

# IOWA COLLEGE STUDENT AID COMMISSION

## Graceland University Application for Voluntary Postsecondary Registration in Iowa February 26, 2016

### **STAFF ACTION:**

***Approve Graceland University's voluntary application for postsecondary registration in Iowa for a two-year term that begins on February 23, 2016, and ends on February 26, 2018.***

### **Registration Purpose**

Graceland University (the University) lawfully operates a postsecondary, degree-granting institution in Iowa under an exemption from registration in Iowa Code Section 261B.11, subsection 1, paragraph "j": "Higher education institutions that meet the criteria established under section 261.9, subsection 1." The criteria referenced in Iowa Code Section 261.9, subsection 1, establish institutional eligibility for the Iowa Tuition Grant Program. Graceland University meets the Iowa Tuition Grant Program institutional eligibility criteria. Whether an institution actually awards funds from this state grant program is irrelevant. Thus, the University is not required to seek the explicit approval of the State of Iowa in order to lawfully offer postsecondary degree programs in Iowa. For the purpose of the federal Department of Education's rules in 34 CFR 600.9 that require federal student aid participating schools to be authorized by an action of the State in which the school is located, Graceland University is listed in Iowa Administrative Code 281-Chapter 21, by name, as a private nonprofit, degree-granting postsecondary educational institution that lawfully operates in Iowa.

However, the University has elected, voluntarily, to seek official designation by the Iowa College Student Aid Commission as a registered school under Iowa Code Chapter 261B and associated rules in Iowa Administrative Code 281-Chapter 21 that are in effect as of the date of this report.

### **Institutional Information**

Graceland University is a private, non-profit postsecondary institution that provides instruction via face-to-face and distance education delivery modalities from its main campus located at 1 University Place, Lamoni, Iowa. Graceland also provides instruction from the campus of Indian Hills Community College in Iowa, and from two locations in Missouri: Trenton (on the North Central Missouri College campus) and Independence. The Independence, Missouri location supports the University's online programs.

The University's chief executive officer is John Sellars, Ph.D. at the same address. The designated Iowa contact person for the University is Katie Bash, also at the same address. The Iowa Secretary of State records an active, domestic non-profit corporation registration #71037 for Graceland University. The Iowa registered agent is Prentice Hall Corporation System, 505 5<sup>th</sup> Ave., Suite 729, Des Moines, Iowa.

*Physical facilities:* The main campus at Lamoni, Iowa provides multiple facilities dedicated to academic instruction and residential life, a library, a radio station, administrative offices, physical plant operational support facilities, an amphitheatre, a visual arts center that includes bronze and aluminum casting studios in addition to exhibit space, a student center, a chapel, and a number of facilities and grounds dedicated to sports and athletics. A map of the campus is available online at <http://www.graceland.edu/admissions/lamoni-campus-map.cfm>.

*Instructional Methodology:* Graceland University offers courses and programs via in-person instruction and distance education. Online courses are offered in asynchronous format including weekly online discussions in which students participate and interact with each other. Assignments may also include reflection papers, research papers, presentations, group assignments, or tests. Online courses allow the students time to apply, reflect on, and then discuss the academic material they are learning. This goal of this reflective, reiterative contact with the concepts is to foster deeper understandings of the program content on the part of students.

The University has created an online orientation course for registered students. Students who have trouble accessing a course or experience problems navigating within the University's eCollege may contact the Graceland online help desk at [onlinehelpdesk@ecollege.com](mailto:onlinehelpdesk@ecollege.com) or [helpdesk@gracelandonline.com](mailto:helpdesk@gracelandonline.com), use the chat option at <http://247support.custhelp.com> or call 1-866-893-6963.

