Iowa Staff, 5 students from Perry and 5 students from Columbus Junction recently returned from the Gear UP Conference in San Francisco. The students participated in Youth Congress and then performed in a skit at the last event during the conference. Ms. Misjak said the conference was fun and eye opening and the students that attended benefited. Chair Adams shared how impressed she was with the activities going on across the country and how great the need. We as a Commission need to find ways to learn and follow through with helping students find their way to Higher Education.

Ms. Misjak informed Commissioners that the Commission will again be exhibiting at the Varied Industries Building during the Iowa State Fair, and asked that they stop by the booth if they are visiting the fair.

Based on the number of FAFSA's received the ITG award was increased from \$4,000 to \$4,110. Commissioner Moore stated the increase was warmly received in his sector.

Consent Agenda

Chair Adams asked for a motion to approve the Consent Agenda as written.

Motion: Commissioner Shull moved to approve the Consent Agenda items as written: Minutes of Meeting, May 17, 2013, Administrative Rules, Postsecondary Registration: Troy University, Ultimate Medical Academy, Liberty University, Christ School of Theology, and Institute of Lutheran Theology in South Dakota, Indiana State University, Grand Canyon University, Printing and Storage Contract Extension, GEAR UP Trust Early Disbursement Notification. Commissioner Wells seconded the motion which passed unanimously.

Legislative Committee Update

Ms. Small provided an update on Ashford University regarding their process of becoming accredited by the Western Association of Schools and Colleges (WASC). Currently Ashford is in

compliance with the Higher Learning Commission (HLC). Last week Ashford was notified that WASC has approved their initial application for accreditation. Ashford will be transitioning from the HLC to WASC. Currently Ashford is waiting for the United States Department of Education (USDE) to approve the transition from the HLC to WASC. At that point the Commission will need to act on Ashford's registration to change their accreditation. Ms. Small said we may find it necessary to set up a telephone conference call to act on this request. The transition will make California Ashford's primary authorizing State. Iowa's registration authorization will be required after the transition for its Iowa-based campus. Ms. Small said she is having a conference call with her counterpart in California. California will take on a vast majority of student complaints; however Ms. Small will continue to take the student complaints for the students that attend the Clinton Campus and Iowa resident online students. Ashford University will lose state aid funding when accreditation changes to WASC. In May, the Commission approved a plan to close out the university's state aid eligibility. Commissioner Donley asked if the Commission can take action on this today, however it was not on the agenda and will have to wait until the next meeting or a special conference call will be scheduled.

Ms. Leeper provided an update on the regulatory plan for the Commission for FY14.

Staff Reports

Ms. May gave a report on the FY2013 year to date financials and shared that revenues are above budget and expenditures are below budget. Ms. May shared that the 1.6 million dollar match has been drawn down for the Gear Up Trust. We have a positive variance.

Commission adjourned at 10:23 a.m.

JANET ADAMS, CHAIR

CRYSTAL FORD, VICE CHAIR

IOWA COLLEGE STUDENT AID COMMISSION

Administrative Rules September 2013

RECOMMENDED ACTION:

Move to propose amendments to *Administrative Rules*:

***Chapter 1 – Organization and Operation;
Chapter 20 – Iowa National Guard Educational Assistance Program;
Chapter 24 – Rural Iowa Primary Care Loan Repayment Program; and
Chapter 25 – Rural Iowa Advanced Registered Nurse Practitioner and Physician
Assistant Loan Repayment Program.***

The proposed amendments have been reviewed by the Commission's Legislative Committee and are provided below.

Chapter 1 – Organization and Operation:

As the result of relocating the Commission's offices, the Commission's address and telephone number must be updated. In addition, staff recommends updates to the process for members of the public to request that they be allowed to address the Commission, updating the term "web site" to "internet site". and removal of a paragraph describing the makeup of an advisory council.

Chapter 20 – Iowa National Guard Educational Assistance Program:

Senate File 332 requires the Adjutant General to accept applications from otherwise eligible members of the National Guard who miss the application deadline for the National Guard Educational Assistance Program but who were on active duty at the time of the deadline. The proposed rule provides definitions for "federal active duty" and "state-defined payment period" and provides rules concerning late applications that will be considered for funding under the program.

Chapter 24 – Rural Iowa Primary Care Loan Repayment Program:

House File 604 provided funding for this program which was established during the 2012 Legislative Session. The proposed rules will ensure proper administration of the program.

Chapter 25 – Rural Iowa Advanced Registered Nurse Practitioner and Physician Assistant Loan Repayment Program:

House File 604 established this new program during the 2013 Legislative Session. The proposed rules will ensure proper administration of the program.

IOWA COLLEGE STUDENT AID COMMISSION[283]
Notice of Intended Action

Pursuant to the authority of Iowa Code Chapter 261.3, the Iowa College Student Aid Commission hereby gives Notice of Intended Action to amend Chapter 1, “Organization and Operation”, Iowa Administrative Code.

The rules in Chapter 1 describe the organization and operations of the Commission. These amendments update the Commission’s address, clarify meeting procedures, update information concerning fees for public records, and eliminate advisory council requirements.

Interested persons may submit comments orally or in writing by 4:30 p.m. on November 15, 2013, to the Executive Director, Iowa College Student Aid Commission, 430 East Grand Avenue, Third Floor, Des Moines, Iowa 50309-1920; fax (515) 725-3401.

These amendments are intended to implement Iowa Code chapter 261.

The following amendments are proposed.

Amend subrule 283—1.2(1) as follows:

1.2(1) Location. The commission is located ~~in the Iowa Building, 603 East 12th Street, 5th Floor at~~ 430 East Grand Avenue, 3rd Floor, Des Moines, Iowa ~~50309-3609~~ 50309-1920; telephone (515)725-3400; ~~Web~~ Internet site www.iowacollegeaid.org www.iowacollegeaid.gov. Office hours are 8 a.m. to 4:30 p.m., Monday to Friday. Offices are closed on Saturdays and Sundays and on official state holidays designated in accordance with state law.

Amend subrule 283—1.2(3) paragraph “d” as follows:

d. A specific time is set aside at each meeting for the public to address the commission. As a general guideline, a limit of five minutes will be allocated for each of these presentations. If a large group seeks to address a specific issue, the chairperson may limit the number of speakers. Members of the public who wish to address the commission during this portion of the meeting are required to ~~fill out a card, which is available upon request, that is to be given to~~ notify the commission’s ~~confidential~~ administrative secretary prior to the meeting. The person’s name and the subject of the person’s remarks must be ~~noted~~ provided. To accommodate maximum public participation, members of the public are encouraged to submit ~~the cards~~ requests at least 72 hours in advance of the meeting.

Amend subrule 283—1.2(4) as follows:

1.2(4) Minutes. The minutes of all commission meetings are recorded and kept by the executive director in the commission office. Upon approval by the commission, minutes are posted on the commission’s ~~Web~~ Internet site.

Amend subrule 283—1.2(5) as follows:

1.2(5) Records. The records of all business transacted and other information with respect to the operation of the commission are public records and are on file in the commission office. All records, except statements specified as confidential under these rules, are available for inspection during regular business hours. ~~(Copies of records up to ten twenty-five pages in number may be obtained without charge. The cost of reproduction will be charged for pages in excess of ten twenty-five. Digital media will be provided for a fee equal to the cost of the physical device provided. The charge may be waived by the executive director.)~~

Amend subrule 283—1.2(7) by striking the subrule in its entirety.

IOWA COLLEGE STUDENT AID COMMISSION[283]
Notice of Intended Action

Pursuant to the authority of Iowa Code Chapter 261.86, the Iowa College Student Aid Commission hereby gives Notice of Intended Action to amend Chapter 20, “National Guard Educational Assistance Program”, Iowa Administrative Code.

The rules in Chapter 20 describe the administration of the National Guard Educational Assistance Program. These amendments provide new definitions, ensure that late applications can be accepted for Guard members on active duty at the time of the application deadline, and renumber the chapter as appropriate.

Interested persons may submit comments orally or in writing by 4:30 p.m. on November 15, 2013, to the Executive Director, Iowa College Student Aid Commission, 430 East Grand Avenue, Third Floor, Des Moines, Iowa 50309-1920; fax (515) 725-3401.

These amendments are intended to implement Iowa Code chapter 261.

The following amendments are proposed.

Renumber subrules 20.1(1) to 20.1(6) as subrules 20.1(2) to 20.1(7).

Propose the following new subrule 20.1(1):

20.1(1) Definitions. As used in this chapter:

“Federal active duty” means military duty performed pursuant to orders issued under Title 10, United States Code, other than for training.

“State-defined payment period” means one of five payment terms and corresponding deadlines as defined by the college student aid commission.

Amend renumbered subrule 20.1(2) as follows:

20.1(2) Guard member eligibility. A recipient must:

a. Be a resident of Iowa, as defined by the adjutant general of Iowa, and a member of an Iowa army or air national guard unit throughout each term for which the member receives benefits.

b. Have satisfactorily completed required guard training.

c. Have maintained satisfactory performance of guard duty.

d. Have applied to the adjutant general of Iowa for program eligibility by the established application deadline date(s). The adjutant general shall accept an application from an eligible member of the Iowa national guard who was on federal active duty at the time of an application deadline if the application is received within 30 days of the eligible member returning to Iowa from federal active duty. The applicant will be considered for funding for the state-defined payment period in which the application was received and any future state-defined payment periods in that academic year.

e. Be pursuing a certificate or undergraduate degree program at an eligible Iowa college or university and maintaining satisfactory academic progress.

f. Provide notice of national guard status to the college or university at the time of registration.

COLLEGE STUDENT AID COMMISSION[283]
Notice of Intended Action

Pursuant to the authority of Iowa Code Section 261.113, the Iowa College Student Aid Commission hereby gives Notice of Intended Action to propose a new Chapter 24, "Rural Iowa Primary Care Loan Repayment Program," Iowa Administrative Code.

The rules in Chapter 24 describe the administration of a new Rural Iowa Primary Care Loan Repayment Program pursuant to Iowa Code chapter 261.

Interested persons may submit comments orally or in writing by 4:30 p.m. on November 15, 2013, to the Executive Director, Iowa College Student Aid Commission, 430 East Grand Avenue, Third Floor, Des Moines, Iowa 50309-1920; fax (515) 725-3401.

The Commission does not intend to grant waivers under the provisions of these rules.

After analysis and review of this rule making, the Commission finds that there could be a positive impact on jobs. This rule making provides student loan repayment dollars to be distributed to individuals who will work in Iowa communities. Individuals will be able to work in rural Iowa settings.

These rules are intended to implement Iowa Code chapter 261.

The following new chapter 24 is proposed.

Rural Iowa Primary Care Loan Repayment Program

283—24.1(261) Rural Iowa primary care loan repayment program. The rural Iowa primary care loan repayment program is a state-supported and administered loan repayment program for students that agree to practice as physicians in service commitment areas for sixty consecutive months and meet the requirements of this section.

24.1 Definitions. As used in this chapter:

"Eligible loan" means the physician's total subsidized, unsubsidized, and consolidated federal stafford loan amount under the federal family education loan program or the federal direct loan program, including principal and interest. Only the outstanding portion of a federal consolidation loan that was used to repay an eligible subsidized or unsubsidized federal stafford loan qualifies for loan repayment.

"Eligible university" means either the state university of Iowa carver college of medicine or Des Moines university college of osteopathic medicine.

"Maximum award" means the maximum amount of loan repayments that the physician can receive after completing all obligations under the rural Iowa primary care loan repayment program, not to exceed a total of \$200,000. The maximum award can be applied only to eligible loans; thus, payments cannot exceed the outstanding eligible loan balance at the time of payment.

"Physician" means an individual who holds a practitioner's license issued by an agency or board under the Iowa department of public health and is employed in the practice of medicine and surgery or osteopathic medicine and surgery, specializing in family medicine, pediatrics, psychiatry, internal medicine, or general surgery.

"Residency program" means an accredited medical residency program located in the state of Iowa in which the residency is physically performed in the state of Iowa.

"Service commitment area" means a medically underserved Iowa city with a population less than twenty-six thousand that is located more than twenty miles from a city with a population of fifty thousand or more. Each physician participating in the program must contract with the service commitment area to ensure the service commitment area provides a non-refundable twenty thousand dollar contribution for deposit in the rural Iowa primary care trust fund.

Payment of the non-refundable contribution to the trust fund can be made by, but is not limited to, the following organizations: community agencies, hospitals, medical groups, municipalities, community foundations, local government entities, or other community entities. Locations and distances between cities will be consistently measured and verified by calculating the straight line distance between main post offices.

24.2 Eligibility requirements.

a. An eligible university will recommend up to 10 applicants to the commission for loan repayment benefits. Priority will be given to students that are Iowa residents upon enrolling in the eligible university. The criteria used by the state board of regents to determine residency for tuition purposes, Iowa administrative code section 681-1.4(262), are adopted for this program. Fifty percent of the agreements shall be entered into by students attending each eligible university.

(1) The commission will annually determine and communicate the number of recommendations that can be funded at each eligible university.

(2) If fewer than one half of the total recommendations in 24.2”a”(1) are fulfilled by students at one eligible university, the commission may obtain additional recommendations from the other eligible university to award the remaining agreements.

b. Applicants must enter into agreements with the commission when they begin curriculum leading to a doctor of medicine or osteopathy degree.

c. Applicants must remain enrolled on a full-time basis in each term of enrollment and graduate with a doctor of medicine or osteopathy degree from an eligible university. The commission may waive the full-time enrollment requirement for a temporary timeframe only in the instance of a leave of absence approved by an eligible university. Applicants must request a waiver from the commission in writing.

d. Applicants must apply for, enter, and complete a residency program in Iowa.

e. Within nine months of graduating from the residency program, applicants must receive permanent licenses to practice medicine and surgery or osteopathic medicine and surgery in the state of Iowa, and engage in full-time practice, as defined by the service commitment area, of medicine and surgery or osteopathic medicine and surgery specializing in family medicine, pediatrics, psychiatry, internal medicine, or general surgery for a period of sixty consecutive months in service commitment areas.

f. Applicants must annually complete and return to the commission affidavits of full-time enrollment at eligible universities, and when applicable, annual affidavits of acceptance into and completion of residency programs and acceptance of and completion of employment obligations in service commitment areas.

g. Prior to or upon engagement in full-time employment in a service commitment area, physicians must contract with service commitment areas to provide a non-refundable twenty thousand dollar contribution for deposit in the rural Iowa primary care trust fund. Payment must be received by the commission from a service commitment area prior to payment of any loan repayment awards.

h. Failure, by applicants, to meet all eligibility requirements under this section and in the agreement will result in forfeiture of all remaining unpaid payments.

24.3 Awarding of funds.

a. Prior to accepting an offer of employment, the physician must notify the commission of the service commitment area in which the physician will be employed, and the commission will verify the eligibility of the service commitment area.

b. The maximum award will be paid to the physician’s eligible loan holder in five equal

installments, upon successful completion of each of five twelve-month employment obligations. Failure to complete all, or any portion, of the sixty consecutive month employment obligation will result in the forfeiture of all remaining unpaid payments. A physician that fails to meet the requirements of this section may also be subject to repayment of moneys advanced by the service commitment area as provided in any contract between the physician and the service commitment area.

c. No loan repayment amounts will be paid until the service commitment area provides the non-refundable twenty thousand dollar contribution for deposit into the rural Iowa primary care trust fund.

24.4 Waivers.

a. *Service commitment area.* The commission may waive the requirement that the physician practice in the same service commitment area for all sixty months. The physician must request a waiver from the commission in writing.

b. *Full-time employment.* The commission may waive the requirement that the physician be employed full-time if the physician demonstrates exceptional circumstances. The physician must request a waiver from the commission in writing. If a waiver request is granted by the commission, the agreement will be amended to provide an allowance for part-time employment. The sixty-month employment obligation will be proportionally extended to ensure the physician is employed in a service commitment area for the equivalent of sixty full-time months.

c. *Postponement of physician employment.* The physician obligation to engage in practice in accordance with 24.2”e” may be postponed for no more than two years from the time full-time practice was to commence. The physician must request a waiver from the commission in writing for one of the following purposes:

- (1) Active duty service in the armed forces, the armed forces military reserve, or the national guard.
- (2) Service in the volunteers in service to America or the federal peace corps.
- (3) A service commitment to the United States public health service commissioned corps.
- (4) A period of religious missionary work conducted by an organization exempt from federal income taxation pursuant to section 501(c)(3) of the internal revenue code.

The physician obligation to engage in practice in accordance with 24.2”e” may be postponed for a period exceeding two years for any period of temporary medical incapacity, including leave approved under the Family and Medical Leave Act, during which the physician is unable to engage in full-time practice. The physician must request a waiver from the commission in writing.

d. *Satisfaction of physician employment.* All obligations under the rural Iowa primary care loan repayment program are considered to be satisfied when any of the following conditions are met:

- (1) All terms of the agreement are met.
- (2) The person who entered into the agreement dies.
- (3) The person who entered into the agreement, due to permanent disability, is unable to meet the requirements of this section.
- (4) The person who entered into the agreement has no remaining eligible loan balance to repay.

24.5 Loan repayment cancellation.

a. Within 30 days following withdrawal from an eligible university, or termination of employment from a residency program or as a physician in a service commitment area, the applicant must notify the commission.

b. The applicant is responsible for notifying the commission immediately of a change in contact information including, but not limited to, name, telephone number, email address, and place of employment.

24.6 Restrictions. A physician who is in default on a Federal Stafford Loan, Grad PLUS Loan, SLS Loan, Perkins/National Direct/National Defense Student Loan, Health Professions Student Loan (HPSL), or Health Education Assistance Loan (HEAL) or who owes a repayment on any Title IV grant assistance or state award shall be ineligible for loan payments. Eligibility may be reinstated upon payment in full of the delinquent obligation or by commission ruling on the basis of adequate extenuating evidence presented in appeal under the procedures set forth in 283— Chapters 4 and 5.

COLLEGE STUDENT AID COMMISSION[283]
Notice of Intended Action

Pursuant to the authority of Iowa Code Section 261.113, the Iowa College Student Aid Commission hereby gives Notice of Intended Action to propose a new Chapter 25, “Rural Iowa Advanced Registered Nurse Practitioner and Physician Assistant Loan Repayment Program,” Iowa Administrative Code.

The rules in Chapter 25 describe the administration of a new Rural Iowa Advanced Registered Nurse Practitioner and Physician Assistant Loan Repayment Program pursuant to Iowa Code chapter 261.

Interested persons may submit comments orally or in writing by 4:30 p.m. on November 15, 2013, to the Executive Director, Iowa College Student Aid Commission, 430 East Grand Avenue, Third Floor, Des Moines, Iowa 50309-1920; fax (515) 725-3401.

The Commission does not intend to grant waivers under the provisions of these rules.

After analysis and review of this rule making, the Commission finds that there could be a positive impact on jobs. This rule making provides student loan repayment dollars to be distributed to individuals who will work in Iowa communities. Individuals will be able to work in rural Iowa settings.

These rules are intended to implement Iowa Code chapter 261.

The following new chapter 25 is proposed.

Rural Iowa Advanced Registered Nurse Practitioner and Physician Assistant Loan Repayment Program

283—25.1(261) Rural Iowa advanced registered nurse practitioner and physician assistant loan repayment program. The rural Iowa advanced registered nurse practitioner and physician assistant loan repayment program is a state-supported and administered loan repayment program for applicants that agree to practice as advanced registered nurse practitioners or physician assistants in service commitment areas for sixty consecutive months and meet the requirements of this section.

25.1 Definitions. As used in this chapter:

“Advanced registered nurse practitioner” means an individual who graduated from a doctorate of nursing practice degree program at an eligible university, holds a practitioner’s license to practice as an advanced registered nurse practitioner pursuant to Iowa code chapter 152, and is employed in the practice of nursing in an eligible service commitment area.

“Eligible loan” means the advanced registered nurse practitioner’s or physician assistant’s total subsidized, unsubsidized, and consolidated federal stafford loan amount under the federal family education loan program or the federal direct loan program, including principal and interest. Only the outstanding portion of a federal consolidation loan that was used to repay an eligible subsidized or unsubsidized federal stafford loan qualifies for loan repayment.

“Eligible university” means either the state university of Iowa carver college of medicine or Des Moines university college of health sciences.

“Maximum award” means the maximum amount of loan repayments that the advanced registered nurse practitioner or physician assistant can receive after completing all obligations under the rural Iowa advanced registered nurse practitioner and physician assistant loan repayment program, not to exceed a total of \$20,000. The maximum award can be applied only to eligible loans; thus, payments cannot exceed the outstanding eligible loan balance at the time of payment.

“Physician assistant” means an individual who graduated with a master’s degree in physician assistant studies program at an eligible university, holds a practitioner’s license to practice as a physician assistant pursuant to Iowa code chapter 148C, and is employed as a physician assistant in an eligible service commitment area.

“Service commitment area” means a medically underserved Iowa city with a population less than twenty-six thousand that is located more than twenty miles from a city with a population of fifty thousand or more. Each applicant participating in the program must contract with the service commitment area to ensure the service commitment area provides a non-refundable two thousand dollar contribution for deposit in the rural Iowa advanced registered nurse practitioner and physician assistant trust fund. Payment of the non-refundable contribution to the trust fund can be made by, but is not limited to, the following organizations: community agencies, hospitals, medical groups, municipalities, community foundations, local government entities, or other community entities. Locations and distances between cities will be consistently measured and verified by calculating the straight line distance between main post offices.