The School of Education has instituted a research-based mentoring program based on a model entitled "UPLOAD" for new online instructors in the graduate program. The central intention of this mentoring program is to increase the engagement of the faculty and the students with each other and the material. Establishing communities of practice in the online environment and increasing the sense of community is core to a successful educational environment. Faculty members are expected to engage in constant self-evaluation and improvement. Tenants of online learning in this program include the following:

- Instructors are committed to candidates and their learning.
- Instructors know the subjects they teach and how to teach those subjects to their candidates.
- Instructors are responsible for managing and monitoring candidate learning.
- Instructors think systematically about their practice and learning from experience.
- Instructors are members of learning communities that collaborate with each other to develop systems of organization and feedback, and share a unified curriculum.

Certain University programs that are offered predominantly through distance delivery also require that each student participate in a practicum experience, which for out-of-states residents, may occur in the student's state of residence. For more about programs that require field experiences, see the section entitled *Programs Offered under Registration* below.

*Accreditation:* Graceland University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education. In addition, the University has programmatic accreditation from the following entities, all of

which are also recognized by the federal Department of Education, for specific programs the University offers:

- Commission on Collegiate Nursing Education (CCNE), for the University's baccalaureate, graduate, and doctoral level nursing programs (Graceland University's accreditation record is maintained by CCNE under its Independence, Missouri location, which supports its online programs)
- Council for the Accreditation of Educator Preparation (formerly the National Council for Accreditation of Teacher Education – NCATE), for the University's initial and advanced educator preparation programs.

*Federal Stafford Loan Cohort Default Rate:* 8.4%. For comparison purposes, the national average default rate of all schools for the same reporting period is 11.8%.

*Graduation Rate* (the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion as reported to the federal Department of Education): 54%.

*Average Loan Debt upon Graduation:* Graceland University provided average loan debt upon graduation by program:

- Bachelor of Arts in Business Administration degree completion program (online): \$15,057
- Bachelor of Arts in Organizational Leadership degree completion program (online): \$15,057
- Bachelor of Arts in Business Administration and Organization Leaders dual degree completion program (online): \$15,057
- Master of Education (online): \$14,284
- Bachelor of Arts in Health Care Management (online): \$16,571
- Bachelor of Science in Nursing (online RN to BSN): \$15,564
- Combined Nursing (BSN to MSN): BSN only \$17,607; BSN/MSN \$59,187; MSN \$96,239; average among all students attending this program: \$61,503
- Doctor of Nursing Practice (online): \$32,239
- Master of Nursing – Family Nurse Practitioner (FNP) (online): \$45,371
- Master of Nursing – Nurse Educator (NE) (online): \$28,945
- Nursing - NE Post-Graduate Certificate (online): \$26,201
- Nursing – FNP Post-Graduate Certificate (online): \$38,060
- Master of Religion (online): \$14,681
  
- Institution-wide average: \$27,803

*Record Preservation:* Graceland University maintains written policies and procedures for the security, confidentiality, and preservation of student records.

Student academic transcripts are preserved and maintained by the Registrar's Office. Critical records are stored in a Jenzabar-CX database accessible by authorized users only through multi-level authentication. This system allows for secured access to student grades and transcripts, financial aid and other records. Some student records, such as

those related to some practicum and other field experiences, are maintained in portfolio systems such as Chalk and Wire.

Other institutional records are retained in OnBase, a document management system. These records include printed contracts, state authorization certificates and similar documents. Retained student records in paper form are secured in locked, fire-proof file cabinets located in a secure location in the Registrar's Office. Records in electronic form are retained in systems accessible by authorized users only through multi-level authentication. In case of institutional closure, student records will be transferred to the University of Iowa in accordance with the laws of the State of Iowa.

The Information Technology Services department maintains the security of electronic data records with backup occurring daily.