25.2 Eligibility requirements.

a. The commission will annually determine and communicate the number of recommendations that can be funded in each physician assistant studies degree program or doctorate of nursing practice degree program at each eligible university. The intent of this determination will be to ensure that an equal number of students in each program at an eligible university is able to enter into an agreement. Priority will be given to applicants that are Iowa residents upon enrolling in the eligible university. The criteria used by the state board of regents to determine residency for tuition purposes, Iowa administrative code section 681-1.4(262), are adopted for this program. If fewer than the maximum number of recommendations of students in either a physician assistant studies degree program or doctorate of nursing practice degree program is recommended at one eligible university, the commission may obtain additional recommendations from the other eligible university to award the remaining agreements.

b. An applicant must enter into an agreement with the commission when he/she begins curriculum leading to a doctor of nursing practice degree or a master’s degree in physician assistant studies.

c. An applicant must remain enrolled on a full-time basis in each term of enrollment and graduate with a doctor of nursing practice degree or a master’s degree in physician assistant studies from an eligible university. The commission may waive the full-time enrollment requirement for a temporary timeframe only in the instance of a leave of absence approved by an eligible university. The applicant must request a waiver from the commission in writing.

d. Within nine months of graduating with a doctor of nursing practice degree or a master’s degree in physician assistant studies from an eligible university, an applicant must receive a permanent license to practice nursing or to work as a physician assistant in the state of Iowa, and engage in full-time practice, as defined by the service commitment area, as a nurse or physician assistant for a period of sixty consecutive months in a service commitment area.

e. An applicant must annually complete and return to the commission an affidavit of full-time enrollment at an eligible university, and when applicable, an affidavit of completion of the employment obligation in a service commitment area.

f. Prior to or upon engagement in full-time employment in a service commitment area, the advanced registered nurse practitioner or physician assistant must contract with the service commitment area to provide a non-refundable two thousand dollar contribution for deposit in the rural Iowa advanced registered nurse practitioner and physician assistant trust fund. Payment must be received by the commission from the service commitment area prior to payment of any loan repayment awards to the advanced registered nurse practitioner or physician assistant.

g. Failure, by the applicant, to meet all eligibility requirements under this section and in the agreement will result in forfeiture of all remaining unpaid payments.

25.3 Awarding of funds.

a. Process.

1. Prior to accepting an offer of employment, the advanced registered nurse practitioner or physician assistant must notify the commission of the service commitment area in which the advanced registered nurse practitioner or physician assistant will be employed, and the commission will verify the eligibility of the service commitment area.

2. The maximum award will be paid to the advanced registered nurse practitioner or physician assistant's eligible loan lender in one installment, upon successful completion of the sixty-month employment obligation. Failure to complete all, or any portion, of the sixty consecutive month employment obligation will result in the forfeiture of all payments. An advanced registered nurse practitioner or physician assistant that fails to meet the requirements of this section may also be subject to repayment of moneys advanced by the service commitment area as provided in any contract between the advanced registered nurse practitioner or physician assistant and the service commitment area.

3. No loan repayment amounts will be paid until the service commitment area provides the non-refundable two thousand dollar contribution for deposit into the rural Iowa advanced registered nurse practitioner and physician assistant trust fund.

25.4 Waivers.

a. Service commitment area. The commission may waive the requirement that the advanced registered nurse practitioner or physician assistant practice in the same service commitment area for all sixty months. The advanced registered nurse practitioner or physician assistant must request a waiver from the commission in writing.

b. Full-time employment. The commission may waive the requirement that the advanced registered nurse practitioner or physician assistant be employed full-time if the advanced registered nurse practitioner or physician assistant demonstrates exceptional circumstances. The advanced registered nurse practitioner or physician assistant must request a waiver from the commission in writing. If a waiver request is granted by the commission, the agreement will be amended to provide an allowance for part-time employment. The sixty-month employment obligation will be proportionally extended to ensure the advanced registered nurse practitioner or physician assistant is employed in a service commitment area for the equivalent of sixty full-time months.

c. Postponement of advanced registered nurse practitioner or physician assistant employment. The advanced registered nurse practitioner or physician assistant obligation to engage in practice in accordance with 25.2"d" may be postponed for no more than two years from the time full-time practice was to commence. The advanced registered nurse practitioner or physician assistant must request a waiver from the commission in writing for one of the following purposes:

- (1) Active duty service in the armed forces, the armed forces military reserve, or the national guard.
- (2) Service in the volunteers in service to America or the federal peace corps.
- (3) A service commitment to the United States public health service commissioned corps.
- (4) A period of religious missionary work conducted by an organization exempt from federal income taxation pursuant to section 501(c)(3) of the internal revenue code.

The advanced registered nurse practitioner or physician assistant obligation to engage in practice in accordance with 25.2"d" may be postponed for a period exceeding two years for any

period of temporary medical incapacity, including leave approved under the Family and Medical Leave Act, during which the advanced registered nurse practitioner or physician assistant is unable to engage in full-time practice. The advanced registered nurse practitioner or physician assistant must request a waiver from the commission in writing.

d. Satisfaction of advanced registered nurse practitioner or physician assistant employment. All obligations under the rural Iowa advanced registered nurse practitioner and physician assistant loan repayment program are considered to be satisfied when any of the following conditions are met:

- (1) All terms of the agreement are met.
- (2) The person who entered into the agreement dies.
- (3) The person who entered into the agreement, due to permanent disability, is unable to meet the requirements of this section.
- (4) The person who entered into the agreement has no remaining eligible loan balance to repay.

25.5 Loan repayment cancellation.

a. Within 30 days following withdrawal from an eligible university, or termination of employment from a residency program or as an advanced registered nurse practitioner or physician assistant in a service commitment area, the applicant must notify the commission.

b. The applicant is responsible for notifying the commission immediately of a change in contact information including, but not limited to, name, telephone number, email address, and place of employment.

25.6 Restrictions. A advanced registered nurse practitioner or physician assistant who is in default on a Federal Stafford Loan, Grad PLUS Loan, SLS Loan, Perkins/National Direct/National Defense Student Loan, Health Professions Student Loan (HPSL), or Health Education Assistance Loan (HEAL) or who owes a repayment on any Title IV grant assistance or state award shall be ineligible for loan payments. Eligibility may be reinstated upon payment in full of the delinquent obligation or by commission ruling on the basis of adequate extenuating evidence presented in appeal under the procedures set forth in 283—Chapters 4 and 5.

IOWA COLLEGE STUDENT AID COMMISSION

New Hope Christian College Application for Exemption from Postsecondary Registration in Iowa July 2013

RECOMMENDATION

Approve the application for exemption from Iowa registration for New Hope Christian College.

Registration Exemption Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Iowa Code Section 261B.11, subsection 1, describe a number of exceptions from Iowa's registration requirements, including for "Postsecondary educational institutions offering programs limited to nondegree specialty vocational training programs (paragraph "k"). New Hope Christian College has applied to the Commission under this exemption for permission to offer a Bible and Ministry certificate program via in-person instruction at a location in Iowa.

Institutional Information

New Hope Christian College is a private, non-profit institution located at 2155 Bailey Hill Rd., Eugene Oregon. It also maintains an instructional site at 240 Sand Island Access Rd., Honolulu, Hawaii. The school's chief executive officer is Guy Higashi, 2155 Bailey Hill Rd., Eugene, Oregon. Its Iowa contact is Paul Leavenworth, 217 38th St., West Des Moines, Iowa, (515) 491-1726.

While accreditation is not a condition of granting a registration exemption, staff note that the College is accredited by the Association for Biblical Higher Education, Commission on Accreditation, an entity recognized by the federal Department of Education for specialized accreditation in a particular field.

Students who seek transcript information from the College should contact Mark Kelley, Academic Registrar, at the institution's main campus 2155 Bailey Hill Rd., Eugene, Oregon 97405, or the student may call 541-486-1780.

Program Offered in Iowa

New Hope Christian College proposes to offer a single, short program via in-person instruction that includes four courses: Bible Survey, Bible Doctrines, Introductory Bible Study Methods, and Christian Leadership. The location at which instruction will be provided is a satellite location at Des Moines Area Community College (DMACC), 5959 Grand Ave., West Des Moines, Iowa. Oversight and instruction in the courses will be provided by an adjunct instructor for DMACC, Dr. Paul Leavenworth. The College reports that Dr. Leavenworth has received permission from DMACC to hold these classes in one of the classrooms at DMACC's West Des Moines location.

Exemption Evaluation

The College wishes to offer this program in Iowa for the purpose of training religious leadership practitioners. A student who completes the program will not receive a degree, but rather a certificate signifying successful program completion.

Financial Responsibility under Iowa Code Section 714.18

New Hope Christian College has filed satisfactory evidence of financial responsibility, as witnessed by a continuous corporate surety bond payable to the State of Iowa in the amount of \$50,000 issued by Hartford Fire Insurance Company.

State Tuition Refund Policy under Iowa Code Section 714.23

The College is not required to adopt the provisions of Iowa Code Section 714.23 because it is a not-for-profit institution.

IOWA COLLEGE STUDENT AID COMMISSION

Kendall College Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve Kendall College's request for registration in Iowa with a waiver of the full-time, Iowa-resident faculty member or program coordinator requirement of administrative rules.

As a condition of registration:

- Effective upon the implementation date of proposed administrative rules pursuant to Chapter 261B, and if applicable under final rules, the University must develop and implement a policy for employee reporting of suspected incidents of child physical or sexual abuse that complies with Iowa Code Section 261.9(1)(h).

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required Kendall College to apply for registration because 1) the College's distance education program(s) requires a field experience that an Iowa resident could participate in at an Iowa location; 2) the College employs faculty who provide instruction in its distance education programs remotely from an Iowa location; 3) the College wishes to hire an Iowa resident to conduct recruitment activities for the College's residential and distance education programs at various locations in Iowa.

Institutional Information

Kendall College is a for-profit postsecondary educational institution that offers residential and distance education programs from its sole campus located at 900 N. North Branch St., Chicago, Illinois. Its chief executive officer is Emily Knight at the same address. Laureate Education, Inc. is the College's corporate owner. There are nine members of the College's Board of Directors. One member currently represents Laureate Global Products and Services. The remaining members are executives of higher education institutions that offer hospitality-related programs, or executives of independent hospitality companies or other businesses. Kendall College is registered with the Iowa Secretary of State's office as a foreign limited liability company #417942. Its resident agent in Iowa is Capitol Corporate Services, Inc., 1503 42nd Street, Suite 210, West Des Moines, IA 50266.

Physical Facilities: Not applicable for a distance education program provider.

Accreditation: Kendall College is accredited by the Higher Learning Commission (HLC), a regional accrediting agency recognized by the federal Department of Education. The College is also accredited and recognized as “exemplary” by the American Culinary Federation Education Foundation. While this accrediting agency is not recognized by the federal Department of Education, it is recognized by the Council on Higher Education Accreditation (CHEA) for programs in culinary arts and management.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 3.4%

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate: The percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion, as reported by the federal Department of Education on the *College Navigator* website is 49%.

Average Loan Debt upon Graduation: \$19,983 institution-wide for federal loans only; \$28,129 institution-wide for all loan types.

Record Preservation: The College maintains procedures for preservation of student records that are consistent with the standards of the American Association of Collegiate Registrar’s and Admissions Officers (AACRO).

Transcript Requests: Any current or former student may request a transcript by contacting:

Office of the Registrar
900 N. North Branch St.
8th floor, Rooms 825 and 826
Chicago, IL 60642
312.752.2030

<http://www.kendall.edu/academics/registrar-office/official-transcripts>

Instructional Methodology: Programs are available in three formats – via in-person instruction on the Kendall College campus, online, or hybrid (a combination of online learning and on-campus instruction). Kendall’s Early Childhood Education program is available in all three formats. The Business program is offered on campus and in a condensed, hybrid format that is targeted to accommodate working adults and degree completion candidates. Business program students work online during the week and attend class at the Kendall College campus on four Saturdays. The Hospitality program is offered on campus and in a condensed, flexible hybrid format that combines online study and weekend classes. Although primarily developed as a 2+2 degree completion option for associate degree holders, it may be taken as a start-to-finish bachelor’s program for students who have no previous college experience or as a degree completion program for students who already have an associate, another bachelors degree, significant hospitality life experience, or significant college level transfer credit.

Faculty have initiated recent pedagogical innovations that have proven highly successful. In general education, faculty created an online process for delivering synchronous individual and

group meetings to listen to students' verbal delivery of foreign language. By coupling computer video and microphone with the required textbook, students have an easy way to communicate directly with their instructor and classmates. In the Business program, a faculty member included "living case studies." Rather than reading static case studies and analyzing them, students meet with leaders of local businesses and learn about their business challenges through readings, interviews, and research. Teams of student work with business leaders to address a specific challenge, determine the best course of action, and receive guidance on initial implementation of a plan.

Kendall College students access their online learning platform, Blackboard, through their student portal. Kendall's online courses are interactive. Student will read assignments, write papers, construct arguments, conduct research, and engage in lively discussions within their Blackboard classroom. Blackboard provides faculty members with the tools to fully engage with students throughout the courses. Faculty members maintain a weekly rhythm to the course, due dates for assignments, and interactivity throughout. Class participation includes faithful weekly online attendance, regular and meaningful contributions to the discussion board, and submission of assignments by stated deadlines.

Student Learning Resources: The John A. Miller Academic Success Center (ASC) <http://www.kendall.edu/academics/academic-success-center> provides on campus, online, and telephone assistance and motivational support that includes helping students evaluate academic goals, providing academic support and direction, helping students develop and use strategies, such as time management. The ASC can also help with academic tutoring and study skills. There is no cost to students for the College's academic support services.

Kendall College offers career services <http://www.kendall.edu/student-services/career-services> to help students gain perspective on career choices and to understand the value of their education in relation to work. The Career Services Department also plays a central role in building the college's reputation among employers and business leaders. Career Services provides required professional development courses, develops internship opportunities, career counseling, and job search skills support. KCC Kendall Career Connections provides 24/7 access to an easy online job posting database listing full-time, part-time, seasonal, volunteer, and internship opportunities for current students and graduates. Positions are nationally targeted to Kendall College areas of study. Kendall students also have access to an extended network of high profile employers and opportunities through NACE LINK, and Career Insider. Online students may access the career services office by phone or e-mail during business hours, 8:30 am – 6 pm Monday – Thursday, Friday 8:30 am – 5 pm, and on select Saturdays from 9 am – 4 pm.

The Kendall College Library <http://www.kendall.edu/academics/kendall-library/kendall-library-resources> includes access to databases shared with other Laureate institutions. The library is also a member of several consortia, including CARLI, which supports the online catalog and contains 76 school collections, and a consortia of 17 local academic libraries and the Chicago Metropolitan Library System. The library can provide access through inter-library loan to over nine million unique titles. Off-campus use of databases is easily accessible using a Kendall College password. Library services are provided by professional librarians and the library is open six days a week, from 8 am – 7 pm Monday through Thursday, 8 am to 5 pm on Friday, and 9 am – 5 pm on Saturday. Service is provided by phone, in person, or by e-mail. Subject guides by topic are provided on the College Library website for students to use as a starting

point for research on that topic. Research consultations are available via scheduled appointment with a librarian who will present time-saving strategies for finding information in both print and online formats and provide instruction on their use. The College's library page also provides resources for citing sources, evaluating web pages, and critically analyzing information sources.

Curriculum Evaluation and Development: Each academic program including general education worked through a process to determine appropriate learning outcomes, to assess existing program practices relative to those outcomes, and to establish standard practices for assessing student learning outcomes and for using the results of assessment to improve programming and ultimately student success. The College's assessments and action plans resulting from those assessments are documented on the College's website at <http://www.kendall.edu/academics/assessment>. The process began with all members of each program working on a curriculum map. Faculty and academic leadership listed key academic outcomes along one axis and all required courses along another. Then through a process of discussion both within and across all departments, faculty determined where each learning outcome was addressed in the curriculum. The result was a clear map of where and how often the curriculum focused on each core academic outcomes.

Each summer, academic program leaders prepare an annual program review that examines its assessment efforts, the results of those efforts, and how the program will use those results to improve student learning experiences in the future.

The faculty at Kendall are represented in the Senate Curriculum and General Education Committee (CAGE). No new program, major structural change in curriculum, or major change in delivery can occur without the CAGE committee fully vetting the proposal, voting to approve, and making recommendations to the faculty Senate. Since new programs require resource allocation, must support the institutional mission, and reflect on Kendall's reputation, the process associated with creation of a new program is comprehensive and includes many Kendall constituents, including faculty and academic leadership. If Kendall's internal constituents determine that a new program has merit, a formal process begins that includes market research, curricular environmental scans, and employment projections from the Bureau of Labor Statistics. Faculty with related experience are consulted during the process to help determine the viability of programming at Kendall. If Kendall decides to proceed with a new program, faculty with relevant experience and expertise contribute to curricular development and connect Kendall to experts in the field.

Student Complaints Process: Students may consult the Director of Student Affairs by (312) 752-2154 or email studentlife@kendall.edu for impartial advice on how to appeal, petition, and resolve academic grievances that do not involve academic integrity. For more information on academic integrity appeals, students should refer to the College's academic integrity policy. Academically-related grievance policies are outlined in the College's catalog and student handbook at http://www.kendall.edu/uploads/main/academic_catalogs/Kendall_College_Summer_Catalog_2013.pdf.

Other types of complaints that are not academically-related may be formally lodged in a written, signed, hard copy complaint provided to the Office of the Dean of Students. Formal complaints will be reviewed by the Dean of Students and sent to appropriate parties within the

College. Formal complaints will be responded to by written answer to the complaining party within 72 business hours. If the complaint takes longer to answer, a written timeline will be sent to the complaining party within 72 hours of receipt of the complaint. All answers are deemed final and have no appeal process. This procedure is documented on the College's website at <http://www.kendall.edu/student-services/student-affairs/complaint-policy> and in its catalog and student handbook.

Programs Offered to Iowans

Since Kendall College is applying for registration to an Iowa-resident recruiter, the program list below includes the total, **estimated** cost of tuition, fees, books and supplies for each program the College offers in any delivery modality: via in-person instruction at its out-of-state campus in Chicago, Illinois, via a combination of on-campus and online attendance, or 100% at a distance. This data was obtained from disclosures the College provides at <http://www.kendall.edu/about/program-data-information-index-page>.

Associate Degree Programs

- Associate of Applied Science in Baking and Pastry - \$48,621
- Associate of Applied Science in Culinary Arts - \$56,573
- Associate of Applied Science in Culinary Arts Accelerated (without general education coursework) - \$39,669

Bachelor Degree Programs

- Bachelor of Arts in Business - \$66,282
 - ✓ Foodservice Management
 - ✓ Small Business Management
 - ✓ Management and Psychology
- Bachelor of Arts in Culinary Arts - \$94,553
- Bachelor of Arts in Early Childhood Education (non-licensure)* - \$45,637
 - ✓ Childhood Nutrition
 - ✓ English as a Second Language
 - ✓ Special Education
 - ✓ Infants and Toddlers
 - ✓ Grant Management
 - ✓ Small Business Management
- Bachelor of Arts in Early Childhood Education with Illinois Teacher Licensure*† (available concentrations are the same as for the non-licensure track listed immediately above)
- Bachelor of Arts in Hospitality Management - \$84,729

Post-Baccalaureate Program

- Teacher Certification for Illinois licensure*† - \$20,590

† *Education Programs*

Kendall College's **online** teacher licensure programs have been approved by the Iowa Board of Education as required by Iowa Code Section 261B.3A. This approval only permits the

school to offer these online programs under its Iowa registration. In addition, **completion of an online teacher licensure program offered by Kendall College does not qualify an Iowa resident for an initial teaching license in Iowa.** Students that obtain an Illinois teaching license as a result of completing Kendall educator licensure program must apply to the Iowa Board of Educational Examiners and undergo a case-by-case transcript review to determine whether the Kendall College program qualifies the student for an Iowa license.

**Field Experiences*

- Both the non-license and Illinois licensure track in the online Bachelor of Arts in Early Childhood Education provide for a field experience. Students in Kendall's School of Education have required fieldwork throughout their programs of study. Fieldwork consists of observation of and participation with infants and toddlers, pre-primary age children, and primary age children, focusing on research and advocacy of current issues in early childhood education. In the early part of the program, students observe various classrooms to learn teaching techniques and how they are implemented in varied settings. As the students gain knowledge in their field, they take more active roles in the fieldwork, culminating in an internship experience (students not seeking state certification) and clinical practice experience (for those who desire state certification). These final experiences place the student in the role of teacher under the guidance of an experienced professional.
- Online Bachelor of Arts in Business program students also participate in required industry internships. Students are expected to work alongside industry professionals during their internships while fulfilling learning outcomes, based on their program of study. The internship experience is designed for students to apply the knowledge they have learned throughout their program to real situations and interact with professionals in their chosen fields.
- On-campus Culinary Arts and Hospitality Management program students must complete a supervised internship at an approved site. Internships provide the opportunity to apply theory in practice and to build a resume of work experience prior to graduation. Students must maintain minimum scores on supervisor evaluations, submit a portfolio, written reports, and for hospitality management students, a business analysis paper.

Field experience site supervisors are expected to supervise and train students as they gain practical operations experience. Throughout the internship students receive regular feedback through a minimum of two Kendall performance evaluations, completed by the site supervisor. The 30 day and final evaluations are based on both industry specific and soft skills. Upon completion of the internship, Kendall College Career Services collects student and employer evaluations to measure the success of the student in the position and identify areas of improvement.

Kendall College provides assistance to students in selecting a field experience site. The College requires that the site must:

- Have at least 1 year of operating history.
- Complete the Internship Sponsor Application.
- Provide Chef/Supervisor's name and biography or resume.

- Provide Menus and/or product lists, as well as press, media or marketing kit.
- Provide a typical training outline or a lesson plan for the internship position.

Registration Compliance

As required by Iowa Code Section 261B.4, Kendall College provided an institutional policy on refunding tuition charges for withdrawn students. Due to the fact that the school is a for-profit institution, that policy must meet the requirements of Iowa Code Section 714.23. Staff confirmed that the College's policy, which will be applied to Iowa resident students, is in compliance with Iowa law. Kendall College will disclose the policy to Iowans in the Kendall College Student Handbook and Academic Catalog, under Account Refunds.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) "e" through "h".

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The College complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies to students in its Catalog/Student Handbook and in its Annual Security Report at:
 - ✓ http://www.kendall.edu/uploads/main/academic_catalogs/Kendall_College_Summer_Catalog_2013.pdf
 - ✓ http://www.kendall.edu/uploads/main/Annual%20Security%20Report%20October%201%202012_.pdf.
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. Kendall College provided a draft policy ready for implementation upon registration approval that is compliant. Upon registration approval, the College will disclose the Iowa military deployment refund policy in the Kendall College Student Handbook and Academic Catalog, as well as on a dedicated webpage at <http://www.kendall.edu/tuition-and-aid/active-duty-veteran-benefits>.
- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa's registered schools. The College does not have such a policy at this time. The Commission is preparing proposed administrative rules that address this topic, by clarifying its applicability to distance education providers. Staff requests that the

Commission extend a waiver of enforcement of this rule for Kendall College until the proposed administrative rules are final and enforceable.

Student Consumer Information: In its registration application, Kendall College affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs. The College provides these disclosures in its Catalog/Student Handbook at http://www.kendall.edu/uploads/main/academic_catalogs/Kendall_College_Summer_Catalog_2013.pdf.

In an addendum to its application, Kendall College affirms that it will comply with the provisions of Iowa Code Section 261B.7. These provisions of Iowa Code state that the school may not claim Commission "approval" or "accreditation," but must disclose to students that it is registered by the Commission and provide Commission contact information for Iowa students who have questions or complaints about the school. The College will disclose this information in the Kendall College Student Handbook and Academic Catalog, as well as on a dedicated web page at <http://www.kendall.edu/about/legal-information>.

Financial Responsibility: Kendall College submitted a copy of an independent audit conducted by PricewaterhouseCoopers LLP, dated March 30, 2012, 25, 2012, of Kendall College, LLC and Affiliate the "Dining Room" (a consolidated and wholly owned subsidiary of Laureate Education, Inc.) for the institutional fiscal year ending December 31, 2011. The auditing firm expressed its opinion that the consolidated statements of the corporation presented fairly, in all materials respects, the financial position of Kendall College, LLC, and Affiliate.

- A for-profit institution that participates in the federal student aid programs must maintain a composite score, based on a three factor financial responsibility ratio, of at least 1.5 in order to be determined "financially responsible" without additional oversight. The independent auditing firm did not report the College's composite score for the institutional fiscal year ending December 31, 2011. However, the institution's current federal Department of Education Title IV program participation agreement states that the College is provisionally approved to provide federal student aid because the institution failed to meet the standards of financial responsibility. As a condition of the College's provisional approval to participate in the federal student aid programs, it must submit a letter of credit to the federal Department of Education each year in an amount of not less than 10% of Title IV funds the institution receives for the prior fiscal year.
- A for-profit institution is prohibited from deriving more than 90% of its revenue from Title IV aid. The independent auditing firm tested the College's 90/10 ratio calculation, and states that the College fairly represented that calculation. For the institutional fiscal year ending June 30, 2012, Kendall College derived 49.26% of its revenue from Title IV aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: Kendall College does not employ a full-time Iowa-resident faculty member or program coordinator at this time. Thus, in

keeping with the authority the Commission granted staff in March 2011, staff request that the Commission grant Kendall College's request for authorization to provide distance education programs in Iowa with a waiver of the full-time, Iowa-resident faculty member/program coordinator requirement of administrative rules.

At a future date, the College plans to hire an Iowa-resident recruiter.

Kendall College currently employs three, part-time, Iowa-resident instructors in its online, baccalaureate Early Childhood Education program:

- Kimberly Caldwell – Master of Science in Education; previously licensed in Iowa as a Master Educator in pre-Kindergarten and Kindergarten.
- Chris Bachelder – Master of Education; permanent Iowa teaching license with endorsements in K-6 elementary classroom, and K-9 elementary guidance counselor.
- Patricia Dever – Bachelor of Arts in Elementary Education; current Iowa teaching license with endorsements in K-6 elementary classroom, K-8 reading, K-8 English/language arts, and PK-K early childhood education special education. Ms. Dever is currently employed as an early childhood special education teacher.

Instructional/Supervisory Staff Qualifications: Kendall College provides faculty profiles on its website for all of its departments and programs:

- Early Childhood Education: Of 6 regular faculty profiles reviewed, 4 hold a terminal degree in education. The remaining two faculty hold master's degrees in education. All have K-12 and postsecondary teaching experience and public or private leadership experience in the early child development field. Job postings for part-time education faculty require a master's degree in education or a related field with an earned doctorate preferred, a minimum of three years teaching experience, and higher education teaching experience. Job postings for full-time early childhood education faculty require an earned doctorate, and teaching experience at the K-12 and postsecondary level.
- Baking and Pastry: Of 7 regular faculty profiles reviewed, two have a master's degree in business administration and 6 have associate or baccalaureate degrees in hospitality management, writing, English literature, or culinary arts. In the case of the baking and pastry faculty, their professional culinary certifications include Registered Dietician, Certified Executive Pastry Chef, Certified Executive Chef, Certified Hospitality Educator, and Certified Master Baker. All faculty have professional experience at pastry shops and major hotels in America and abroad, as well as mentorships with well-known culinary professionals. Three of the faculty have earned professional recognition such as Best Retailer of the Year, Registered Young Dietitian of the Year, (professional culinarian) Educator of the Year, and features on NBC's The Today Show.
- Business: Of 16 faculty regular faculty profiles reviewed, two hold earned doctoral degrees in business administration or law. Three additional faculty are working on doctoral degrees in education leadership, community psychology, or business. Twelve regular faculty have master's degrees in business administration. One has a baccalaureate degree and is a Certified Public Accountant. The last faculty member's educational credentials are undisclosed; however, his resume includes independent business consultation and training in areas of problem solving, leadership, innovation,

and communications with clients such as Dow, Baxter, Motorola, Ford, McDonald's Honeywell, GKN Aerospace, and invitations to lecture at Northwestern University in the undergraduate entrepreneurial program and the McCormick Engineering Master of Product Development program.

- Culinary Arts: Of 17 regular faculty profiles reviewed, three hold a master's degree in business administration, nutrition education, or human resources development and management. An additional 7 faculty hold baccalaureate or associate degrees. As with the baking and pastry faculty, professional certifications and professional experience are key faculty qualifications. Professional culinary certifications earned by faculty include Certified Executive Chef, Certified Culinary Educator, and Registered Dietician. Seven faculty members have prior teaching and/or administrative experience at culinary schools. Five are prior restaurant owners. Professional honors and distinctions among the faculty include contributing writer for Chef Educator Today Magazine, Registered Young Dietician of the Year, Chef Educator of the Year, Exemplar Teacher, Central Region Educator of the Year, Cooking Teacher of the Year, host of the Emmy-nominated cooking show "Let's Dish" on the Live Well HD network, publications in *Food and Wine* and *Metropolitan Home*, author or co-author of culinary education texts, and fourth place in Top Chef Season 9. Faculty have extensive employment experience as chefs at restaurants in America and France, and for hotel corporations such as Westin, Four Seasons, Ritz Carlton, Hilton, Marriott, Renaissance Hotels, Sheraton International and Clarion International.
- Hospitality Management: Of 10 faculty profiles reviewed, four faculty have master's degrees in business management, hotel and restaurant management, or human resource development. Another three faculty hold baccalaureate degrees in business education or hospitality management. All faculty have significant employment experience in restaurant, hotel, or event management. Distinctions include recognition as Exemplar Teacher of the Year, ownership of a five-star restaurant, extensive writings on "green" event planning, presentations at Hospitality and Sales Marketing Association International and the Professional Convention Management Association meetings, publication of the *Green Events Sourcebook*, *Essentials of Wine with Food Pairing Techniques*, and *The Beverage Manager's Guide to Wines, Beers, and Spirits*, honors for "Best Wine Book for Professionals in the United States", Illinois Hotelier of the Year, and consulting work for the Ritz Carlton, Marriott, Pan Pacific Kuala Lumpur, Pan Pacific Singapore, Omni Marco Polo Singapore, and the Hong Kong, Djakarta, and Shanghai Hilton Hotels.

Commitment to Iowa Students and Teach-Out: The College provided a letter signed by Kendall College President Emily Knight in which she states that the College has implemented a comprehensive strategic planning process to ensure continuity of its educational services and ensure that appropriate financial resources are dedicated to College programs, further strengthening the commitment to program completion. In the unlikely event that Kendall College decides to cease enrolling Iowa students in its online programs, the College is committed to making certain that all students currently enrolled have an opportunity to complete their degree program.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Kendall College submitted with its registration application satisfactory evidence of financial responsibility, including documentation of a current, continuous corporate surety bond payable to the State of Iowa in the amount of \$50,000, issued by Travelers Casualty and Surety Company of America.

Section 714.23 – State Tuition Refund Policy

The College's tuition refund policy for Iowa resident students who withdraw from its distance education programs complies with the provisions of Iowa Code Section 714.23. See "Registration Compliance" above for more information.

IOWA COLLEGE STUDENT AID COMMISSION

Michigan State University Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve Michigan State University's request for registration in Iowa with a waiver of the administrative rule requirement for a full-time, Iowa-resident faculty member or program coordinator.

As a condition of registration, the University must:

- Report the Iowa location at which a distance education student will complete a field experience within 90 days of the University's approval of the Iowa site.

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required Michigan State University (MSU) to apply for registration to offer distance education programs to Iowa residents because the University offers a distance education program(s) that includes a structured field experience that an Iowa resident would participate in at an Iowa location.

Institutional Information

Michigan State University is a public postsecondary educational institution whose campus is located at 426 Auditorium Road, East Lansing, Michigan. The school's chief executive officer is President Lou Anna K. Simon at the same address. The University applied for registration in Iowa only to offer distance education programs. Therefore, it has no Iowa contact person and no Iowa resident agent. Since the University is an instrumentality of a state, it is not appropriate for the University to register with the Iowa Secretary of State as a corporation conducting business in Iowa.

Physical Facilities: Not applicable for a distance education program provider.

Accreditation: Michigan State University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education. In addition, the University's nursing programs are accredited by the Commission on Collegiate Nursing

Education, an entity recognized by the federal Department of Education for programmatic accreditation.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 3.5%

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate: 77%.

Average Loan Debt upon Graduation: The University discloses average federal Stafford loan debt upon graduation for its undergraduate students on its website at <http://www.finaid.msu.edu/loandebt.asp>. The University reports that slightly over 70% of the out-of-state undergraduate students its served during 2011-2012 had no Stafford loan debt; slightly less than 5% had Stafford loan debt of \$9,999 or less; another 5% had Stafford loan debt ranging from \$10,000-\$19,999, nearly 10% had loan debt ranging from \$20,000 to \$29,999, and nearly 10% had loan debt of \$30,000 and above. The majority of the student population that Michigan State University will serve via distance education will be graduate students. Therefore, staff requested and the University provided data indicating that for 2012, 53% of graduate students had accrued loan debt upon graduation, averaging \$34,377.

Record Preservation: Permanent records of all student courses, credits and grades earned are maintained in the Office of the Registrar. The management of records in paper and electronic format is regulated through retention and disposition schedules written and approved by the University Archives and Historical Collections (UAHC). These schedules are guidelines for determining how long records must be kept before destruction is permitted or before records worthy of permanent preservation can be transferred to the custody of UAHC. UAHC staff work with University offices to establish record retention guidelines that help staff manage paper and electronic files at the end of their life cycle. The schedule may include information regarding the retention of documents in active office areas and inactive storage areas, and when and if such records may be destroyed or transferred to UAHC for preservation.

Transcript Requests: Any current or former student may request a transcript by contacting:

Office of the Registrar
Michigan State University
Hannah Administration Building, 426 Auditorium Drive, Room 150
East Lansing, MI 48824
(517) 355-3300
<http://www.reg.msu.edu/Transcripts/Transcript.asp>

Instructional Methodology: Online programs offered through the University use synchronous and asynchronous delivery modes, and a combination of both. Methods employed include internet, video lectures, streaming video, video conferencing, web conferencing, virtual classroom, MP4 video lectures, MF3 audio lectures, shared whiteboards, Discussion collaboration tool, ANGEL Learning Management System, Moodle Learning Management System, student and faculty email, internet discussion boards, and Skype.

Student Learning Resources: The University library provides online resources and assistance to distance education students that include the following:

- Subject librarians that may be reached by phone or e-mail
- Course guides that include library resources and materials related to the course topic, including instructions about interlibrary loan for journal articles not available in MSU libraries
- Research Guides created by University librarians that provide lists of resources and search strategies for finding information on specific subjects
- Research training modules
- Test preparation materials
- EndNote Web, a reference manager that allows students to collect and organize references and create bibliographies
- ANGEL Learning Management System training
- E-resources that include Academic OneFile, Ebrary books, EBSCOHost, EBSCOhost e-Book Collection, Gale PowerSearch, Gale Virtual Reference Library, JSTOR, LexisNexis Academic, Opposing Viewpoints in Context, Periodicals Archive Online, Project Must, ProQuest, PubMed, Reference Universe, SAGE Knowledge, SciFinder, Scopus, Web of Science, and WorldCat.

Library support through “Ask a Librarian” is available by a toll-free telephone number during library hours, via email with a 2 business-day response timeframe, and via web chat or instant message 24/7. Academic librarians from partner institutions are trained to assist when the University’s librarians are unavailable. A Distance Learning Services Support Line is available by toll-free telephone number or email to assist students with any problem relating to the ANGEL Learning Management System, access to library resources, general reference questions, or navigating University resources.

Curriculum Evaluation and Development: The University Committee on Curriculum reviews and approves or rejects all changes in undergraduate curricula and degree requirements recommended by the University Committee on Undergraduate Studies. It exercises the same authority for changes in curricula and degree requirements recommended by the University’s Committee on Graduate Studies. The Committee on Curriculum must provide a rationale for any rejection and consult with the appropriate undergraduate or graduate studies committee. The Committee on Curriculum also approves or rejects all undergraduate and graduate course proposals from the University’s academic units.

The University Committee on Curriculum is comprised of a faculty member from each college, five undergraduate student members, and two graduate members. The Provost or designee is an ex officio member. The Committee reports to the Faculty Senate and obtains Senate approval for curricula changes. It also advises the Provost on criteria for establishment and deletion of courses and curricula.

Student Complaints Process: The University encourages students and prospective students initially to address complaints relating to MSU institutional policies and consumer protection issues with personnel in the office, department or college that caused the alleged grievance. Senior University administrators will be involved, as needed, to resolve the complaints. This information is disclosed to students in the University’s student consumer information at <http://www.reg.msu.edu/ROInfo/HEOAnotices.asp>.

The University maintains an Office of the Ombudsperson <https://www.msu.edu/unit/ombud/About/index.html> that reports directly to the University President. The Office of the Ombudsperson does not act as a student advocate but instead maintains impartiality and advocates for fairness and justice. While the majority of the issues brought to the attention of the Ombudsperson are related to academic concerns, the Office also addresses non-academic issues brought to its attention by students. The Office is also charged with identifying policies that appear out of date or flawed and recommending appropriate changes.

Distance Education Programs Offered In Iowa

The total, **estimated** cost of tuition, fees, books and supplies for each program is listed below.

Baccalaureate Degree Completion Program

- Bachelor of Science in Nursing (RN to BSN)* - \$26,376

Master's Degree Programs

- Master of Science in Biomedical Laboratory Operations* - \$24,676
- Master of Science in Biomedical Laboratory Science - \$23,880
- Master of Science in Clinical Laboratory Science - \$23,880
- Bachelor of Science in Criminal Justice - \$23,880
- Master of Arts in Education (non-licensure) - \$21,300
- Master of Arts in Educational Technology - \$21,300
- Master of Arts in Family Community Services - \$18,000
- Master of Arts in Foreign Language Teaching - \$20,850
- Master of Arts in Health Professions Education - \$21,300
- Master of Science in Judicial Administration - \$19,620
- Master of Science in Higher, Adult & Lifelong Education - \$21,300
- Master of Science in Law Enforcement Intelligence & Analysis - \$19,620
- Master of Science in Management, Strategy and Leadership - \$29,700
- Master of Science in Nursing (Clinical Nurse Specialist Concentration) - \$22,525 - \$25,175
- Master of Science in Packaging - \$22,590
- Master of Science in Pharmacology & Toxicology - \$22,692
- Master of Public Health - \$27,720
- Master of Arts in Special Education ("Track 3", a learning disabilities-based Masters program with no licensure or endorsement)* - \$20,490 - \$24,588
- Master of Arts in Youth Development - \$18,000

Graduate Certificate Programs

- Applied Behavior Analysis in Special Education (non-licensure) - \$12,736
- Clinical Nurse Specialist* - \$16,562
- Clinical Research Trials Management - \$7,920 Counterfeit Pharmaceuticals - \$7,920
- Educational Technology - \$7,164

- Food Safety & Toxicology - \$14,328
- Forest Carbon Science, Policy & Management - \$9,552
- Human Resource Management & Development - \$9,900
- International Public Health - \$9,900
- International Public Health - \$9,990
- Leadership and Managing Teams - \$9,990
- Public Health - \$11,880
- Public Health Administration - \$9,990
- Public Health Informatics - \$9,990
- Safety Pharmacology - \$8,052
- Serious Game Design & Research - \$7,1643
- Strategic Management - \$9,990
- Teaching & Learning in Postsecondary Education - \$7,164
- Youth Development Specialist - \$6,500
- Youth Program Management & Evaluation - \$8,000

**Field Experience:*

- Bachelor of Science in Nursing (RN to BSN) – students in this program complete a total of 117 clinical hours under the guidance of a preceptor who has a minimum of a Bachelor of Science in Nursing, 45 clinical hours working with a preceptor who holds a nurse management position, and 72 clinical hours working with a preceptor in a health department, community agency, or school.
- Master of Science in Biomedical Laboratory Operations – students in this program complete a 3 credit-hour internship intended to expose individuals to real-life problems with an expectation of generating positive, realistic solutions. Internships are conducted in a closely coordinated manner among non-academic industrial or clinical partners, University faculty, and the student.
- Master of Arts in Special Education – students in this program complete supervised student teaching in elementary and secondary education programs for students with learning disabilities.
- Clinical Nurse Specialist Graduate Certificate – students in this program complete a total of 14 credit hours of internship and immersion courses in which the nurse develops her role as a nurse scientist, expert in nursing practice, professional leader and collaborator with other members of the health care team, policy-maker, system and organizational evaluator, and lifelong learner. Clinicals are supervised by a preceptor that is a certified clinical nurse specialist under the oversight of faculty.

Education Programs: Michigan State University will disclose in its catalogs and marketing materials that none of the University's online distance education programs offered to Iowa residents lead to licensure or endorsement in the State of Iowa.

Registration Compliance

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy on refunding tuition charges for withdrawn students, which is not governed by Iowa law or rule.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) “e” through “h”.

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school’s policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies and services to students on its website and in its Student Handbook at:
 - ✓ <http://www.hr.msu.edu/documents/studenthandbooks/drugpolicy.htm>
 - ✓ http://trustees.msu.edu/ordinances/ordinances_sec21.html
 - ✓ <http://www.reg.msu.edu/ROInfo/HEOAnotices.asp>
 - ✓ <http://police.msu.edu/cleryreport.asp>
 - ✓ <http://splife.studentlife.msu.edu/information-and-services/health-services/msu-counseling-center>
 - ✓ <http://splife.studentlife.msu.edu/information-and-services/michigan-state-university-statement-on-sexual-assault>.
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the registration application review process, the University strengthened its policy to ensure that Iowa resident students enrolled in its online programs are aware of their options under Iowa law. The University affirms that it will work with any student affiliated with the U.S. Armed Forces (including member of the National Guard) who is called to active duty. The University includes the spouse of a deployed service member in its definition of a student who has an “affiliation” with the U.S. Armed Forces. Upon receipt of a copy of official military orders, and based on what is in the best interest of the student, the University will permit a student to drop all or a portion of the student’s courses with a full refund of tuition and fees, allow a student to complete courses early if feasible, or issue an incomplete grade and allow the student to complete coursework at a later time. The University will disclose this policy in its catalogs and marketing materials.
- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference

from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa's registered schools. The University maintains such a policy and discloses it on its website at

<http://www.hr.msu.edu/documents/uwidepolproc/ReportingProtocols.htm>.

Student Consumer Information: In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs and the University discloses them in various web-based resources, as follows:

- <http://www.reg.msu.edu/UCC/OnlinePrograms.asp>
- http://ctrl.msu.edu/COSTudentAccounts/Tuition_FeesNonResident_Intntl.aspx
- <http://ctrl.msu.edu/COSTudentAccounts/TuitionCalculatorFall.aspx>
- <http://www.reg.msu.edu/AcademicPrograms/Default.asp>
- <http://www.reg.msu.edu/ROInfo/HEOAnotices.asp>.

Michigan State University affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. Effective July 1, 2012, these provisions of Iowa Code were modified to state that, provided the school does not claim "approval" or "accreditation," the school must disclose to students that it is registered by the Commission and provide Commission contact information for Iowa students who have questions or complaints about the school. These disclosures will be provided to Iowa resident online students as part of the University's Academic Programs Catalog at <http://www.reg.msu.edu/AcademicPrograms/>.

Financial Responsibility: Michigan State University submitted copies of the report of an independent audit conducted by Plante & Moran, PLLC, for the institutional fiscal years ending June 30, 2011, and June 30, 2010. The auditors stated their opinion that the University's financial statements present fairly the respective financial position of the University.