*Transcript Requests:* Any current or former student wishing to obtain a transcript may do so by contacting:

Joyce Lighthill  
1 University Place  
Lamoni, IA 50140  
(641) 784-5222

<http://www.graceland.edu/alumni/transcript-requests.cfm>

*Student Learning Resources:* Graceland University's undergraduate and graduate academic catalogs at <https://www.graceland.edu/catalog/academic-services.cfm#ISS> <https://www.graceland.edu/grad-catalog/academic-services.cfm> and the University's web pages dedicated to Student Services <https://www.graceland.edu/campus-life/student-services.cfm> and Academic Support <https://www.graceland.edu/academics/academic-support-services.cfm> describe various learning resources and support services that are available to students:

- Frederick Madison Smith Library <http://library.graceland.edu> – The Frederick Madison Smith Library offers a selection of print and electronic materials for students, faculty, and members of the community. The library's collection includes more than 120,000 books, a government documents repository, numerous print periodical and newspaper subscriptions, over 25,000 e-books, and thousands of electronic journal articles. The library's expansive online collections can be accessed by Graceland's students and faculty from anywhere in the world.

Additional resources the library provides include information about citing sources and copyright information, subject guides especially created to pool research sources on a general topic in a single web-based location, and online course reserves.

The library provides interlibrary loan services <http://www.graceland.edu/fmsmith/Interlibrary-Loan.cfm> through the OCLC international database and SILO, the Iowa State Library system. Students may order books, articles, and AV materials for free.

The library staff provides classes and individual instruction in the use of library resources. Reference assistance is available for most of the library's open hours

at the Information Desk on the main floor, or for distance education students, via email or phone. General library hours are Monday – Thursday, 8am to 2am; Friday 8 am to 5pm; Saturday 1 pm to 2am; and Sunday 1pm to 2am.

- Services Specific to Undergraduate Students:

- ✓ Institutional Support Services (tutoring) – If a tutor is available, the student will be assigned to a tutoring group. Tutoring groups provide supplemental assistance and review throughout the semester. Institutional Support Services also provides developmental courses for freshman needing review or remediation in English or math. Developmental courses may be a condition of enrollment for some entering students according to Graceland's admission requirements.
- ✓ Chance Program - Graceland University provides specialized clinical services to students who have the potential to do college work, but whose past academic performance has been inhibited by certain learning dysfunctions. Services provided by Chance supplement a carefully structured academic program designed by the student and the program clinicians. The central objective of the Chance Program is to remediate poor reading, writing, and oral language skills so the student might participate fully in the University's educational program. There is an additional charge for the intensive clinical instruction. Persons interested in the Chance Program should contact the program director.
- ✓ Graceland University's Lamoni campus sponsors a TRiO grant program, funded by the federal Department of Education, called Student Support Services (SSS.) Eligible students are U.S. citizens or those who have an alien registration number, who have low income and are raised by parents without four year degrees. Eligibility does not guarantee selection into the program. The goal of this program is to increase the retention and graduation rates of those traditionally under-represented in postsecondary education because of income, family educational background, or disability. The program provides intentional interventions proven to boost academic, social, and personal readiness for the attainment of a bachelor's degree. Services provided include developmental courses in math, English, and study skills; personal counseling; one-on-one or small group tutoring; academic advising; financial literacy development; peer mentoring; help navigating the University environment; and assistance connecting to outside services. Contact information for SSS is located on the University's website at <https://www.graceland.edu/academics/student-support-services.cfm>.

- Services Available to All Students:

- ✓ Writing Center – The Writing Center provides a supportive environment and attentive assistance to students in any academic program and at any level of writing ability. The Writing Center serves students' writing needs by acting as a resource for improving their particular writing assignments or the general quality of their writing skills. Tutors at the Writing Center are experienced, interested readers who collaborate with students at any stage of the writing

process to help them become more effective and capable writers. Students are encouraged to schedule an appointment by phone, by signing up on the schedule posted by the Writing Center door or emailing [acland@graceland.edu](mailto:acland@graceland.edu). In addition to the face to face center on the Lamoni campus, the Graceland University Writing Center offers an online tutoring option for distance education students through Skype. Distance education students can arrange an online appointment by sending the paper to [acland@graceland.edu](mailto:acland@graceland.edu). The Writing Center will call the student's preferred phone number and the session will proceed just as if the student and tutor were in the same room.