- A public institution is not required to calculate a composite score to measure its financial responsibility. All public institutions are considered financially responsible if its debts and liabilities are backed by the full faith and credit of the state.
- A public institution is not required to determine the percentage of its revenue that is derived from Title IV student financial aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: Michigan State University has no Iowa-resident faculty providing instruction in its online programs. Therefore, per the authority the Commission granted to staff during its March 2011 meeting, staff request that the Commission grant the University a waiver of administrative rules that require a registered school to employ an Iowa-resident, full-time faculty member or program coordinator.

Instructional/Supervisory Staff Qualifications: Staff reviewed the educational credentials of full-time faculty in all departments, as provided by the University with its registration application and noted that, with rare exception, the University's departments are staffed with individuals

who have terminal degrees in their field. Web-based faculty profiles associated with programs offered online also indicate a very high percentage of faculty with terminal degrees. In the College of Nursing, the majority of faculty hold a master's degree in nursing or associated fields such as public health. However, there are an additional, approximately 40 faculty in the nursing department with a terminal degree in nursing or education. All nursing faculty reviewed have professional licensure, certifications, and other accomplishments worthy of their assignments.

Commitment to Iowa Students and Teach-Out: The University's application includes an affidavit signed by Michigan State University President, Lou Ann Kimsey Simon, in which she affirms the University's commitment to the delivery of programs located in the State of Iowa and agrees to provide alternatives for students to complete their programs at the University or at other institutions if the University should close a program before students have completed their course of study.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Not applicable. Michigan State University is a public institution eligible for an exemption from financial responsibility as a postsecondary educational institution authorized by the laws of a state to grant degrees under Iowa Code Section 714.19, subsection 1.

Section 714.23 – State Tuition Refund Policy

Not applicable. Iowa's tuition refund policy for withdrawn students applies only to for profit institutions.

IOWA COLLEGE STUDENT AID COMMISSION

Trident University International Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve Trident University International's request for registration in Iowa.

As a condition of registration:

- Effective upon the implementation date of proposed administrative rules pursuant to Chapter 261B, and if applicable under final rules, the University must develop and implement a policy for employee reporting of suspected incidents of child physical or sexual abuse that complies with Iowa Code Section 261.9(1)(h).

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required Trident University International to apply for registration to offer distance education programs to Iowa residents because the University employs a full-time faculty member in its distance education programs, who works remotely for the University from an Iowa location. The University also intermittently recruits students for its online programs, in person, at military installations and at education fairs.

Institutional Information

Trident University International (TUI) is a for-profit postsecondary educational institution that offers only distance education programs and whose administrative offices are located at 5757 Plaza Drive, Suite 100, Cypress, CA 90630. TUI is a subsidiary of TUI Learning, LLC. TUI Learning, LLC is owned by Summit Partners Private Equity Fund VII-A, LP and SP PE VII-B TUI Holdings, LP. Contact information for both owners is c/o Summit Partners, LP, 200 Middlefield Rd., Suite 200, Menlo Park, CA 94025. Employees of Summit Partners occupy positions on the University's Board of Trustees. However, the Chair of the Board of Trustees and the majority of other board members are persons unaffiliated with Summit Partners.

The University's school's interim chief executive officer is President Andy Vaughn. Trident University International is registered as a foreign limited liability company #448870 with the Iowa Secretary of State's office and its Iowa resident agent is CT Corporation System, 500 East Court Ave., Des Moines, IA 50309

Physical Facilities: Not applicable for a distance education program provider.

Accreditation: Trident University is accredited by the Western Association of Schools and Colleges (WASC), a regional accrediting agency recognized by the federal Department of Education.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 2.4%

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate: The percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion, as reported by the federal Department of Education on the *College Navigator* website is 72%.

Average Loan Debt upon Graduation: TUI discloses *median* loan debt for all of its programs, as required by the federal Department of Education. The institution reports a median loan debt of \$0 for all programs for which federal Department of Education regulations require the University to perform that calculation. This is because the vast majority of the graduates in each program did not carry a loan debt balance at the time of graduation. TUI serves a large percentage of students who are eligible for military or veterans' education benefit programs.

The University responded to a staff request for additional information that would illustrate the level of federal student loan debt among the minority of students who incurred loan debt. The University provided the following information for programs in which there were a sufficient number of graduates to make this data available for fiscal year 2012:

Program	Average Loan Debt
Bachelor of Science in Business Administration	\$ 2,609.33
Bachelor of Science in Health Sciences	\$ 2,384.12
Bachelor of Science in IT Management	\$ 1,827.39
Master of Arts in Education	\$ 4,788.03
Masters of Business Administration	\$ 2,434.89
Master of Science in Health Sciences	\$ 5,990.01
Master of Science in IT Management	\$ 2,891.85

Record Preservation: All formal student records are maintained in the office of the University Registrar. TUI complies with the Family Educational Rights and Privacy Act as it relates to the release of student information. All student records are archived with back-up systems off-site. In the event of institutional closure, West Coast University's Office of the Registrar has agreed to hold the student records of TUI for at least 50 years.

Transcript Requests: Any current or former student may request a transcript by contacting:

Office of the Registrar
5757 Plaza Drive, Suite 100

Cypress, CA 90630
(800) 375-9878, ext. 1932
Fax: (714) 276-6589
Email: transcriprequest@trident.edu
Online: <http://www.trident.edu/request-transcripts>

Instructional Methodology: Distance education. TUI ensures a high quality learning experience by utilizing synchronous as well as asynchronous learning modalities creating a complete interactive learning process with an instructor-controlled environment. TUI has created a “Cyber Classroom” on the Internet. This “Cyber Classroom” is case and applications oriented, emphasizing a high level of interaction between professors and students, as well as among students. The University utilizes the *CourseNet* Management site to permit students to access email, student services, course schedules and due dates, technical support, additional resources suggested by instructors, threaded discussions, feedback and grades from instructors, communicate with instructors and students, and allows assignment tracking and submission.

Student Learning Resources: TUI’s Student Resource Center <http://www.trident.edu/academic-resources-support> was developed to provide students valuable information and ensure a smooth and successful educational experience. Hours of operation are 6 am to 6 pm Pacific Standard (or, as applicable, Daylight) Time. The Student Experience Department at TUI has identified four helpful sites to assist students with subjects such as math, science, social studies and English. TUI provides free tutors in pre-algebra, Algebra I, Algebra II, Geometry, and Physics. Professional tutors in 16 subjects are provided free of charge 24/7 for military families. MathNerds provides free mathematical guidance via an international, volunteer network of mathematicians. The TUI Academic Advising Center <http://www.trident.edu/academic-advisement-center> provides comprehensive and specialized advisement to all potential and matriculating students, including help with system navigation. Hours of operation are 7 a.m. to 5:30 p.m. Pacific Standard (or Daylight) Time. Pre-admission advising assists prospective students with preparatory academic advisement prior to their entry into the University. Academic advisors will conduct an initial evaluation based upon unofficial transcripts prior to the submission of a formal application for admission. Initial evaluations are not conducted for Doctoral level Ph.D. programs, however pre-admission advisement is available to students looking into doctoral programs from the Doctoral Program Advisors for each college. Trident Student Support <http://support.trident.edu/student/index.htm> provides students with technical support, software access, and tutorials in the use of the University’s technology and online resources.

All textbooks and course materials are on TUI’s online library, and available to students at no additional cost.

TUI’s online library includes e-journal collections, website links, e-book collections and traditional reference resources in e-format. One of the most useful University library resources for TUI students is call WebFeat – a federated search engine that allows the student to search of the University’s library databases at once. The University also provides e-journal collections of articles in various databases ranging from ProQuest (for general academic research) to resources that provide research information on more specific topics, such as Cinahl for nursing, EBSCO Professional Development Collection for the education field, or PsycINFO for psychological, psychiatric, and related publications.

Curriculum Evaluation and Development: The Academic Leadership (ALT) at TUI is a voting body of the University, charged with upholding the academic integrity of the University and ensuring the academic excellence of its degree programs, concentrations, and certificates. It is chaired by the University Executive Vice-President and Provost. Its membership is made up of senior academic leaders including the Provost and Deans, faculty leaders including Program Directors and Faculty Leads, and key leaders of academic support funds such as the Vice President of Institutional Support and the Registrar. This body is responsible for all academic policies of the University and provides input to the Leadership Team and the Board of Managers, as appropriate, on other key University matters.

TUI maintains continuous assessment on institutional, college and program levels through its Office of Assessment. These processes are implemented to assess student learning, track student progress, and use findings to improve student outcomes.

TUI also maintains a comprehensive, university-wide program review process. Program Directors are responsible for Program Reviews, as well as supervision of faculty teams assigned to specific areas of the review. Each team consists of 4-6 members from various disciplines within the degree programs. External reviewers are also utilized. The content and scope of these reviews adhere to WASC recommendations, including but not limited to program outcomes, the types of data and evidence needed to assess curriculum, and student learning. Program teams are responsible for gathering, evaluating and compiling data to provide analysis of the educational effectiveness of each program. Deans of the college have primary responsibility for overseeing the progress of program reviews and facilitating the program review time line. The Director of Assessment provides regular guidance to program review faculty teams. The program review self-reports include components pertaining to program context and alignment, program quality and viability, reflections, and goals for planning and improvement. Upon completion of the self-report, all programs also undergo an external review. Results of the program review are used incrementally for improvement, planning, budgeting, and for refinement of program outcomes, course and curriculum improvements, and improvement of assessment practices.

Student Complaints Process: It is the University's long-established philosophy and practice to address complaints in a non-adversarial climate. Where grievances cannot be resolved informally, students have a number of mechanisms for seeking redress including formal grade challenges and formal complaints submitted through the Complaint Resolution System.

Complaints about a professor or an academic matter may be submitted with supporting evidence to the appropriate Program Director, followed by the College Dean. If the matter remains unresolved, the complaint may be submitted to the Office of Provost.

The Complaint Resolution System (CRS) is designed to facilitate resolution of student complaints in a fair, efficient, and collegial manner. A formal complaint filed with the CRS is forwarded to the appropriate department (supervisor) for response. Upon resolution, follow-up is conducted with the student before the case is officially closed.

The University discloses its complaint and grievance resolution in its current Catalog/Student Handbook at http://www.trident.edu/Media/Default/Catalogs/Catalog-Policy-Handbook_2013-2014.pdf.

Distance Education Programs Offered In Iowa

The total, estimated cost of tuition, fees, books and supplies for each program is listed below. Tuition costs vary when courses are failed and must be repeated. Students are charged full tuition for repeated coursework.

It should be noted that the University charges lesser tuition to veterans, military personnel and their spouses.

Bachelor Degree Programs

- Bachelor of Science in Business Administration - \$39,000
- Bachelor of Science in Human Resource Management - \$39,000
- Bachelor of Science in Computer Science - \$39,000
- Bachelor of Science in IT Management - \$39,000
- Bachelor of Science in Health Sciences - \$43,300
-

Graduate Degree Programs

- Masters of Business Administration - \$18,700
- Master of Science in Human Resource Management - \$18,700
- Master of Science in IT Management - \$15,300
- Master of Science in Health Sciences - \$17,000
- Master of Science in Health Administration - \$17,000
- Master of Science in Emergency and Disaster Management - \$17,000
- Master of Arts in Education (non-licensure) - \$15,300
- Dual Degree (Master of Business Administration and Health Sciences) - \$27,200

Doctoral Degree Programs – note that in addition to the overall, estimated program costs below, dissertation courses are \$800 per dissertation continuation course. Totals vary based on dissertation completion date.

- Doctor of Philosophy in Business Administration - \$47,600
- Doctor of Philosophy in Health Sciences - \$47,600
- Doctor of Philosophy in Education - \$47,600

Field Experiences: None.

Registration Compliance

As required by Iowa Code Section 261B.4, TUI provided a draft institutional policy on refunding tuition charges for withdrawn students that meets the requirements of Iowa Code Section 714.23. Upon registration approval, TUI will disclose the policy on its website at http://www.trident.edu/Media/Default/Policies/StateRefundPolicies_050213.pdf and cross-reference the policy through a link in the University catalog. The Iowa tuition refund policy will

also be included in the Enrollment Agreement and Disclosure that each Iowa resident student will receive and electronically sign.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) “e” through “h”.

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school’s policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The Academy complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies to students in its Catalog/Student Handbook at:
 - ✓ [http://www.trident.edu/university-catalog-student-hand-book#Drug and Alcohol Use](http://www.trident.edu/university-catalog-student-hand-book#Drug%20and%20Alcohol%20Use)
 - ✓ [http://www.trident.edu/university-catalog-student-hand-book#Protection from Sexual Assault or Harassment](http://www.trident.edu/university-catalog-student-hand-book#Protection%20from%20Sexual%20Assault%20or%20Harassment)
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. The University provided a draft policy ready for implementation upon registration approval that is compliant. The policy will be disclosed on the University’s website at http://www.trident.edu/Media/Default/Policies/StateRefundPolicies_050213.pdf and cross-referenced through a link in the University catalog. The University will also disclose the policy in the Enrollment Agreement and Disclosure that each Iowa resident student receives and electronically signs.
- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa’s registered schools. The University does not have such a policy at this time. The Commission is preparing proposed administrative rules that address this topic, by clarifying its applicability to distance education providers. Staff requests that the Commission extend a waiver of enforcement of this rule for TUI until the proposed administrative rules are final and enforceable.

Student Consumer Information: In its registration application, Trident University International affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school’s programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school’s accrediting agency. These disclosures are duplicative of the

federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs. The University provides these disclosures in its Enrollment Agreement and Disclosure that each Iowa resident student receives and electronically signs. Additionally, all of these disclosures are duplicated in its Catalog/Student Handbook at <http://www.trident.edu/university-catalog-student-hand-book>.

In an addendum to its application, Trident University affirms that it will comply with the provisions of Iowa Code Section 261B.7. These provisions of Iowa Code state that the school may not claim Commission "approval" or "accreditation," but must disclose to students that it is registered by the Commission and provide Commission contact information for Iowa students who have questions or complaints about the school. TUI will disclose this information in the State Authorization document found on the University's website http://www.trident.edu/Media/Default/Policies/State%20Authorization_053013.pdf and in its catalog at [http://www.trident.edu/university-catalog-student-hand-book#State Authorization](http://www.trident.edu/university-catalog-student-hand-book#State%20Authorization).

Financial Responsibility: TUI submitted a copy of an independent audit conducted by PricewaterhouseCoopers LLP, dated September 25, 2012, of TUI Learning, LLC, for the institutional fiscal years ending June 30, 2012 and 2011. The auditing firm expressed its opinion that the University's financial statements present fairly, in all material respects, the financial position are free of material misstatement and the results of the auditing firm's tests disclose no instances of noncompliance.

- A for-profit institution that participates in the federal student aid programs must maintain a composite score, based on a three factor financial responsibility ratio, of at least 1.5 in order to be determined "financially responsible" without additional oversight. The independent auditing firm reports that the University's calculated composite score for the year ending June 30, 2012, is -1.0. The institution's current federal Department of Education program participation agreement, renewed June 30, 2013, indicates that the University remains eligible to participate in the Title IV programs on the basis of a letter of credit submitted to the Department in the amount of not less than 10% of Title IV funds the institution receives for the prior fiscal year.
- A for-profit institution is prohibited from deriving more than 90% of its revenue from Title IV aid. The independent auditing firm tested the University's 90/10 ratio calculation, and states that the University fairly represented its calculation. For the institutional fiscal year ending June 30, 2012, the University derived 17% of its revenue from Title IV aid. (Please note that a majority of students that attend this institution receive military or veteran's benefits that are not considered Title IV aid for the purpose of the 90/10 ratio calculation).

Full-Time Iowa Resident Faculty Member or Program Coordinator: TUI employs a full-time, Iowa-resident faculty member, Dr. Margaret Swigert, as a Faculty Lead in its College of Business Administration. Dr. Swigert holds a terminal degree in business administration, has 20 years of human resources management in industry, and significant graduate/undergraduate teaching experience.

Instructional/Supervisory Staff Qualifications: TUI provides faculty profiles on its website at <http://www.trident.edu/faculty-roster>. The University states on its website that over 90% of its

faculty have doctoral degrees. Staff review of faculty credentials indicates that there is merit to the University's claim about its faculty credentials.

- Business Administration: Of approximately 82 total faculty profiles reviewed, 79 possess a terminal degree in business administration or a related field. Of the three remaining faculty, two are doctoral candidates and the third holds a masters in business administration. Fourteen faculty members are identified as full time.
- Health Sciences: Of approximately 48 total faculty profiles reviewed, all possess a terminal degree in a related field. Sixteen faculty members are identified as full time.
- Education: Of approximately 13 total faculty profiles reviewed, 11 possess a terminal degree in education. The remaining two part-time faculty members possess graduate level degrees in public administration and education, respectively, and baccalaureate degrees in education. Four faculty are identified as full time.
- Information Systems: Of approximately 9 total faculty profiles reviewed, all possess a terminal degree in information management/technology or related fields such as business administration. Six faculty are identified as full time.

Commitment to Iowa Students and Teach-Out: TUI's application is accompanied by a statement signed by (now retired) President and CEO Lucille H. Sansing providing assurances that the University is committed to the success of its students and that its policy is to ensure the viability of each and every one of its program offerings by committing sufficient resources dedicated to start and sustain approved programs. Dr. Sansing also states that it is the University's policy to ensure that no program is terminated without proper and timely notice to students, faculty and staff. In the event a decision is made to terminate a program, to the extent possible, TUI will ensure the equitable treatment of students and will make every good faith effort to assist students in completing their respective programs by offering courses until each existing student enrolled in a program completes the program. In the unlikely event that the University closes before students have completed their courses of study, the University will submit to its regional accrediting body (WASC) a teach-out agreement with another institution accredited by a nationally-recognized accrediting agency that is consistent with the applicable WASC standards and ensure that students will have access to the teach-out program without requiring them to move or travel substantial distances.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Trident University International submitted with its registration application satisfactory evidence of financial responsibility, including a continuous corporate surety bond payable to the State of Iowa in the amount of \$50,000, issued by International Fidelity Insurance Company.

Section 714.23 – State Tuition Refund Policy

TUI's tuition refund policy for Iowa resident students who withdraw from its distance education programs complies with the provisions of Iowa Code Section 714.23. See "Registration Compliance" above for more information.

IOWA COLLEGE STUDENT AID COMMISSION

University of Wisconsin - Platteville Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve the registration request for the University of Wisconsin-Platteville with a waiver of the administrative rule requirement for a full-time, Iowa-resident faculty member or program coordinator.

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required the University of Wisconsin at Platteville to register because it employs Iowa residents as adjunct faculty who teach remotely in the University's online programs from their Iowa home or other Iowa location.

Institutional Information

The University of Wisconsin-Platteville is a public postsecondary educational institution whose campus is located at 2100 Ullsvik Hall, 1 University Plaza, Platteville, Wisconsin. The school's chief executive officer is Chancellor Dennis J. Shields, 2805 Ullsvik Hall, 1 University Plaza, Platteville, Wisconsin. The University applied for registration in Iowa only to offer distance education programs. Therefore, it has no Iowa contact person and no Iowa resident agent. Since the University is an instrumentality of a state, it is not appropriate for the University to register with the Iowa Secretary of State as a corporation conducting business in Iowa.

Physical Facilities: Not applicable for a distance education program provider.

Accreditation: The University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 3.2%

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate (the percentage of first-time, full-time undergraduate students who completed their program within 150% of the normal program completion time, as reported to the federal Department of Education): 52%.

Average Loan Debt upon Graduation: For 2011-2012 - \$26,061.

The institution tracks overall loan aid awarded to its master's program graduates and the percentage of its graduates that receive loan aid, but it does not calculate average debt upon graduation. For the single year 2011-2012, the University reports 78 non-resident graduate borrowers who received \$864,971 in loans, or an average of approximately \$11,090 per borrower.

Record Preservation: The University maintains policies for securing both paper and electronic records of the university <http://www.uwplatt.edu/oit/infosecprog.html#2> that ensure accuracy and completeness, access on a "need to know" basis, audit ability, recovery of damaged or lost records within an acceptable time, and prompt detection of actual or attempted security breaches. In addition, the University's Office of Information Technology (OIT) <http://www.uwplatt.edu/oit/> maintains and provides access to policies and procedures that protect against any anticipated threats to the security or integrity of electronic customer information and that guard against the unauthorized use of such information.

Transcript Requests: Any current or former student may request a transcript by contacting:

Registrar's Office
University of Wisconsin-Platteville
101 Brigham Hall
1 University Plaza
Platteville, WI 53818
408 342 1321
<http://www.uwplatt.edu/registrar/files/transcriptform.pdf>

Instructional Methodology: Most online courses are offered through a standard Learning Management System (Desire2Learn). Students may log in at any time to access asynchronous course lectures and materials. In addition to the typical features of an LMS, students have access to the e-portfolio and synchronous communication tools that are integrated into Desire2Learn. Students are expected to generate and participate in online discussions with the instructor and other students. Instructors are available for questions via e-mail. The Business Administration major has a complete portfolio experience evaluation process that is available to all students in the program. Students are only allowed to take one independent study course as part of their program. Less than one percent of students participate in independent study courses each year. The University uses approved proctors in the student's local area to monitor examinations in some cases.

Student Learning Resources:

- Journal Indexes, full-text and more
- Find It! – a linking software that provides direct links from citations in certain databases to related services available for those citations
- MultiSearch – search multiple databases simultaneously
- Library services, including the Library Catalog available 24/7

- Ask a Librarian – available via e-mail or live chat during library business hours 1pm – midnight Sunday; Monday – Thursday 7:45 am – midnight, Friday 7:45 am – 8 pm, Saturday 11 am – 8 pm.
- Resources by Academic Discipline – collections of databases grouped by approximately 35 topics
- Reference Resources
- Government Publications
- Library Book Loan – books are available from the University collection and are mailed to students at no charge
- Interlibrary Loan – if the University does not have a journal article available in full text, the University permits students to request journal articles for delivery to their homes via mail or e-mail. This may take anywhere from 7 to 21 days, depending upon the availability of the article and the holding library.
- Interlibrary book loan - If the University does not own a book the student needs, the student is encouraged to check with a local library and request it through their Interlibrary Loan service to get faster and more direct service.

Curriculum Evaluation and Development: All new online course development must be approved through the appropriate department, college, and university curriculum committees before the course is developed. Course developers are hired by the academic program coordinator for each program, based on content expertise that is needed for the course. If on-campus faculty is not available to develop a course, then adjunct developers are hired by the department to develop courses. The criteria for hiring online course developers/instructors are the same as those used for on-campus course-development/instruction. Online faculty members have appropriate academic and professional work experience to develop courses within their areas of expertise.

A standard course development process is used by all online programs. Best practices for online course design from Quality Matters and the SLOAN-C Consortium are used to guide the course development process. All faculty/instructors are required to go through training associated with the online course development standards. When materials are submitted for an online course, the academic program coordinator reviews the submitted content to verify it is of the rigor required within the department. Instructional designers review content to ensure that online course standards have been met. Course editors are also involved with reviewing the courses to ensure appropriate and consistent structure and information is included.

The University provides an outline for faculty of the course development, revision, and maintenance process at <http://www.uwplatt.edu/disted/faculty/course-development-revision-and-maintenance.html>

Student Complaints Process: For non-academic complaints and grievances, the University policies guide students to the individual involved in the complaint as the first step. If a resolution is not achieved, the student may bring the matter to the Dean of Students Office for assistance. Students who have grievances related to University staff should first address those complaints directly with that individual. If the student is not satisfied, the grievance can then be taken to the appropriate supervisor of that department. If resolution is not achieved there, the student may then go to the Dean of Students Office for assistance in resolving the matter. The University's procedures for academic and non-academic complaints are disclosed

on the Division of Student Affairs web page at <http://www.uwplatt.edu/stuaffairs/student-complaints.html>

Distance Education Programs Offered In Iowa

The total, **estimated** cost of tuition, fees, books and supplies for each program is listed below.

Baccalaureate Degree Programs

- Bachelor of Science in Criminal Justice - \$46,069 - \$48,069
- Bachelor of Science in Business Administration - \$46,069 - \$48,069

Master's Degree Programs

- Master of Science in Criminal Justice - \$19,831 - \$20,781
- Master of Arts in Engineering - \$20,531 - \$21,081
- Master of Science in Project Management - \$19,781 - \$20,681
- Master of Science in Distance Education Leadership (non-licensure) - \$19,781 - \$20,506
- Master of Science in Integrated Supply Chain Management - \$20,481 - \$21,181
- Master of Science in Organization Change Leadership - \$19,781 - \$20,681

Graduate Diploma and Certificate Programs

- Diploma in Criminal Justice – \$10,025 - \$10,500
- Certificate in Child Advocacy Studies – \$6,015 - \$6,300
- Certificate in Engineering Management – \$8,300 - \$8,520
- Certificate in Geotechnical Engineering – \$8,300 - \$8,520
- Certificate in Structural/Geotechnical Engineering – \$8,300 - \$8,520
- Certificate in Project Management – \$6,000 - \$6,270
- Certificate in Advanced Project Management – \$6,000 - \$6,270
- Certificate in Advanced Project Management for Clark University (Dubuque, Iowa) MBA students – \$6,000 - \$6,270. This certificate program at the University Wisconsin-Platteville is available only to Clarke University students who have completed 18 credits in the Clarke University MBA program.
- Certificate in Organizational Change Leadership – \$6,000 - \$6,270

Registration Compliance

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy on refunding tuition charges for withdrawn students, which is not governed by Iowa law or rule.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) “e” through “h”.

- ✓ Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school’s policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa

Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies and services to students on its website and in its Student Handbook at:

- ✓ <http://www.uwplatt.edu/aoda/policies.html>
 - ✓ http://www.uwplatt.edu/university/documents/Student_Policies/alcohol.html
 - ✓ <http://www3.uwplatt.edu/counseling-services/alcohol-and-other-drug-information>
 - ✓ <http://www3.uwplatt.edu/counseling-services/alcohol-and-other-drug-information-parents>
 - ✓ http://www.uwplatt.edu/university/documents/emp_handbook/current/Part2/drug_alcohol.html
 - ✓ http://www.uwplatt.edu/university/documents/student_policies/assault.html
 - ✓ <http://www.uwplatt.edu/academics/catalogs/undergraduate/Undergraduate-Catalog-2013-2014.pdf>.
- ✓ Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the registration application review process, the University strengthened its policy to ensure that Iowa resident students enrolled in its online programs are aware of their options under Iowa law. The University provided a draft policy ready for implementation upon registration approval that complies with Iowa Code and will disclose the policy to Iowa resident distance education students at <http://www.uwplatt.edu/consumer-information/nonwisconsinresidents.html>.
- ✓ Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa's registered schools. The University maintains such a policy and discloses it on its website at http://www.uwplatt.edu/university/documents/emp_handbook/current/Part2/files/child_abuse_neglect.pdf.

Student Consumer Information: In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs and the University discloses them in online

undergraduate and graduate catalogs at <http://www.uwplatt.edu/academics/catalogs/> and in online student handbooks for the criminal justice and business departments, as follows:

- ✓ <http://www.uwplatt.edu/disted/pdf/UGCJ-student-handbook-WEB.pdf>
- ✓ <http://www.uwplatt.edu/disted/pdf/Student-Handbook-BSAD.pdf>.

The University affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. Effective July 1, 2012, these provisions of Iowa Code were modified to state that, provided the school does not claim “approval” or “accreditation,” the school must disclose to students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. These disclosures will be provided to Iowa resident online students on the University’s information page for non-Wisconsin residents at <http://www.uwplatt.edu/consumer-information/nonwisconsinresidents.html>.

Financial Responsibility: The University of Wisconsin-Platteville submitted a copy of the report of an independent audit conducted by the State of Wisconsin Legislative Audit Bureau of the University of Wisconsin System for the institutional fiscal years ending June 30, 2010 and 2011. The auditors stated their opinion that the University’s financial statements present fairly, in all material respects, the financial position of the University System.

- A public institution is not required to calculate a composite score to measure its financial responsibility. All public institutions are considered financially responsible if its debts and liabilities are backed by the full faith and credit of the state.
- A public institution is not required to determine the percentage of its revenue that is derived from Title IV student financial aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: The University of Wisconsin-Platteville does not employ a full-time Iowa-resident faculty member or program coordinator. Therefore, per the authority the Commission granted to staff during its March 2011 meeting, staff request that the Commission grant the University a waiver of this administrative rule requirement since it has applied for registration only to offer distance education programs to Iowa residents.

The University does employ six, part-time, Iowa-resident adjunct faculty members who provide instruction in the University’s distance education programs:

- Ryan Melbard – Master of Science in Engineering; currently employed as an electrical engineer; teaches in the engineering program
- Patrick Montgomery – Master of Arts and Master of Business Administration; Iowa certified public accountant; teaches accounting
- Michael Murphy - teaches in the organizational change leadership program
- Mary Neuhaus – Doctorate in law; private law practice in mediation; Professor at Loras College in Iowa; teaches in the business administration program
- Patrick Pisarik - Master of Arts in Journalism and Mass Communication; Professor at Loras College in Iowa; teaches in the business administration program
- Dedra Tentis – Doctorate in Sociology; teaches criminal justice full-time at Loras College in Iowa; Inspector General, Minnesota Air National Guard

Instructional/Supervisory Staff Qualifications: The University provided resumes of all distance education program faculty (regular and adjunct):

- **Business Administration:** Of 31 faculty, 14 have terminal degrees in business administration, international management, law, accounting, organizational management, economics, counseling, or education. All but one of the remaining faculty have a master's degree in accounting, business administration, organizational or nonprofit management, education, or agricultural economics. The single adjunct faculty member with a baccalaureate degree (in accounting) has 8 years of professional experience as a tax preparer and only teaches undergraduate accounting. Many faculty have a long history of teaching at either the University of Wisconsin-Platteville or other colleges in the area, in some cases beyond 30 years.
- **Criminal Justice:** Of 22 faculty, 11 have terminal degrees in sociology, law, social science, public safety leadership, or counseling psychology. The remaining faculty have a master's degree in criminal justice or guidance counseling. All faculty have significant teaching experience. The majority are experienced law enforcement, corrections, probation/parole, or juvenile justice experts.
- **Distance Education Leadership:** Of five faculty, all have terminal degrees in health and human development, education, or law. All five faculty have significant teaching experience. Two have consulting experience.
- **Engineering:** Of 14 faculty, all but five have terminal degrees in statistics, education, industrial operations engineering, structural mechanics, or civil engineering. The remaining faculty have a masters degree in engineering, industrial technology management or project management. All faculty have significant teaching and/or professional experience in systems, project, or civil engineering, IT operations, or supply chain management.
- **General Education:** Of six faculty, four have a terminal degree in counseling, mathematics, agricultural education, or continuing and vocational education. Teaching experience among this group ranges from 15 to 45 years. One faculty member has 18 years' experience as a clinical psychologist; another 12 years' experience as a software engineering and computer programmer.
- **Integrated Supply Chain Management:** Of four faculty, one has a terminal degree in organization and management. The remaining three faculty have a master's degree in industrial technology, business administration, or project management. All have professional and/or teaching experience in office management, program management, business analysis or marketing research.
- **Project Management:** Of 12 faculty, four have a terminal degree in organizational behavior and development, public administration, philosophy, or environmental engineering. The remaining faculty have master's degrees in engineering, industrial technology management, or project management. All have teaching experience, and significant professional experience in project management, or supply chain management, ranging up to 46 years.

- **Organizational Change Leadership:** Of three faculty, all have a terminal degree in organization leadership, organizational development, or business administration. Professional experience includes nonprofit or community organizational management, human resource management, or risk management coordination.

Commitment to Iowa Students and Teach-Out: The University's application includes a letter signed by Chancellor Dennis J. Shields stating that the University has been involved with providing quality distance education programs for 35 years, and that it is committed to supporting and growing its distance education offerings in Iowa, and nationally, for the foreseeable future. While the University does not anticipate discontinuing any programs offered at a distance, Chancellor Shields confirms that the University will provide alternatives for students to complete programs at other institutions, if we should have to close a program.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Not applicable. The University is a public institution eligible for an exemption from financial responsibility as a postsecondary educational institution authorized by the laws of a state to grant degrees under Iowa Code Section 714.19, subsection 1.

Section 714.23 – State Tuition Refund Policy

Not applicable. Iowa's tuition refund policy for withdrawn students applies only to for profit institutions.

IOWA COLLEGE STUDENT AID COMMISSION

University of North Carolina at Chapel Hill Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve the registration request for the University of North Carolina at Chapel Hill with a waiver of the administrative rule requirement for a full-time, Iowa-resident faculty member or program coordinator.

As a condition of registration, the University must:

- Report the Iowa location at which a distance education student will complete a field experience within 90 days of the University's approval of the Iowa site.

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. The University self-initiated a registration application because it offers a distance education program(s) that includes a structured field experience that an Iowa resident would participate in at an Iowa location.

Institutional Information

The University of North Carolina at Chapel Hill (UNC-Chapel Hill) is a public postsecondary educational institution whose campus is located at 103 South Building, CB9100, Chapel Hill, North Carolina. The school's chief executive officer is Chancellor Carol Folt, 103 South Building CB9100, Chapel Hill, North Carolina. The University applied for registration in Iowa only to offer distance education programs. Therefore, it has no Iowa contact person. However, while not required to do so, the University did register with the Iowa Secretary of State as a foreign non-profit corporation #445225. Its Iowa resident agent is Corporation Service Company, 505 5th Ave., Suite 729, Des Moines, IA 50309.

Physical Facilities: Not applicable for a distance education program provider.

Accreditation: UNC-Chapel Hill is accredited by the Southern Association of Colleges and Schools Commission on Colleges, a regional accrediting agency recognized by the federal Department of Education.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 0.7%

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate: 89%. This is the percentage of first-time, full-time student who graduated within 150% of the normal time for program completion as reported to the U.S. Department of Education National Center for Education Statistics.

Average Loan Debt upon Graduation: The average indebtedness of an undergraduate graduate of the University of North Carolina at Chapel Hill is \$17,525. Of all full-time matriculated undergraduates who had enrolled in 2010, 9,650 applied for aid, 7,273 were judged to have need, and 6,315 had their need fully met. UNC-Chapel Hill also provided average debt upon graduation for graduates of its masters and doctoral level programs for the 2011-2012 academic year: Masters (Non-MBA) - \$24, 164; MBA \$32,920; Doctoral - \$32,908.

Record Preservation: The Office of the University Registrar at UNC-Chapel Hill supports the academic and research missions of the University and serves as a central administrative office for students, faculty, and alumni. This office handles grade reports, transcripts, and permanent records for all students at UNC Chapel Hill. In the unlikely event that UNC-Chapel Hill would cease operations, the North Carolina State Archives would assume responsibility for the maintenance of student records, and provide “services customarily rendered by a registrar” for such records.

The University’s Information Technology Services (ITS) and Archives and Records Management office provide comprehensive guidelines for record retention, safeguards, disclosure, and preservation or destruction. ITS also provides processes to ensure that key data in use is preserved through back-up and on-site/off-site storage.

Transcript Requests: Any current or former student may request a transcript by contacting:

Office of the University Registrar
UNC-Chapel Hill CB 3100
Chapel Hill, NC 27599
(919) 962-3954

<http://registrar.unc.edu/academic-services/transcripts-certifications/transcript-services/>

Instructional Methodology: Students will master course materials on their own timetables and interact with faculty and classmates in weekly live, online sessions. Self-paced or asynchronous course content will cover material taught in a typical lecture. These sessions will include original, broadcast-quality video segments, self-paced lectures, interactive case studies and collaborative activities designed to foster teamwork. Students will have access to this content 24 hours a day, seven days a week. In live or synchronous class sessions, a professor and a cohort of 10 to 15 students will collaborate in an online classroom at prearranged dates and times. These sessions, scheduled to accommodate students in multiple time zones, will use live, streaming video to allow students and professors to see and hear each other as they analyze and discuss course topics and real time. The technology also will enable live office hours with professors and student-led study groups, all of which will be recorded so students can revisit them, even after they complete the courses. In addition,

faculty and students will be able to interact through the learning management system via discussion boards, groups, etc.

Student Learning Resources: The University of North Carolina at Chapel Hill Libraries system is consistently ranked among the top university libraries in North America and is one of the premier libraries in the South. The University's library system includes 13 separate libraries, all located in Chapel Hill: Davis Library, the central collection for humanities, social science, and business research; the Wilson Special Collections Library, home to rare and unique materials; R.B. House Undergraduate Library, dedicated to the learning needs of undergraduate students; the Health Sciences Library; the Law Library; the Kenan Science Library; the Knapp Government Library; and the Stone Center Library, which includes works on the African American experience.

The UNC-Chapel Hill Libraries license and provide access to many electronic databases and journals for use of UNC-Chapel Hill students. Many electronic resources are accessible from off-campus locations. The library also provides a wide array of resources and services specifically designed for the distance education student, including:

- E-Research Tools by Discipline, including hundreds of topic-specific links revealing recommended and other databases, e-journals, guides, or related sites that provide useful research information on more than 100 topics.
- E-Journal Finder by topic
- Subject Guides by topic, prepared by librarians responsible for the topical areas listed
- Access to Triangle Research Libraries network that includes library resources from UNC-Chapel Hill, Duke University, North Carolina Central University, and North Carolina State University
- The University's free Interlibrary borrowing service
- Research Consultations by individual appointment
- Writing Center online resources by topic
- RefWorks, a web-based bibliographic management and formatting program
- GIS and Data Services, including statistical databases and assistance locating statistical data
- Online tutorials in library research, citing, and plagiarism
- Reference librarians available by phone (not toll-free), instant messaging, or chat during library hours

All Distance Education programs at UNC-Chapel Hill provide students with information on the curriculum, course and degree requirements, the nature of faculty/student interaction, information about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services financial aid resources, and costs and payment policies. In addition to technical support services which are available day or night, the University provides library research services online 24/7 to students with a UNC-Chapel Hill login. These resources include access to full text journals, the UNC-Chapel Hill library catalog and Inter-Library Loan. During hours where the library reference desk is staffed, Distance Education students can call in and speak to a reference librarian or chat via a web client. In addition to library resources, the University's Writing Center staff is available to review student essays. Distance Education students can submit essays for review online and speak to Writing Center staff via telephone or web-chat. The Writing Center has informational handouts and videos online for student use. Staff members at the University's Learning

Center, which helps students with such issues as academic planning and time management, are available for consultation by e-mail or phone. In addition the Learning Center also has web based resources available for Distance Education students. Individual departments and programs also have academic coordinators who are available to counsel students when needed.

Career services assistance is available to all distance education students, and students are encouraged to take advantage of these services. Faculty and staff members at UNC-Chapel Hill seek to provide the same services to distance education students that are provided to the residential students.

Curriculum Evaluation and Development: The University's online courses are developed by a team of lead faculty from each school, who are either current faculty or new tenure-track faculty the University is in the process of hiring. These lead faculty members will prepare the asynchronous materials, assessments, and activities for the course. For the Master of Public Administration program, the same faculty will teach the live, synchronous portions of the course. Curriculum is evaluated in the same way as for on-campus offerings, through student, graduate, and faculty assessments. An administrative board appointed by the Chancellor of the University exists in each of the College of Arts and Sciences, the General College, the Graduate School and the Summer School. Professional schools also have administrative boards, unless the Chancellor finds that one is not needed after consulting the dean and faculty of the school. In the majority, the members of an administrative board are the members of the faculty of the school or unit concerned. The administrative boards have duties that include formulating, together with the dean, educational policies, examining and approving all new courses, programs, and curricula.

Student Complaints Process: A University student attending a distance education program may register a complaint with the Dean of Students, Campus Box 5100, 450 Ridge Road Suite 1106, Student Academic Services Building, Chapel Hill, NC 27599. The University discloses this recourse process on its website at <http://www.unc.edu/academics/distance-education/student-complaints-about-delivery-of-distance-education/>.

For complaints not covered by a specific policy, UNC-Chapel Hill encourages all students, including those in Iowa, to contact the department in question directly. Students should follow the issue through the department's administrative structure ending with the division/unit head. At any time during a complaint process the University's Ombudsman Office is available to provide advice and help the student resolve the issue. The Ombudsman serves as a neutral third-party and not a decision maker. If in the end the Iowa student feels that their issue was not resolved, he or she has the right to file a complaint with the Iowa College Student Aid Commission or with the Southern Association of Schools and Colleges, UNC-Chapel Hill's accrediting agency.

Distance Education Programs Offered In Iowa

The total, **estimated** cost of tuition, fees, books and supplies for each program is listed below.

Undergraduate Certificate Program

- Community Preparedness & Disaster Management - \$12,247.82

Post-Baccalaureate Certificate Programs

- Auditory Learning for Children with Hearing Loss - \$4,677.36
- Public Health Concepts - \$12,150.32
- Field Epidemiology - \$15,760.76
- Global Health - \$15,760.76
- Maternal & Child Health Leadership - \$14,702.80
- Public Health Leadership - \$14,555.28
- Technology & Communication - \$12,735.32

Master's Degree Programs

- Master of Public Administration* - \$54,562.12
- Master of Public Health in Maternal and Child Health* - \$62,642.93

Doctoral Degree Program

Transitional Doctor of Physical Therapy (non-licensure) - \$57,211.45

**Field Experience:*

The Master of Public Administration includes a mandatory field experience in a governmental or non-profit organization, or a for-profit environment where a division, role, or service is focused on public service. Given that the MPA program is geared toward currently employed individuals in leadership roles, the typical field experience site is the student's current employment site. The University's Career Services office assists students in finding field experience opportunities and communicates relevant information about the field experience to the site organization. A contract drafted by the student is executed between the student, the field experience site, and the University. University faculty confer with the student and the field experience site supervisor to assess the student's progress and to ensure that the student and supervisor are satisfied with the working relationship. The University provided staff with a program field experience guide that provides information about expected learning outcomes and field experience requirements.

Master of Public Health (Maternal and Child Health) students must complete at least eight credit hours, the equivalent to eight weeks of full-time work, in field training. This practicum is a planned, individualized, mentored, evaluated, experiential learning opportunity. During the practicum, a student is directly supervised by an appointed on-site preceptor. There is no fixed requirement for preceptor credentials, although many will have either a Master's degree in public health, or a degree in a related field. The appropriateness of the preceptor is determined by the student's advisor. The student executes an agreement with the site preceptor that includes a summary of the goals and objectives for the field placement, which is approved by the faculty advisor. The preceptor evaluates the student, and the faculty advisor consults with the preceptor and reviews the evaluation before assigning a grade. The Department of Public Health maintains a Master's Handbook that provides detailed information about student expectations and the roles of all parties in the practicum.

Registration Compliance

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy on refunding tuition charges for withdrawn students, which is not governed by Iowa law or rule.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) "e" through "h".