- ✓ The CAP (Career, Academic and Personal Counseling) Center <https://www.graceland.edu/academics/career-cap-center.cfm>. The Career Service professionals at the CAP Center guide students through self-assessment, career exploration, and choice of major. The Center also provides assistance to students who are looking for internships and coach them in resume writing, interviewing and job search strategy. It is our goal to help students discover their passions and secure fulfilling employment after graduation. College Central, an online database, allows students to connect free of charge with employers who are looking specifically for Graceland graduates, and includes capability for a student to upload his or her resume to the database. The CAP Center also provides assistance to students with problems that interfere with their academic and social life through individual, group or couples counseling, crisis intervention, referral services, or brief, problem-solving sessions. Staff members are also available for presentations on topics such as date/acquaintance rape, how to recognize and treat depression, eating disorders and other mental health issues. Students may contact the CAP Center Monday-Friday 8am to 5 pm via phone or email, or by appointment as needed. Some self-help and national resources are also available on the University's CAP Center web page at [https://my.graceland.edu/ICS/Resources/CAP\\_Center/Students.jnz?portlet=Personal\\_Counseling](https://my.graceland.edu/ICS/Resources/CAP_Center/Students.jnz?portlet=Personal_Counseling).

*Curriculum Evaluation and Development:* Changes in course descriptions, the addition or deletion of courses, changes in requirements for majors, changes in or the addition of course pre-requisites, and changes in course titles will be approved by the appropriate school, or for the College of Liberal Arts and Sciences (CLAS), by the appropriate CLAS division and by the CLAS Chairs Council. Comparable changes dealing with graduate programs will be approved by the Graduate Council. These approved curricular matters will be printed as information (under announcements in the agenda) for the Deans Council and subsequently, for the entire faculty; however, no formal action by either group is required.

Any item appearing as an announcement will be moved to the Dean's Council agenda upon the request of a member of the Council. Any item appearing as an announcement will be moved to the full meeting agenda upon the request of any member of the faculty with voice and vote.

The addition or deletion of a major or academic program, the addition or deletion of a degree program, or changes in degree requirements, will require the approval of the

appropriate school or college, the Graduate Council (where appropriate), the Dean's Council, and the full faculty.

In order to facilitate faculty preparation for and discussion of the issues involved in proposed curricular change:

- The division or school recommending a change will provide with each proposal a rationale and a statement explaining the impact the change will have on such things as program balance, scheduling, staffing, and general education and graduation requirements, and
- The division chairperson, dean, or a designated representative will formally introduce the issue at the faculty meeting.

Depending upon the type of change proposed, review and approval occurs at the University Division level, College or School level, and at the Dean's Council, Full Faculty, Graduate Council (for new post-graduate academic and degree course offerings), University Budget Committee, Executive Council, Board of Trustees, and External Accrediting Agency levels.

The University's Office of Institutional Effectiveness assists with program development by coordinating input from key University committees: the Program Support Council, which is responsible for connecting people and processes to support a new program or initiative, and the Student Learning Improvement Committee, which helps departments develop student learning outcomes and curriculum assessment plans.

The University maintains a five-year, internal, comprehensive Program Review schedule that includes not only academic programs but also athletics and academic support programs and services at both the Lamoní and, as applicable, the Independence, Missouri campuses. These student support programs and services that are included in the University's Program Review schedule include the Library, the Writing Center, and Disability Services; operational support areas such as the business office, admissions and financial aid; campus ministries, athletics, and residence life. Program review evaluations cover topics including mission and institutional "fit;" relevance; effectiveness; efficiency; strengths, weakness, opportunities, threats; and strategic planning.