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies and services to students on its website and links to them in its Graduate School Handbook. The University also maintains separate websites devoted to alcohol and drug abuse prevention and intervention services, and separate policies, reporting processes, and prevention/counseling services relating to sexual misconduct including sexual assault.
 - ✓ <http://policies.unc.edu/policies/illegal-drugs/>
 - ✓ <http://policy.sites.unc.edu/files/2013/03/alcohol.pdf>
 - ✓ <http://policies.unc.edu/policies/student-alcohol/>
 - ✓ <http://www.med.unc.edu/alcohol/prevention/>
 - ✓ <http://campushealth.unc.edu/wellness/aod>
 - ✓ <http://policy.sites.unc.edu/files/2013/04/PPHISMD.pdf>
 - ✓ <http://www.dps.unc.edu/securityreport/>
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the registration application review process, the University strengthened its policy to ensure that Iowa resident students enrolled in its online programs are aware of their options under Iowa law. The University maintains an armed forces policy. Each department that offers distance education programs to Iowa residents will modify the institutional policy so that it also applies to the spouse of an activated service member with a dependent child. The University department will execute an affidavit certifying that the appropriate department will comply with the military refund policy for Iowa residents enrolled in their online programs. The College of Business (for the MBA program) and the School of Government (for the MPA) currently include spouses in their call to duty policies. The Board of Governors for the University of North Carolina General Administration recently amended the UNC governing code to support current and former members of the armed forces, should they be called to active duty. New regulations in the process of being disseminated by the General Administration allow campuses to extend the same withdrawal and refund benefits to the spouses and children of military members. These regulations are posted at

http://www.northcarolina.edu/policy/index.php?pg=dl&id=s15007&inline=1&return_url=%2Fpolicy%2Findex.php%3Fpg%3Dvb%26tag%3DChapter%2B700.

- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa's registered schools. The University maintains such a policy and discloses it on its website at <http://policy.sites.unc.edu/files/2013/04/Minors-Memo.pdf>.

Student Consumer Information: In its registration application, UNC-Chapel Hill affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs and the University discloses them in its Graduate Record (catalog) at <http://www.unc.edu/gradrecord/>.

UNC-Chapel Hill affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. Effective July 1, 2012, these provisions of Iowa Code were modified to state that, provided the school does not claim "approval" or "accreditation," the school must disclose to Iowa students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. The University will provide these disclosures to Iowa-resident distance education students at <https://oira.unc.edu/additional-resources/distance-education-authorization-information/ia/>.

Financial Responsibility: UNC-Chapel Hill submitted a copy of the report of an independent audit conducted by the State of North Carolina Office of the State Auditor dated November 2, 2011, for the institutional fiscal year ending June 30, 2011. The auditors stated their opinion that the University's financial statements present fairly, in all material respects, the respective financial position of the University.

- A public institution is not required to calculate a composite score to measure its financial responsibility. All public institutions are considered financially responsible if its debts and liabilities are backed by the full faith and credit of the state.
- A public institution is not required to determine the percentage of its revenue that is derived from Title IV student financial aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: UNC-Chapel Hill has no Iowa-resident faculty providing instruction in its online programs and has no plans to hire remote faculty. Therefore, per the authority the Commission granted to staff during its March 2011 meeting, staff request that the Commission grant the University a waiver of administrative

rules that require a registered school to employ an Iowa-resident, full-time faculty member or program coordinator.

Instructional/Supervisory Staff Qualifications: UNC-Chapel Hill provided online profiles of all faculty teaching in the various academic departments that sponsor online certificate and degree programs that will be offered to Iowa residents:

- **Public Administration:** With one exception, all regular faculty providing instruction in the Master of Public Administration have at least a graduate level degree. The single exception is an individual who has a baccalaureate degree in accounting, local government experience, and who teaches a course in government and nonprofit accounting and reporting. Of 20 adjunct faculty, all but 4 possess a terminal degree in political science, public policy, public administration, law, higher education administration, city and regional planning, economics, or dispute resolution. Three adjunct faculty members hold a graduate degree in public administration or environmental engineering and have either nonprofit or governmental experience.
- **Maternal and Child Health:** Of the 25 regular faculty profiles, all have a terminal degree. Each faculty member holds a doctoral degree in a health-related topic, or the doctoral program graduate has applied his/her educational expertise to the health field. Of the total 80 full-time and adjunct faculty profiles on the University's website, staff note that at least 12 faculty are medical doctors.
- **Speech & Hearing:** Of approximately 27 regular faculty profiles, staff discovered only two faculty members that did not have a terminal degree in speech therapy, language development, autism, audiology, special education, early childhood education, or a broader concentration but related specialization such as human development. Several of the faculty are conducting post-doctoral study and research. The faculty members who possess a graduate degree are experienced speech language pathologists.
- **Public Health:** Of 11 regular faculty, all but 2 possess a terminal degree in public health, education, medicine, or other related field. Two full-time faculty hold a master's degree in public health or nursing: both have approximately 25 years of professional experience in public health and health care. Staff randomly sampled the credentials of approximately 55 adjunct faculty and found several medical doctors, and others with backgrounds in education, ethics, law, safety, public health, and nursing.
- **Physical Therapy:** Of 17 regular faculty, 15 have terminal degrees in physical therapy, anatomy and neuroscience, human movement, kinesiology, biomechanics, or a related field, the vast majority are certified physical therapists, and many are actively engaged in research. All adjunct faculty have terminal degrees in physical therapy or a related field and one is a medical doctor.
- **Technology and Communications:** All three regular faculty in the Post-baccalaureate certificate program in Technology and Communications have master's degree graduate level degrees in information studies, industrial design, or journalism, and considerable experience in writing and/or visual and digital illustration and design.

Commitment to Iowa Students and Teach-Out: The University provided a letter signed by Chancellor Carol Folt stating the University's full commitment to offering high quality online education to students in the state of Iowa. In the unlikely event that any of the University's registered distance education programs would close, the web platform, resources, and delivery methods for the program would be available until degree completion so long as the student continues to progress within the University's deadlines for time to degree. Advising, counseling, and student support for the students affected by the closure of the program would be conducted by the University's academic and student support advisors to ensure that each student has an individual degree completion plan and time line.

In addition, UNC-Chapel Hill would follow the policy for "Closing Out an Institution or Program" Teach-Out Agreements" from the Southern Association of Colleges and Schools Commission on Colleges, its regional accrediting agency. This policy requires UNC-Chapel Hill to pursue one of the following options:

- The institution teaches out currently enrolled students; no longer admits students to programs' and terminates the program, the operations of a site or branch, campus, or the operations of an institution after students have graduated. The institution must submit to its accrediting agency a teach-out plan for approval.
- The institution enters into a contract for another institution or organization to teach out the educational programs or program. Such a teach-out agreement requires Commission approval.

In either case, UNC-Chapel Hill would make every effort to ensure that enrolled students are supported until degree completion. In the case of institutional closure, student records would be maintained by the North Carolina State Archives.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Not applicable. UNC-Chapel Hill is a public institution eligible for an exemption from financial responsibility as a postsecondary educational institution authorized by the laws of a state to grant degrees under Iowa Code Section 714.19, subsection 1.

Section 714.23 – State Tuition Refund Policy

Not applicable. Iowa's tuition refund policy for withdrawn students applies only to for-profit institutions.

IOWA COLLEGE STUDENT AID COMMISSION

University of Phoenix Application for Postsecondary Registration Renewal September 2013

RECOMMENDED ACTION:

Approve the University of Phoenix's request for registration renewal.

As a condition of registration, the University must notify Commission staff within 90 days of the date it establishes an Iowa location at which a distance education program student will participate in a structured field experience.

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations.

The University of Phoenix must register in Iowa in order to continue operating an in-person instructional site in Des Moines, Iowa. In addition, the University provides a wide variety of distance education programs to Iowa residents. The University's distance education programs must be included in its Iowa registration because a) the University offers an online program(s) that requires a field experience that the school permits an Iowa resident to participate in at an Iowa location, b) the University employs Iowa-resident faculty members to provide instruction in its online programs from an Iowa location; c) the University promotes its residential and online programs from an Iowa location.

Institutional Information

The University of Phoenix is a for-profit postsecondary educational institution that offers programs via distance education and via in-person instruction at multiple locations throughout the country. The institution's main campus is located at 1625 West Fountainhead Parkway, Tempe, AZ. The University also maintains an instructional site at 317 6th Ave., Des Moines IA.

The chief executive officer of the University is President William Pepicello, at 1625 West Fountainhead Parkway, Tempe, AZ. Its Iowa contact person is Des Moines Campus Director Christine Williams at 317 6th Ave., Des Moines, IA. The University of Phoenix is registered as a foreign for-profit corporation #2476119 with the Iowa Secretary of State's Office. Its Iowa registered agent is Corporation Service, 505 5th Ave., Suite 729, Des Moines, IA.

The University is an Arizona corporation and a wholly-owned subsidiary of Apollo Group, Inc., a publicly traded corporation. The University's board of trustees is comprised of eleven individuals, six of whom are identified as "Independent Trustees:" President Emeritus of Cosumnes River College in California, a Professor of Sociology from the University of Arizona, a former U.S. Congressman and former Chair of the Committee on Education and the Workforce, the President of Albany State University, a principal of Aslanian Group (a private consulting organization that focuses on the needs of adult students), and the President and Executive Director of the Boys and Girls Clubs. Other trustees are the University's president, the CEO of Apollo Group, an Executive Vice President and Advisor to the CEO of Apollo Group, a former California Senator, and the President Emeritus of Thunderbird School of Global Management.

Physical Facilities: In July 2012, the Commission approved a change of location for the University to 317 6th Ave., Des Moines. The University of Phoenix provided staff with a signed lease agreement between Bridge Des Moines Properties LLC and the University of Phoenix and subsequent first lease amendment that permits the University to occupy the property at 317 6th Ave., Des Moines. The new space includes 7,653 square feet located on the first floor and another 1,449 square feet of mezzanine space with right to access common areas such as entrances and exits, hallways, stairways, elevators, restroom, and parking areas. At the time of the proposed move in July 2012, the University also provided staff with a floor plan illustrating office space, private interview rooms, a Faculty Resource Center, a media room, a break and vending room, a Student Resource Center with 18 computer stations and printing access, and three (3) classrooms. The classrooms all include a projection system, student computer hookups, and wireless internet access. Terms of the lease call for the rented property to be used only for the purpose of operating an educational and classroom facility.

The University also provided additional information about how the University anticipated using this space to accommodate projected student enrollment:

The relocation of the campus facility from West Des Moines to downtown will allow enhanced access, conveniences, and services to the University's Des Moines area student body, many of whom work downtown. The University anticipates a projected total enrollment of between 68 and 78 students in 2013 and 2014.

The enrollment projections provided for the upcoming years were based on possible increases in overall total enrollment, and not necessarily current enrollment at any one point. As a reference point the Des Moines campus currently has about 40 enrolled students. Students typically take one course at a time and courses are scheduled consecutively. Each classroom session is one evening each week and classes are typically scheduled 4 nights per week (Monday –Thursday) and sometimes on Saturdays if there is cohort demand for a weekend seminar course. Based on this the overall classroom capacity with the planned configuration would be between 120 and 150, and this is assuming each classroom is only used once per day.

The campus course schedulers are careful to schedule courses based on the cohort demand and available class space, and each campus typically has the course plan mapped in advance both for student schedules and campus operations purposes. Finally, the University does occasionally use extension sites if there is a need. If there were a large increase in demand and enrollment, the campus would likely check into

annexing additional space onsite, or nearby if necessary. If a need for future extension classroom space was needed at another address we would of course go through the amendment and approval process, but again, this is not at all expected based on the previous enrollment at the Des Moines campus or the anticipated enrollment at the new site.

Accreditation: The University is accredited by the Higher Learning Commission (HLC), a regional accrediting agency recognized by the federal Department of Education. The University's undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing, an entity recognized by the federal Department of Education for special programmatic accreditation.

While the University remains accredited by the Higher Learning Commission (HLC), the HLC placed the University on "Notice" on June 27, 2013. According to the HLC:

"...notice is a public status signifying that an accredited institution is pursuing a course of action that, if continued, could make it no longer in compliance with one or more of the Commission's Criteria for Accreditation. The period of notice is not more than two years. **During the Notice period, the institution remains accredited** and it has the opportunity to remedy the concerns that led to the notice sanction."

The HLC placed the University of Phoenix on Notice because of concerns related to governance, assessment, and research and scholarship. The University is required to file a Notice Report in fall 2014 providing evidence that the University has resolved the concerns of the Board identified in the Notice action and evidence that the University continues to meet the Criteria for Accreditation and Core Components. The University of Phoenix was evaluated on Criteria for Accreditation that was effective through December 31, 2012, but will be evaluated in light of select Criteria for Accreditation and Core Components that became effective January 1, 2013 as noted below:

- The governing board of the institution is sufficiently autonomous to make decisions on the best interest of the institution and to ensure its integrity
- The institution's degree programs are appropriate to higher education
- The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integrated of broad learning and skills are integral to its educational programs
- The institution has the faculty and staff needed for effective, high-quality programs and student services
- The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning
- The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission
- Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

The University will host a focused visit by the HLC in January 2015. In June 2015, the HLC will review materials related to this evaluation and determine whether the University can be removed from Notice.

While not part of the Notice sanction, the HLC noted significant issues at the University with regard to retention and graduation rates; three-year cohort default rates; and credit hour policies and practices at the University related to how learning team expectations are documented. The University will also be required to report its progress in conjunction with the Notice report and focused visit.

Federal Stafford Loan Cohort Default Rate (FFY 2010): 17.9%. This is the University's most recent, official two-year cohort default rate. Staff will not report three-year Stafford loan cohort default rates or use the three-year rates for evaluating compliance with the state tuition refund policy in Iowa Code Section 714.23 until the federal Department of Education begins applying sanctions to schools based on three-year rates beginning in October, 2014.

For comparison purposes, the FFY 2010 national average cohort default rate is 9.1%.

Graduation Rate: The percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion, as reported by the federal Department of Education on the *College Navigator* website is 33% for the Des Moines campus, and 19% for the University's online students.

The University notes that the average age of its students is 35. First-time, full-time undergraduate students only represent appropriate 15% of the University's total student population. The University calculates its own completion rate, the modified graduation rate. For the same student cohort the University used to report graduation rates of first-time, full-time student to the federal Department of Education (the 2006-2007 cohort), the University's modified graduation rate was 33%.

Average Loan Debt upon Graduation: The University of Phoenix reports the average debt upon graduation of individuals completing its programs is \$26,930.

Record Preservation: All student records are maintained by Central Administration in Phoenix, Arizona, through a secure centralized database. Records can be accessed at the campus level through the University application Campus Tracking. University of Phoenix retains records for operational, fiscal, legal, historical and other purposes. The University maintains a strict institutional retention scheduled which reflects the period of time during which records must be maintained. Records will be appropriately destroyed upon termination of the retention period.

All records are protected to maintain security and confidentiality. University of Phoenix appropriately discards all sensitive materials in accordance with the records retention scheduled, and its records destruction and security service contracts.

Application materials for students who have not enrolled in the University are maintained for one year.

Transcript Requests: Any current or former student may request a transcript by contacting:

Office of the Registrar
University of Phoenix
4025 South Riverpoint Parkway, CF-L201
Phoenix, AZ 85040

Transcript Request Forms are available at any University of Phoenix campus. Students may mail a completed form to the address above.

A student may also call (800) 866-3919 to order a transcript by phone, or request a transcript through the University's student website. More information about requesting a transcript is available on the University's web site at <http://www.phoenix.edu/students/transcripts.html>.

Instructional Methodology: Courses are intensive in nature, generally lasting nine weeks for associate programs, five weeks for undergraduate programs, six weeks for graduate programs, and eight weeks for doctoral programs. Classes meet once per week for four hours. Additionally, students meet in faculty-supervised learning teams. Multiple entry points allow students easy access into a cohort. Generally, bachelor or graduate students take one course at a time.

In-person instruction: The University's model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. Each week students meet in a "large section" or "lecture" class meeting. In addition, students meet each week in Learning Team Groups, similar to a "small section" or "break out" class meeting. Interaction and participation in classes and Learning Teams is expected of those students in bachelor and master degree programs, such as those offered on the University's Des Moines campus.

Distance education: The University's Online Learning System (OLS) is a computer- and web-based learning environment that offers a convenient medium for faculty-to-student and student-to-student interaction. OLS allows students to engage in individual and group discussion or lectures. OLS works with most internet service providers. A full set of capabilities allow students to complete 100% of their education and administration online (with the exception of doctoral students who must attend residencies). In addition to participating in the full range of class meeting and study group activities, students can communicate with instructors, interact with classmates, and conduct research online. The same rigor expected in the classroom exists for distance education students when completing curriculum goals, objectives, and outcomes. Prior to the start of each class, students attend an online orientation. Students are introduced to each other and their instructor who explains the nature of the course and gives the first assignment. Each week's instruction begins with a general class meeting where the instructor introduces the material to be studied, gives assignments, and answers questions. All communications in the University's online computer-conferencing system are asynchronous.

Student Learning Resources: The University offers extensive library resources online and available to students 24 hours a day, seven days a week. A professional library staff is available via telephone and online to assist students with research and technical questions. Ask A Librarian provides research assistance via email and a response within 6 hours, even on weekends. Online tutorials help students navigate the individual resources as well as the overall library site. In addition to its digital resources, the library offers document retrieval and interlibrary loan services to students with specialized research needs. The University Library houses more than 100,000 electronic periodicals as well as e-books. The eBook Collection is made up of 200,000 electronic books. The University updates traditional course reserve readings by offering the electronic readings with direct links to articles and pre-formatted searches. The University Library subscribes to more than 300 distinct online information services that provide scholarly content generally unavailable through free Web search utilities. The library's collection of resources is continually updated and expanded to include the most up-to-date and relevant information. Students may search multiple library resources at once, retrieving the most relevant information while helping to reduce search time. Results are categorized by relevancy, based on keywords and indexing. Students may save or download most materials for future reference at no cost.

The University also maintains a Center for Writing Excellence. Students can access writing tutorial and guides 24/7. The University provides RiverpointWriter that automatically adjust page margins and generates title and page templates. It also sets up in-text citations and reference entries based on the information a student enters for sources. The WritePoint automated tool checks grammar and style and is also available 24/7. Students may find additional support through PhoenixConnect. Students, faculty and Center for Writing Excellence staff provide support in the Writing Help community on the PhoenixConnect academic social network. Students may connect with others logged into this community 24/7 to find someone to bounce ideas off or to help explain confusing concepts.

The University's Center for Mathematics Excellence provides a source where students can develop skills and confidence in math 24/7 by accessing a refresher that covers everything from basic math terms to statistics. Live Math Tutoring is offered online in two formats: group classes available during scheduled times where instructors use interactive whiteboards and teleconference phone calls; one-on-one sessions conducted by trained tutors through live chat and using interactive whiteboard to demonstrate concepts. Step-by-Step Math Review provides 14 interactive lessons featuring practice problems, tutorial and examples. PhoenixMath acts like a virtual mentor, guiding students through basic math vocabulary and algebra concepts at the student's pace. Running Start is an automated, web-based tool available 24/7 that allows students to drill down to review multiple subjects. Running Start includes features such as tutorial presentations, videos by subject, self-assessments, practice tests and math problems. PhoenixConnect also includes a Math Help Community.

The University's tool Virtual Organizations provide a customized set of exercises that are designed to teach students the problem-solving skills and practical solutions needed to solve real-world problems for organizations. Students are presented with a business problem and asked to resolve it. To help guide the student's thinking he/she will have access to a variety of data include the company's internet and intranet site, employee files, financial information, contracts and memos. Through practice, the student will learn how to make choices in class so that the student will intuitively know what information is needed to perform successfully on the job.

Curriculum Evaluation and Development: Academic Program Councils exist for each program at the University. These committees are responsible for curriculum development and are comprised of representatives of both the core and associate faculties. They have responsibility for the content, coherence, and quality of the curriculum, as well as faculty requirements and competencies for each course in the program. These faculty councils also assess student learning. The Dean or an Associate Dean of the College chairs the Council and coordinates Council membership to ensure balanced representation across regions and campuses. The University discloses the names of faculty council members, their educational credentials, and in most cases, the educational specialization of faculty responsible for curriculum development in each school or college within the University on the web page for that college or school:

- http://www.phoenix.edu/colleges_divisions/business/undergraduate/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/education/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/criminal-justice/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/humanities/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/technology/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/health-sciences-nursing/faculty-council.html
- http://www.phoenix.edu/colleges_divisions/doctoral/faculty-council.html.

Student Complaints Process: The University maintains a nondiscrimination policy and provides a process for those who desire to file a grievance against the University, including any claim of discrimination. Students who allege discrimination or harassment should refer to the University's Nondiscrimination Policy or Harassment Policy. Students that wish to request an exception to an academic policy may do so via appeal to the Student Appeals Center. Information about these avenues of redress is presented in the University's catalog.

Other grievances must be submitted in writing to the Office of Dispute Management (ODM), which will determine the appropriate course of action or render a decision. Students must first attempt to address the concern with the appropriate University staff. A student with a complaint about financial aid, account balances, or collections must submit the issue to appropriate University management before the student submits a formal grievance to ODM. When such a grievance is received by ODM, the student will be provided guidance to file an appeal to be reviewed by the Financial Grievance Committee for a final decision if it cannot be resolved informally. The University discusses its dispute management process in its catalog and on its website at http://www.phoenix.edu/about_us/contact_us/dispute-management.html.

Programs Offered In Iowa

A range of total, estimated tuition, fees, books and supplies costs for completion of each program in normal time is listed below. The costs that will be incurred by a particular student to complete the program will depend upon factors specific to each student, such as geographic location of the student, modality of the coursework, military service, future changes in tuition rate, transfer credits available, repeated coursework and completion of additional specializations within a program.

The University of Phoenix offers a lower tuition rate than its standard tuition rate for online and on campus programs that can be used for both lower- and upper-division credits. This applies to active-duty service members, reservists, and spouses.

Online Programs

Associate Degree Programs

- Associate of Arts in Communication \$16,800 - \$25,500
- Associate of Arts in General Studies (**not eligible for federal student aid**) \$16,800 - \$25,500
- Associate of Arts in Criminal Justice \$16,800 - \$25,500
- Associate of Arts in Elementary Education \$17,360 - \$26,350
- Associate of Arts in Human Services Management \$16,800 - \$25,500
- Associate of Arts in Health Care Administration \$16,800 - \$25,500
- Associate of Arts in Health Care Administration/Health and Wellness Administration \$16,800 - \$25,500
- Associate of Arts in Health Care Administration/Electronic Health Records \$16,800 - \$25,500
- Associate of Arts in Health Care Administration/Medical Records \$16,800 - \$25,500
- Associate of Arts in Psychology \$16,800 - \$25,500
- Associate of Arts in Information Technology \$16,800 - \$28,435
- Associate of Arts in Information Technology/Health Care Information \$16,800 - \$25,600
- Associate of Arts in Information Technology/Cisco Networking \$16,800 - \$25,500
- Associate of Arts in Information Technology/Web Administration \$16,800 - \$25,600
- Associate of Arts in Information Technology/Database Development \$16,800 - \$25,500
- Associate of Arts in Information Technology/Information Technology Support \$16,800 - \$28,570
- Associate of Arts in Information Technology/Networking \$16,800 - \$25,600
- Associate of Arts in Information Technology/Programming \$16,800 - \$25,500
- Associate of Arts in Information Technology/Web Design \$16,800 - \$25,500
- Associate of Arts in Accounting Foundations \$16,800 - \$25,500
- Associate of Arts in Accounting \$16,800 - \$25,500
- Associate of Arts in Business Foundations \$16,800 - \$25,500
- Associate of Arts in Hospitality, Travel, and Tourism - \$16,800 - \$25,500

Bachelor Degree Programs

- Bachelor of Arts in English \$33,800 - \$60,800
- Bachelor of Science in Communication/Communication and Technology \$33,800 - \$62,420
- Bachelor of Science in Communication/Culture and Communication \$33,800 - \$62,420
- Bachelor of Science in Communication/Marketing and Sales Communication \$33,800 - \$62,420
- Bachelor of Science in Communication/Journalism \$33,800 - \$62,420
- Bachelor of Science in Environmental Science \$33,800 - \$61,100
- Bachelor of Science in Accounting \$33,800 - \$62,450

- Bachelor Science in Business/Small Business Management and Entrepreneurship \$33,200 - \$62,450
- Bachelor of Science in Business/Accounting \$33,800 - \$62,450
- Bachelor Science in Business/Administration \$33,200 - \$62,450
- Bachelor of Science in Business/Finance \$33,800 - \$62,450
- Bachelor of Science in Business/Global Management \$33,800 - \$62,450
- Bachelor of Science in Business/Human Resource Management \$33,800 - \$62,450
- Bachelor of Science in Business/Public Sector \$33,800 - \$62,450
- Bachelor of Science in Business/Service Sector \$33,800 - \$62,450
- Bachelor of Science in Business/Sustainable Enterprise Management \$33,800 - \$62,450
- Bachelor of Science in Business/Management \$33,200 - \$62,450
- Bachelor of Science in Business/Marketing \$33,200 - \$62,450
- Bachelor of Science in Business/Project Management \$33,800 - \$62,450
- Bachelor of Science in Management \$33,800 - \$62,450
- Bachelor of Science in Management/Manufacturing Sector \$33,800 - \$62,450
- Bachelor of Science in Criminal Justice Administration/Institutional Healthcare \$33,200 - \$76,467
- Bachelor of Science in Criminal Justice Administration/Cybercrimes \$33,800 - \$76,467
- Bachelor of Science in Criminal Justice Administration/Human Services \$33,200 - \$76,467
- Bachelor of Science in Criminal Justice Administration/Management \$33,200 - \$62,450
- Bachelor of Science in Criminal Justice Administration/Security \$33,800 - \$76,467
- Bachelor of Science in Organizational Security and Management \$33,800 - \$62,570
- Bachelor of Science in Education/Elementary Teacher Education (licensure) \$33,800 - \$58,265
- Bachelor of Science in Human Services/Addictions \$33,800 - \$76,467
- Bachelor of Science in Human Services/Family and Child Services \$33,800 - \$76,467
- Bachelor of Science in Human Services/Gerontology \$33,800 - \$76,467
- Bachelor of Science in Human Services/Management \$33,800 - \$76,467
- Bachelor of Science in Health Administration/Emergency Management \$33,800 - \$76,467
- Bachelor of Science in Health Administration/Health Information Systems \$33,800 - \$76,467
- Bachelor of Science in Health Administration/Health Management \$33,800 - \$76,467
- Bachelor of Science in Health Administration/Long Term Care \$33,800 - \$76,467
- RN to Bachelor of Science in Nursing \$33,800 - \$62,440
- Bachelor of Science in Psychology \$33,800 - \$62,597
- Bachelor of Science in Information Technology/Multimedia and Visual Communication \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Business Systems Analysis \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Information Systems Security \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Software Engineering \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Web Development \$33,800 - \$76,467

- Bachelor of Science in Information Technology/Advanced Networking \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Information Management \$33,800 - \$76,467
- Bachelor of Science in Information Technology/Mobile Development \$33,800 - \$74,000

Graduate Degree Programs

- Master of Business Administration \$11,865 - \$28,065
- Master of Business Administration/Accounting \$17,245 - \$37,405
- Master of Business Administration/Human Resource Management \$17,245 - \$37,405
- Master of Business Administration/Marketing \$17,245 - \$37,405
- Master of Business Administration/Energy Management \$26,225 - \$39,740
- Master of Business Administration/Finance \$17,245 - \$37,405
- Master of Business Administration/Global Management \$18,320 - \$39,740
- Master of Business Administration/Health Care Management \$26,225 - \$39,750
- Master of Business Administration/Project Management \$18,320 - \$39,740
- Master of Business Administration/Technology Management \$18,320 - \$39,740
- Master of Management \$13,835 - \$32,735
- Master of Science in Accountancy \$18,525 - \$28,065
- Masters of Public Administration \$18,525 - \$28,065
- Master of Science in Administration of Justice and Security \$19,038 - \$28,843
- Master of Science in Administration of Justice and Security/Law Enforcement Organizations \$19,038 - \$28,843
- Master of Science in Administration of Justice and Security/Global Homeland Security \$19,038 - \$28,843
- Master of Arts in Education/Administration and Supervision (licensure) \$11,952 - \$23,732
- Master of Arts in Education/Adult Education and Training (non-licensure) \$11,012 - \$21,862
- Master of Arts in Education/Curriculum and Instruction (non-licensure) \$13,323 - \$19,368
- Master of Arts in Education/Early Childhood Education (licensure) \$16,828 - \$28,718
- Master of Arts in Education/Elementary Teacher Education (licensure) \$14,772 - \$29,342
- Master of Arts in Education/Secondary Teacher Education (licensure) \$11,638 - \$23,108
- Master of Arts in Education/Special Education (licensure) \$14,458 - \$28,718
- Master of Arts in Education/Teacher Leadership (non-licensure) \$11,952 - \$23,732
- Master of Health Administration \$14,163 - \$33,513
- Master of Health Administration/Education \$22,118 - \$33,513
- Master of Health Administration/Gerontology \$22,118 - \$33,513
- Master of Health Administration/Informatics \$22,118 - \$33,513
- Master of Health Administration/Sustainability Management \$22,118 - \$33,513
- Master of Science in Nursing \$20,065 - \$32,125
- Master of Science in Nursing/Informatics \$20,065 - \$32,125

- Master of Science in Nursing/Master of Business Administration/Health Care Management \$33,412 - \$49,502
- Master of Science in Nursing/Master of Health Administration \$27,765 - \$42,150
- Master of Science in Nursing/Health Care Education \$21,504 - \$34,130
- Master of Science in Psychology (non-licensure) \$20,065 - \$32,735
- Master of Science in Psychology/Behavioral Health \$28,960 - \$39,695
- Master of Science in Psychology/Industrial Organizational Psychology \$32,690 - \$43,950
- Master of Information Systems \$19,295 - \$32,735

Post-Graduate Degree Program

- Educational Specialist \$21,487 - \$26,447

Doctoral Degree Programs

- Doctor of Business Administration \$55,378 - \$68,178
- Doctor of Management in Organizational Leadership \$55,378 - \$68,178
- Doctor of Management in Organizational Leadership/Information Systems and Technology \$55,378 - \$68,178
- Doctor of Philosophy in Industrial/Organizational Psychology \$67,828 - \$93,228
- Doctor of Health Administration \$55,378 - \$68,178
- Doctor of Philosophy in Nursing \$42,928 - \$62,568
- Doctor of Education in Educational Leadership \$55,378 - \$68,178
- Doctor of Education in Educational Leadership/Curriculum and Instruction \$55,378 - \$68,178
- Doctor of Education in Educational Leadership/Educational Technology \$55,378 - \$68,178
- Doctor of Philosophy in Higher Education Administration \$45,003 - \$65,975

Residential Programs offered at the Des Moines, Iowa Campus

The University charges a lesser tuition rate for ground campus instruction versus online instruction. The University identifies the difference in tuition rates to students prior to enrollment by enrollment and financial advisors and in the catalog's tuition and fee section. Students are provided the catalog for the modality in which they will attend. If a student wishes to change modalities, he/she is advised of the change in tuition rates in advance by enrollment and financial advisors and when the student receives the new catalog for the new modality.

- Bachelor of Science in Business/Small Business Management and Entrepreneurship
- Bachelor of Science in Business/Accounting
- Bachelor of Science in Business/Administration
- Bachelor of Science in Business/Finance
- Bachelor of Science in Business/Global Management
- Bachelor of Science in Business/Human Resource Management
- Bachelor of Science in Business/Public Sector
- Bachelor of Science in Business/Service Sector

- Bachelor of Science in Business/Sustainable Enterprise Management
- Bachelor of Science in Business/Management
- Bachelor of Science in Business/Sustainable Enterprise Management
- Bachelor of Science in Business/Management
- Bachelor of Science in Business Marketing
- Bachelor of Science in Business/Project Management
- Master of Business Administration
- Master of Business Administration/Accounting
- Master of Business Administration/Human Resource Management
- Master of Business Administration/Marketing
- Master of Business Administration/Energy Management
- Master of Business Administration/Global Management
- Master of Business Administration Health Care Management
- Master of Business Administration/Technology Management

Education Licensure Programs:* The University of Phoenix offers several baccalaureate and graduate level **distance education programs that prepare students for first-time licensure as school teachers or school principals. As required by Iowa Code Section 261B.3A, subsection 2, the University of Phoenix has requested and received the approval of the Iowa Board of Education to offer these educator (i.e., “practitioner”) programs via distance education under its Iowa registration. **However, completion of a University of Phoenix distance education program that prepares students for initial licensure as a teacher or school principal does not qualify a student for an initial educator license in Iowa.** A student must first obtain an educator’s license in Arizona, the University’s “home” state, and then the student may apply to the Iowa Board of Educational Examiners for an Iowa educator’s license. The University discloses this information to prospective Iowa-resident students on the applicable program web pages.

Field Experiences:

- Master of Arts in Education/Administration and Supervision distance education students complete an administrative internship under the direct supervision of a site mentor, including an evaluation by a University supervisor at the mid-point and at the end of the placement. The evaluation is based on Educational Leadership Constituent Consortium (ELCC) standards.
- Candidates for completion of College of Education programs delivered via distance education that do prepare students for initial licensure as teachers will spend at least 100 hours of field experience throughout the program in diverse settings in the K-12 environment. Candidates are also evaluated during a student teaching practicum by an on-site mentor, and by a University supervisor at the mid-point and end of their placement. This evaluation is based on the College’s program outcomes and candidate proficiencies.
- Candidates for completion of College of Education programs delivered via distance education that do not result in initial licensure as a teacher will participate in 30-50 hours of course-based field experience in diverse settings in the K-12 environment. Candidates are expected to reflect on their field experiences and maintain a record detailing their observations and experiences.

- RN to BSN students complete clinical experiences that focus on community health, public health, and nursing leadership. The student completes a family health assessment and determines a plan of care. The student also interviews a health care professional in a leadership role and assesses a procedure or protocol to determine areas of improvement.
- Master of Science in Nursing students complete a practicum within the student's local community or at an executive level of leadership within a health care organization. The student will be expected to demonstrate his/her ability to develop and implement an improvement or solution.

Registration Compliance

As required by Iowa Code Section 261B.4, the University of Phoenix provided its institutional policy on refunding tuition charges for withdrawn students that complies with the Iowa tuition refund policy described in Iowa Code Section 714.23. Staff notes that the University's policy provides a greater tuition refund or reduction to Iowa resident students than Iowa law requires. The University provides a tuition refund or reduction that is directly proportionate to the percentage of the course that a student did not complete. The University does not further reduce the tuition refund or reduction by 10%, as permitted by Iowa law. The University currently discloses the Iowa tuition refund policy in its Des Moines and online catalogs at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) "e" through "h".

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies to students in its campus and online catalogs, in safety policies, and in its consumer information guide posted on its website:
 - ✓ http://cdn.assets-phoenix.net/content/dam/altcloud/doc/catalog/des-moines.pdf?cm_sp=HLC+Catalog- -Iowa- -Des+Moines
 - ✓ http://cdn.assets-phoenix.net/content/dam/altcloud/doc/catalog/online.pdf?cm_sp=HLC+Catalog- -ONLINE- -Online
 - ✓ http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf
 - ✓ http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Consumer-Information-Guide.pdf.

- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the application review process, the University updated its military deployment policy to meet these requirements and it will disclose the policy to Iowa resident students in its online and Des Moines campus catalogs.
- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa's registered schools. During the application review process, the University drafted a policy that meets these requirements. The policy will be disclosed in its Campus Safety Policies.

Student Consumer Information: In its registration application, the University of Phoenix affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies; whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs. The University provides these disclosures in its Enrollment Agreement and in its online and Des Moines campus catalogs at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>.

The University affirms that it will comply with the provisions of Iowa Code Section 261B.7. These provisions of Iowa Code effective July 1, 2012, state that the school may not claim Commission "approval" or "accreditation," but must disclose to Iowa students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. The University currently discloses its authorization to operate in Iowa and contact information for the Commission in its Student Consumer Guide at http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Consumer-Information-Guide.pdf.

Financial Responsibility: The University submitted a copy of an independent audit conducted by Deloitte and Touche, LLP, dated February 27, 2012, for the University of Phoenix and Subsidiaries' fiscal years ending August 31, 2011 and 2010. The auditing firm expressed its opinion that the University's financial statements present fairly, in all material respects, the financial position are free of material misstatement and the results of the auditing firm's tests disclose no instances of noncompliance.

- A for-profit institution that participates in the federal student aid programs must maintain a composite score, based on a three factor financial responsibility ratio, of at least 1.5 in order to be determined "financially responsible" without additional oversight. The

maximum score is 3.0. The University self-reported that its composite score for the fiscal year 2012 was 2.9.

- A for-profit institution is prohibited from deriving more than 90% of its revenue from Title IV aid. The independent auditing firm tested the University's 90/10 ratio calculation, and states that the University fairly represented its calculation. For the institutional fiscal year ending June 30, 2012, the University derived 84% of its revenue from Title IV aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: The University of Phoenix employs three full-time employees at its Des Moines instructional site:

- Christine Williams, Campus Director
- John Opincar, Director of Academic Affairs
- John Milroy, Jr., Student Services Coordinator

Instructional/Supervisory Staff Qualifications: The University discloses in its United States Securities and Exchange Commission Form 10-K report for the fiscal year ending August 31, 2012, that it has 29,579 faculty, primarily part-time, who taught in the preceding 12 months or who are eligible to teach future courses.

Staff requested to review profiles for only Iowa-based faculty who provide instruction in the University's online courses and who teach at the Des Moines campus.

Online faculty (97): All Iowa-based online faculty possess at least a Master's degree. Of the total 97 faculty, 17 have a doctoral degree. In light of the University's online education licensure program offerings, staff noted that 24 of its Iowa-based online faculty are currently or have been Iowa-licensed teachers. Of the 24 current or prior educator licensees, 12 are/were licensed Master Educators; 2 were also licensed counselors, and 3 were licensed school administrators. One of these Iowa-based online faculty is the Associate Director of the Iowa State University Teacher Education Program.

A review of online faculty profiles reveals faculty with, generally, significant instructional and in some cases leadership experience in postsecondary education, and notable professional experience in the areas of business, marketing, finance/auditing, advanced nursing practice, health services administration, information technology management and design, journalism, online learning, psychology and counseling. Additional faculty appear to address the University's general education course requirements, with educational credentials and experience teaching the fundamentals of reading, writing, composition, English, and linguistics.

Des Moines campus faculty (20): All Des Moines campus faculty have at least a master's degree. Of the 20 faculty reviewed, 5 hold a doctoral degree, including two juris doctors. A review of campus faculty profiles reveals, generally, significant experience in teaching at the postsecondary level and notable professional experience in the practice of law, journalism, criminal justice, professional counseling, and leadership and/or consulting roles in communications, information technology, finance and auditing, business risk management and project management, emergency management, and environmental management.

The single full-time faculty member at the campus is Dr. John Opincar, who also serves as the Director of Academic Affairs.

Staff defers to the expertise of the University's accrediting agency, the Higher Learning Commission, to provide a comprehensive assessment of the qualifications of the University's faculty nationwide.

Commitment to Iowa Students and Teach-Out: The University's application is accompanied by a statement signed by the University President William Pepicello stating that the University is committed to the delivery of its academic programs to students in Iowa. If the University would choose to discontinue a particular program, students are guaranteed the opportunity to complete their courses of study. Students are able to complete their programs via the online modality, or to transfer to another University program or location.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

The University of Phoenix submitted satisfactory evidence of financial responsibility, including a continuous corporate surety bond payable to the State of Iowa in the amount of \$50,000, issued by Hartford Fire Insurance Company.

Section 714.23 – State Tuition Refund Policy

The University's Iowa resident students who withdraw from its distance education programs complies with the provisions of Iowa Code Section 714.23. See "Registration Compliance" above for more information.

Compliance with Iowa Code Chapter 261F

Iowa Code Chapter 261F prescribes a policy for an educational institution that offers a postsecondary educational degree, certificate, or program of study and receives any Title IV funds under the federal Higher Education Act. This policy requires the institution to:

- Develop, in consultation with the Iowa College Student Aid Commission, a code of conduct governing educational loan activities with which the institution's officers, employees, and agents shall comply, and publish the code of conduct prominently on its website
- Adhere to certain conditions and provide specific disclosures to students or borrowers at the institution if the institution enters into a preferred lender arrangement regarding private education loans or makes available a list of preferred lenders.

During the application review process, the University of Phoenix modified its educational loan code of conduct to eliminate references to the University's Arizona locations and include an Iowa-specific provision that service on an advisory council of lenders or affiliates of lenders by an officer, employee, or agent who is employed in the institution's financial office, or that otherwise has direct responsibilities with respect to educational loans. With these

modifications, staff consider the University's educational loan code of conduct to be in compliance with Iowa Code Chapter 261F.

During the application review process, staff reviewed the method by which the University makes available information about the availability of private education loans. The University provides a link on its Financial Options web page to Private Student Loans. On the Private Student Loans page, the University states that the terms and conditions of federal students loan may be more favorable than the provisions of private educational loans. The University recommends private loans only be considered after applying for federal financial aid. To assist with finding the right lender for a private loan, the University provides a link to the Student Lending Analytics website. The University states that a student may choose any eligible lender and the University will process the request accordingly.

The link to the Student Lending Analytics website produces a web page that states "Exhaust all federal grant and loans available to you before consider a private (alternative loan). You may qualify for loans or other assistance under title IV of the HEA (Pell Grants, Stafford, Perkins, FSEOG grants and PLUS loan) and the terms and conditions of title IV, HEA program loans may be more favorable than the provisions of private education loans. . .These lenders appearing below appeared most frequently during an analysis of over 400 school lender lists in August of 2009 and has been augmented as SLA has become aware of other competitive products." The SLA site further states, "SLA is an independent research and advisory form that has NO affiliations with any student lenders. SLA HAS RECEIVED NO CONSIDERATION FROM ANY LENDERS FOR PLACEMENT ON THIS LIST. Placement on this list DOES NOT in any way constitute an endorsement from SLA NOR should it be construed as a preferred lender list. You are free to borrow from any lender of your choice."

Staff also note that while SLA rates the lenders on its lender list, the University's link to the SLA site hides those ratings and a separate tab on the site that provides more information about how SLA determines its lender ratings.

The federal Department of Education provided guidance to schools in 2009 setting forth compliant options for the use of a preferred lender list for schools that wanted to provide students and borrowers with some useful but unbiased information on which to begin a lender search. The following quotation is taken from the preamble to the Federal Register Vol. 74, No. 207, dated Wednesday, October 28, 2009, p. 55630:

The Department [U.S. Department of Education] does not consider an institution that refers its students to a third party entity that maintains a comprehensive, neutral listing of private education lenders to be participating in a preferred lender arrangement as long as the institution ensures that the listing is broad in scope, does not endorse or recommend any of the lenders on the list and the lenders on the list do not pay the third party entity to be placed on the list or pay the third party entity a fee based on any loan volume generated.

Staff consider the SLA list of lenders to which the University of Phoenix refers its students and borrowers to be a neutral, comprehensive, third party list of lenders that meets the conditions for such a list under federal Department of Education's guidance. Therefore, the restrictions of Iowa Code Chapter 261F on the use of a preferred lender list do not apply to the University of Phoenix.

IOWA COLLEGE STUDENT AID COMMISSION

Scholarship, Grant, and Loan Repayment Application and Processing System RFP September 2013

Recommended Action:

Authorize staff to issue a request for proposal for a scholarship, grant, and loan repayment application and processing system.

The primary scholarship and grant system currently in use was purchased from a vendor approximately 12 years ago, and has been continuously enhanced by Commission staff to produce a web of interconnected processing and reporting systems, applications, and databases. These systems have been managed, supported, and enhanced by in-house staff since the original purchase. In total, nine 'auxiliary' systems collect applications and administer funding for state financial aid and loan repayment programs. The majority of these systems were built in .ASP technology. The security structure needs to be upgraded to comply with privacy and security standards, and the Commission does not have the staffing resources to recode the systems in their entirety.