*Student Complaints Process:* The University provides a student grievance procedure that covers academic issues (with the exception of final grades which are handled through a separate appeal process), student-related concerns, and athletically-related issues.

### Informal Procedure

The purpose of the informal procedure is to provide an opportunity to mediate a mutually acceptable resolution between the parties. A complainant is encouraged to use the informal procedure prior to a formal complaint process.

1. A complainant may initiate an informal procedure for resolution by contacting the Dean of Students or designee of the Dean of Students (for students attending the Lamoní campus) for counseling and assistance, or the respective School Dean or designee (for students attending the Independence campus and the University's online programs). In the case of academic matters, the designee will be the Division Chair or School Dean.

2. In an informal procedure, the University official will counsel the complainant concerning options and, at the complainant's request, may help the complainant mediate the complaint informally.
3. If the complainant chooses to proceed with an informal complaint, the University official will inform the accused person(s) of the nature of the complaint, identity of the complainant and the actions available. If the complainant chooses not to proceed with an informal or formal complaint, no written record of the complaint will be kept.
4. An informal mediation process must be addressed within seven days. If mediation is successful, the results of that process are final. Unsuccessful resolution moves the matter to the formal procedure level of mediation. The process of complaint, response, and mediation will not normally exceed ten calendar days.
5. A written summary of the informal mediation proceedings will be made and retained by the University official, at the level where the matter is resolved. A copy of the summary will also be sent to the appropriate Vice President, where it will be filed in his/her office.

### Formal Procedure

1. If a complaint cannot be resolved informally or if the complainant chooses to take the complaint through the formal procedure, the complainant may elect to initiate the formal complaint procedure.
2. A formal complaint must be made, in writing, to the Dean of Students or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee. The written complaint must include the following information: name, address and telephone number of the complainant; date(s) and location of the occurrence; evidence on which the complaint is based and redress sought by the complainant. In the case of academic matters, the designee will be the Division Chair or School Dean.
3. The Dean of Students or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee will normally begin an investigation. An investigation of the complaint will normally begin within seven days of receipt of the written complaint.
4. The investigation will provide an opportunity for both the complainant and the accused person(s) to submit facts and to identify witnesses to be interviewed. The investigator shall be authorized to interview witnesses identified by any party. Upon completion of the investigation, the investigator will provide a written report of the formal investigation which details the findings and any recommended actions. If the facts are so disputed that the investigator cannot make fact findings, the investigator shall issue a finding of probable cause to institute further proceedings.
5. If the report recommends action against a faculty member that could lead to severe sanctions, including possible dismissal, the investigator shall recommend that the Dean of Faculty initiate the process leading to official hearings in accordance with the principles and procedures specified in the faculty handbook.
6. If the report recommends action against a person who is not a faculty member, the investigator shall recommend that the designated University official initiate official hearings and appropriate procedures as detailed in the Student Handbook or Personnel Handbook.
7. If no probable cause is shown from the investigation, the complainant may appeal, in writing, to the President of the University within 72 hours of the no probable cause

finding. The complainant will be notified from the President's Office in writing of his/her decision, which is final.

The University's Student Grievance procedure is outlined in its Student Rights and Code of Conduct at <http://www.graceland.edu/catalog/student-rights-code-of-conduct.cfm#GRIEV>.

### **Programs Offered Under Registration**

*(Note: The programs listed below are only those for which Graceland University believes coverage under the State Authorization Reciprocity Agreement (SARA) may be necessary. However, the University's registration authorization to operate at a location in Iowa is at the institutional level; the Commission authorizes the institution to offer all of its programs in Iowa.)*

The estimated total charge for tuition, fees, books, and supplies applicable to each program is listed below.