In 2010, the Commission worked with state ITE to build a new scholarship and grant system. After months of discovery meetings and development of scope documents, ITE determined that it did not have the appropriate resources for a project of this magnitude.

Primary Goal:

Acquire a comprehensive scholarship, grant, and loan repayment application and processing system that will provide enhanced functionality in a more efficient, streamlined and secure manner for Iowa students, parents and financial aid administrators. The system will improve the collection of approximately 200,000 applications annually, and assist Commission staff in determining student eligibility and distributing funding for approximately 30,000 annual awards.

Key Benefits:

- Streamline the administration and distribution of approximately \$70 million in state-appropriated scholarship, grant, and loan repayment funding.
- Enhance the security of Personally Identifiable Information (PII).
- Replace the current system servers and code (.asp) with upgraded servers, code (.net), and security technology.
- Create a 'one-stop shop' for scholarship, grant, and loan repayment program processing.
- Improve data integrity, security and consistency throughout all systems by storing student data in a single location.

- Create a single web-based system that will eliminate the need for nine separate systems and can accommodate the creation of new programs and the elimination of unfunded programs as the Legislature passes new laws.

A review of the proposals will be completed by a review committee and a recommendation for board consideration will be delivered to Commissioners.

Iowa College Student Aid Commission

**Legislative Action Committee
September 2013**

A legislative report will be provided during the September 20, 2013 Commission Meeting.

**IOWA COLLEGE STUDENT AID COMMISSION
GUARANTEED STUDENT LOAN ADMINISTRATION
SUMMARY OF RESOURCES AND EXPENDITURES
SFY 2013 as of June 30, 2013**

Operating Fund	Class	FY 2013 Operating Budget	FY 2013 Year to Date Budget	FY 2012 Jun-12 Mth Actual	FY 2013 Jun-13 Mth Actual	FY 2012 Year to Date Actuals	FY 2013 Year to Date Actuals	YTD Actual to Budget Variance
Revenues/Resources:								
1	Federal Account Maintenance Fees (AMF)	4,197,366	4,197,366	423,338	-	1,325,947	355,086	(3,842,280)
2	Federal Loan Processing Fee (LPIF)	-	-	-	-	(5,253)	-	-
3	Default Aversion Fees (DAF) (Net of rebates)	-	-	62,445	-	807,494	503,485	503,485
4	ICSAC Share Default Collections *	-	-	1,610,587	-	8,231,591	2,193,227	2,193,227
5	Direct Loans Cons. (Net of 8.5% back to Fed Gov) *	-	-	99,069	-	900,676	232,135	232,135
6	Iowa Access Grants Funds	-	-	99,070	158,184	900,677	158,184	158,184
7	Interest on Operating Fund	52,500	52,500	2,208	4,576	53,356	66,778	14,278
8	Other Revenue (includes TOP)	175,490	175,490	168,307	1,929	895,415	3,857,979	3,682,489
9	Est PLP Rev *	500,000	500,000	25,102	-	565,011	460,786	(39,214)
10	Intra-Agency Reimbursements	3,718,594	3,718,594	1,692	1,468,655	830,776	1,577,575	(2,141,019)
11	State Appropriation	-	-	-	-	141,589	-	-
Total Revenues/Resources		\$ 8,643,950	\$ 8,643,950	\$ 2,491,817	\$ 1,633,344	\$ 14,647,278	\$ 9,405,236	\$ 761,286
Expenditures:								
12	Agency Administration	1,885,339	1,885,339	(661)	16,321	1,272,787	1,181,452	(703,887)
13	Marketing Administration	544,831	544,831	(4,972)	(6,973)	124,445	290,933	(253,898)
Total Administrative		\$ 2,430,170	\$ 2,430,170	\$ (5,633)	\$ 9,348	\$ 1,397,232	\$ 1,472,385	\$ (957,785)
14	Collection Expense	1,453,061	1,453,061	31,923	2,045	6,494,671	1,697,599	244,538
15	FFEL Expense	663,257	663,257	0	0	2,154,783	558,106	(105,151)
16	Collection Expense - PLP	137,500	137,500	0	8,928	163,666	148,305	10,805
Total Collection and FFEL Expenses		\$ 2,253,818	\$ 2,253,818	\$ 31,923	\$ 10,973	\$ 8,813,120	\$ 2,404,010	\$ 150,192
17	Grant Administration	2,278,482	2,278,482	0	379,128	1,941,177	2,129,600	(148,882)
18	Financial Literacy	30,000	30,000	0	0	72,935	225,000	195,000
19	IHAPI	1,402,804	1,402,804	1,082	551,714	481,776	1,456,911	54,107
Total Fin Literacy, IHAPI and Grant Expenditures		\$ 3,711,286	\$ 3,711,286	\$ 1,082	\$ 930,843	\$ 2,495,888	\$ 3,811,512	\$ 100,226
20	Osteopathic and Miscellaneous programs	0	0	0	0	0	0	-
21	Scholarship and Grants	735,648	735,648	(6,096)	327,940	404,265	573,148	(162,500)
22	Postsecondary Registration	304,917	304,917	0	102,096	140,259	207,992	(96,925)
Total Misc. (S&G, Postsecondary Reg, Osteo)		\$ 1,040,565	\$ 1,040,565	\$ (6,096)	\$ 430,036	\$ 544,524	\$ 781,140	\$ (259,425)
Total Operating Expenses		9,435,839	9,435,839	21,276	1,381,199	13,250,765	8,469,046	(966,793)
23	Federal Default Fee	0	0	0	0	0	0	-
Total Federal Default Fee		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net resources (exp) before other		\$ (791,889)	\$ (791,889)	\$ 2,470,541	\$ 252,145	\$ 1,396,514	\$ 936,189	\$ 1,728,078
Other Resources (Grant Drawdown)								
24	Gear Up Grant DrawDown	2,800,000	2,800,000	168,446	-	2,581,118	2,772,504	(27,496)
25	College Access Grant Funds	1,000,000	1,000,000	-	-	488,676	-	(1,000,000)
26	Primecarre Transfer	-	-	-	-	-	2,940	2,940
27	JR Justice	121,000	121,000	-	-	108,676	59,684	(61,316)
Total Other Resources		\$ 3,921,000	\$ 3,921,000	\$ 168,446	\$ -	\$ 3,178,470	\$ 2,835,128	\$ (1,085,872)
Other Expenditures (grants)								
26	Gear Up Grant	2,933,156	2,933,156	374,400	645,171	2,917,872	3,405,508	472,352
27	College Access Challenge Grant	1,000,000	1,000,000	0	0	1,277,662	0	(1,000,000)
28	JR Justice	121,000	121,000	2,173	5,551	215,729	61,084	(59,916)
Total Other Expenditures		\$ 4,054,156	\$ 4,054,156	\$ 376,573	\$ 650,722	\$ 4,411,262	\$ 3,466,592	\$ (587,564)
Net Other Income		\$ (133,156)	\$ (133,156)	\$ (208,127)	\$ (650,722)	\$ (1,232,792)	\$ (631,464)	\$ (498,308)
Net Gain(Loss)Operating Fund		\$ (925,045)	\$ (925,045)	\$ 2,262,414	\$ (398,577)	\$ 163,722	\$ 304,725	\$ 1,229,770

Footnotes:

- 4 - Includes FFELP Collections
- 5 - Estimated revenue; net number (10% of rehabs) based on total receipts from USDE (18.5%) less payments to USDE (8.5%)
- 8 - Includes Great Lakes Payments
- 9 - Total cash receipts, includes principal and interest

**IOWA COLLEGE STUDENT AID COMMISSION
FUND 0163 - YEAR TO DATE UNIT DETAIL
SUMMARY OF RESOURCES AND EXPENDITURES
SFY 2013 as of June 30, 2013**

Operating Fund	UNIT 2001	UNIT 2002	UNIT 2004	UNIT 3003	UNIT 3004	UNIT 4001	UNIT 5002	UNIT 5003	UNIT 7001	UNIT 7002	UNIT 7003	UNIT 7007	UNIT 8008	UNIT 9009	YTD ACTUAL TOTAL	YTD BUDGET TOTAL	YTD Actual to Budget Variance
Class	ADMIN	MARKETING	MISC	COLLECTIONS	FFEL	JR JUSTICE	S&G	POSTSEC REG	GRANT ADMIN	FIN LIT	IHAPI	CACG	PLP	GEAR UP			
Revenues/Resources:																	
1 Federal Account Maintenance Fees (AMF)	-	-	-	-	355,086	-	-	-	-	-	-	-	-	-	355,086	4,197,366	(3,842,280)
2 Federal Loan Processing Fee (LPIF)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 Default Aversion Fees (DAF) (Net of rebates)	-	-	-	-	503,485	-	-	-	-	-	-	-	-	-	503,485	-	503,485
4 ICSAC Share Default Collections *	-	-	-	2,193,227	-	-	-	-	-	-	-	-	-	-	2,193,227	-	2,193,227
5 Direct Loans Cons. (Net of 8.5% back to Fed Gov) *	-	-	-	232,135	-	-	-	-	-	-	-	-	-	-	232,135	-	232,135
6 Iowa Access Grants Funds	-	-	-	-	-	-	-	-	158,184	-	-	-	-	-	158,184	-	158,184
7 Interest on Operating Fund	-	-	-	-	66,778	-	-	-	-	-	-	-	-	-	66,778	52,500	14,278
8 Other Revenue (includes TOP)	4,412	-	2,701	59,973	3,790,790	-	-	-	-	-	-	-	-	103	3,857,979	175,490	3,682,489
9 Est PLP Rev *	-	-	-	-	-	-	-	-	-	-	-	-	460,786	-	460,786	500,000	(39,214)
10 Intra-Agency Reimbursements	1,174,100	290,933	-	-	107,538	-	5,004	-	-	-	-	-	-	-	1,577,575	3,718,594	(2,141,019)
11 Grant DrawDown from USDE	2,940	-	-	-	-	59,684	-	-	-	-	-	-	-	2,772,504	2,835,128	3,921,000	(1,085,872)
12 State Appropriation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues/Resources	\$ 1,181,452	\$ 290,933	\$ 2,701	\$ 2,485,335	\$ 4,823,677	\$ 59,684	\$ 5,004	\$ -	\$ 158,184	\$ -	\$ -	\$ -	\$ -	\$ 2,772,607	\$ 12,240,364	\$ 12,564,950	\$ (324,586)
Expenditures:																	
13 Personal Services - Loan Administration	791,873	173,281	-	540,640	252,856	-	201,348	105,064	70,472	-	381,435	-	-	291,870	2,808,839	3,201,754	(392,915)
14 Travel	10,135	9,371	-	-	-	-	4,485	123	-	-	4,036	-	-	138,149	166,299	142,571	23,728
15 Office Supplies	17,339	711	-	165	-	-	163	-	-	-	512	-	-	1,067	19,957	22,015	(2,058)
16 Equipment Repairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,300	(1,300)
17 Printing and Binding	68	55,406	-	-	-	-	598	-	-	-	7,413	-	-	12,107	75,592	201,175	(125,583)
18 Food	194	-	-	-	-	-	-	-	-	-	-	-	-	6,396	6,590	100	6,490
19 Postage	6,720	15,367	-	1,022	20	-	2,927	-	-	-	8	-	214	14,723	41,001	38,941	2,060
20 Communications	22,620	133	-	1,700	201	-	3,135	67	-	-	6,048	-	-	9,475	43,379	47,180	(3,801)
21 Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	4,553	4,553	-	4,553
22 Professional & Scientific Services	4,108	1,000	-	-	20,247	-	-	-	-	-	640	-	-	5,000	30,995	52,550	(21,555)
23 Outside Services - SLMA	-	-	-	-	279,858	-	-	-	-	-	-	-	-	-	279,858	420,369	(140,511)
24 Outside Services - iLink	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25 Outside Services - SLCS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26 Outside Services - Other	279	-	-	1,117,236	-	-	7,627	-	-	-	-	-	122,506	1,704	1,249,352	1,041,422	207,930
27 Intra-State Transfers	21,864	-	-	-	-	-	20,538	-	-	-	-	-	-	103,853	146,255	151,254	(4,999)
28 Advertising & Publicity	-	32,188	-	-	-	-	-	-	-	-	808	-	-	1,215,425	1,248,421	627,425	620,996
29 Attorney General	16,001	-	-	31,172	-	-	-	-	-	-	-	-	-	-	47,173	23,475	23,698
30 State Audits	33,389	-	-	-	-	-	-	-	-	-	-	-	-	-	33,389	34,125	(736)
31 State Reimbursements - Rent	50,728	-	-	-	-	-	-	-	-	-	-	-	-	-	50,728	-	50,728
32 State Reimbursements - Other	23,264	775	-	2,496	1,937	-	5,663	194	-	-	581	-	-	1,673	36,583	84,851	(48,268)
33 ITE Reimbursements	94,351	1,023	-	2,437	2,540	-	778	448	-	-	1,265	-	-	1,074	103,916	161,523	(57,607)
34 Intra-Agency Reimbursements	-	-	-	-	447	9,416	324,509	102,096	379,128	-	551,665	-	-	107,635	1,474,896	2,409,630	(934,734)
35 Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	3,613	3,613	-	3,613
36 Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37 IT Equipment & Software	81,175	74	-	-	-	-	1,377	-	-	-	-	-	1,185	29,941	113,752	223,900	(110,148)
38 Other Expenses & Obligations	1,147	1,604	-	75	-	-	-	-	-	-	-	-	-	-	2,826	2,855	(29)
39 Licenses	-	-	-	-	-	-	-	-	-	225,000	502,500	-	-	57,250	784,750	1,319,580	(534,830)
40 Other Refunds	6,197	-	-	656	-	-	-	-	-	-	-	-	24,400	-	31,253	91,000	(59,747)
41 State Aid	-	-	-	-	-	51,668	-	-	1,680,000	-	-	-	-	1,400,000	3,131,668	3,191,000	(59,332)
Total Administrative	\$ 1,181,452	\$ 290,933	\$ -	\$ 1,697,599	\$ 558,106	\$ 61,084	\$ 573,148	\$ 207,992	\$ 2,129,600	\$ 225,000	\$ 1,456,911	\$ -	\$ 148,305	\$ 3,405,508	\$ 11,935,638	\$ 13,489,995	\$ (1,554,357)
Total Expenditures	\$ 1,181,452	\$ 290,933	\$ -	\$ 1,697,599	\$ 558,106	\$ 61,084	\$ 573,148	\$ 207,992	\$ 2,129,600	\$ 225,000	\$ 1,456,911	\$ -	\$ 148,305	\$ 3,405,508	\$ 11,935,638	\$ 13,489,995	\$ (1,554,357)
Net Gain(Loss)Operating Fund	\$ 0	\$ -	\$ 2,701	\$ 787,736	\$ 4,265,571	\$ (1,400)	\$ (568,144)	\$ (207,992)	\$ (1,971,416)	\$ (225,000)	\$ (1,456,911)	\$ -	\$ 312,481	\$ (632,901)	\$ 304,725	\$ (925,045)	\$ 1,229,770

Footnotes:

- 4 - Includes FFELP Collections
- 5 - Estimated revenue; net number (10% of rehabs) based on total receipts from USDE (18.5%) less payments to USDE (8.5%)
- 8 - Includes Great Lakes Payments
- 9 - Total cash receipts, includes principal and interest

IOWA COLLEGE STUDENT AID COMMISSION
SCHOLARSHIP & GRANT ADMINISTRATION
SUMMARY OF EXPENDITURES
SFY 2013 as of June 30, 2013

State Appropriated - \$232,943

	FY 2012 Actual	FY 2013 Budget	FY 2013 Year to Date Budget	FY 2013 Year to Date Actual	Variance Over (Under)
Expenditures:					
1 Salaries	\$ 219,455	232,685	232,685	\$ 253,481	\$ 20,796
2 Travel	335	258	258	-	(258)
3 Office Supplies	1,445	-	-	-	-
4 Equipment Repairs	52	-	-	-	-
5 Printing	2,058	-	-	-	-
6 Postage	3,672	-	-	-	-
7 Communications	2,381	-	-	-	-
8 Rental	5,588	-	-	-	-
9 Professional Services	60	-	-	-	-
10 Outside Services	3,653	-	-	-	-
11 State Transfers	75	-	-	-	-
12 State Reimbursements - Rent	3,479	-	-	-	-
13 State Reimbursements	1,469	-	-	-	-
14 ITD Reimbursements	6,165	-	-	-	-
15 Office Equipment	-	-	-	-	-
16 IT Equipment & Software	-	-	-	-	-
17 Other Expenses & Obligations	9	-	-	-	-
Total Expenditures	\$ 249,896	\$ 232,943	\$ 232,943	\$ 253,481	\$ 20,538

Notes:

1 - FY2013 Budget covers as many salary and benefit costs as possible, with remainder to travel. FY2012 budget was done with a different assumption.

Non Appropriated (Covered by GSL)

	FY 2012 Actual	FY 2013 Budget	FY 2013 Year to Date Budget	FY 2013 Year to Date Actual	Variance Over (Under)
Resources:					
18 Intra-agency Reimbursements	-	-	-	\$ 5,004	\$ 5,004
Total Resources	\$ -	\$ -	\$ -	\$ 5,004	\$ 5,004

Expenditures:					
19 Salaries	-	351,674	351,673.71	201,348	(150,326)
20 Travel	-	2,275	2,275.00	4,485	2,210
21 Office Supplies	-	-	-	163	163
22 Equipment Repairs	-	-	-	-	-
23 Printing	-	-	-	598	598
24 Postage	-	-	-	2,927	2,927
25 Communications	-	2,774	2,774.40	3,135	361
26 Rental	-	-	-	-	-
27 Outside Services	-	-	-	7,627	7,627
28 State Transfers	-	-	-	20,538	20,538
29 State Reimbursements - Rent	-	-	-	-	-
30 State Reimbursements	-	1,820	1,819.68	5,663	3,843
31 ITD Reimbursements	-	1,425	1,425.00	778	(647)
32 Intra-Agency Reimbursements	-	327,624	327,624.00	324,509	(3,115)
33 Office Equipment	-	-	-	-	-
34 IT Equipment & Software	-	-	-	1,377	1,377
35 Other Expenses & Obligations	-	-	-	-	-
Total Expenditures	\$ -	\$ 687,592	\$ 687,592	\$ 573,148	\$ (114,444)

Notes:

18 - Intra-Agency reimbursements (resources) reflects reimbursement received from JR Justice grant; represents salaries and benefits costs reimbursement.

32 - Intra-Agency reimbursements reflects the charges for Administration and Marketing for ICSAC. Charges are allocated based on budgeted FTE count.

Total Expenditures (Appropriated + NonAppropriated)

	FY 2012 Actual	FY 2013 Budget	FY 2013 Year to Date Budget	FY 2013 Year to Date Actual	Variance Over (Under)
Resources:					
36 Intra-agency Reimbursements	\$ -	\$ -	\$ -	\$ 5,004	\$ 5,004
Total Resources	\$ -	\$ -	\$ -	\$ 5,004	\$ 5,004
Expenditures:					
37 Salaries	\$ 219,455	\$ 584,359	\$ 584,359	\$ 454,829	\$ (129,530)
38 Travel	335	2,533	2,533	4,485	1,952
39 Office Supplies	1,445	-	-	163	163
40 Equipment Repairs	52	-	-	-	-
41 Printing	2,058	-	-	598	598
42 Postage	3,672	-	-	2,927	2,927
43 Communications	2,381	2,774	2,774	3,135	361
44 Rental	5,588	-	-	-	-
45 Outside Services	60	-	-	7,627	7,627
46 State Transfers	3,653	-	-	20,538	20,538
47 State Reimbursements - Rent	75	-	-	-	-
48 State Reimbursements - Other	3,479	1,820	1,820	5,663	3,843
49 ITD Reimbursements	1,469	1,425	1,425	778	(647)
50 Intra-Agency Reimbursements	6,165	327,624	327,624	324,509	(3,115)
51 Office Equipment	-	-	-	-	-
52 IT Equipment & Software	-	-	-	1,377	1,377
53 Other Expenses & Obligations	9	-	-	-	-
Total Expenditures	\$ 249,896	\$ 920,535	\$ 920,535	\$ 826,629	\$ (93,906)
Net Resources (Expenditures)	(249,896)	(920,535)	(920,535)	(821,625)	98,910

**IOWA COLLEGE STUDENT AID COMMISSION
 DEFAULT PREVENTION, FUND #0261
 SUMMARY OF RESOURCES AND EXPENDITURES
 SFY 2013 as of June 30, 2013**

	FY 2013 Budget	FY 2013 Year to Date Budget	FY 2013 Year to Date Actuals	Variance
Resources:				
Interest	4,200	4,900	4,896	(4)
Refunds & Reimbursements	0	0	0	0
Total Resources	4,200	4,900	4,896	(4)
Expenditures:				
Travel/State Vehicle	0	0	0	0
Office Supplies	0	0	0	0
Printing & Binding	0	0	0	0
Professional & Scientific Services	0	0	0	0
Outside Services	0	0	0	0
Advertising & Publicity	0	0	0	0
ITD Reimbursement	0	0	0	0
Licenses	150,000	150,000	150,000	0
Aid to Individuals	0	0	0	0
Total Expenditures	150,000	150,000	150,000	0
Net Gain(Loss)	(145,800)	(145,100)	(145,104)	(4)
Default Prevention Cash Balance 6/30/12	1,594,173			
Net Gain/(Loss) SFY 2013 06/30/2013	(145,104)			
Cash Balance 06/30/2013	1,449,069			



IowaCollegeAid.gov
Your Financial Aid Connection