### Residential Programs Offered at the Graceland University campus in Lamoni, Iowa

#### Baccalaureate Degree Programs

- Bachelor of Arts in Elementary Education\* - \$108,216
- Bachelor of Arts in Secondary Education\* (with emphasis in Art, Communication, English, Health, History, Mathematics, Music, or Physical Education) - \$108,216
- Bachelor of Science in Secondary Education\* (with emphasis in Biology or Chemistry) - \$108,216
- Bachelor of Science in Nursing - \$91,037. Note: The program's final two years are offered on the University's campus in Independence, Missouri. The University is approved by the Missouri Department of Higher Education to offer the program at its Missouri campus.

Also note that this is a professional licensure program that results in first-time licensure as a Registered Nurse. The program has been approved for licensed employment as an RN in the State of Iowa by the Iowa Board of Nursing, and for licensed employment as an RN in the State of Missouri by the Missouri Board of Nursing.

Under Iowa's SARA approval, the University must maintain its Missouri license to offer the program in a residential format at its Independence, Missouri, campus. However, Graceland University may offer a field experience course associated with this program in another SARA state (for example, Kansas) without additional regulation provided the course aligns with SARA's definition of a covered field experience.

\* These education-related programs are offered via face-to-face instruction at the University's Lamoni, Iowa campus. All prepare students for first-time, licensed

employment as a teacher in the State of Iowa, and have been accredited for that purpose by the Iowa Department of Education.

### Distance Education Programs

#### Baccalaureate Degree Programs

- Bachelor of Arts in Business Administration: \$41,468
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- Bachelor of Arts in Organizational Leadership: \$19,895
- Bachelor of Arts/Dual Degree in Business Administration and Organizational Leadership: \$41,468
- Bachelor of Arts in Health Care Management: \$39,861
- Bachelor of Science in Criminal Justice Administration: \$21,060
- Bachelor of Science in Nursing/RN to BSN: \$57,041

#### Post-Baccalaureate Certificate Programs

- Management in a Quality Classroom Certificate: \$7,250
- Literacy Instruction: \$7,250

#### Masters Degree Programs

- Master of Education/Curriculum and Instruction (non-licensure): \$15,075
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- Master of Education/Differentiated Instruction (non-licensure): \$15,075
- Master of Education/Literacy Instruction (non-licensure): \$15,075
- Master of Education/Management in a Quality Classroom (non-licensure): \$14,465
- Master of Education/Technology Integration (non-licensure): \$15,125
- Master of Education/Instructional Leadership (non-licensure): \$14,480
- Master of Education/Special Education (non-licensure): \$14,465
- Combined Bachelor of Science and Master of Science in Nursing, also known as "RN to MSN" (non-licensure): \$45,720
- Master of Science in Nursing/Family Nursing Practitioner (does not prepare students for first-time licensure): \$38,564

- Master of Science in Nursing/Nurse Educator (does not prepare students for first-time licensure): \$25,647
- Master of Arts in Religion: \$8,384

#### Post-Graduate Certificate Programs

- Family Nurse Practitioner Certificate: \$27,161
- Nurse Educator Certificate: \$7,865
- Differentiated Instruction Certificate: \$7,275

#### Doctoral Programs

- Doctor of Nursing Practice: \$28,573

#### Field Experiences:

- Bachelor of Science in Nursing (RN to BSN online or as part of the combined Bachelor of Science and Master of Science in Nursing dual degree program): Practice components for the RN-BSN students are integrated into the courses as part of specific course assignments. The following are examples of the practice experiences that represent experiential learning in any setting where health care is delivered or health is influenced, and that allow for and require the student integrate new practice-related knowledge and skills.
  - ✓ Community Healthcare: 1. Students complete a comprehensive community assessment in collaboration with school nurses, health department nurses and/or home health or hospice service providers in the students' individual communities. A value-added element of the professional collaboration required to complete this assignment is the practice experience of networking with providers in the student's community. The assessment includes an application section of the resources of the community to meet the needs of a community resident or client. The final product is a paper evaluated by faculty based on the criteria of the assignment rubric. 2. An additional assignment focuses on the needs and resources for the geriatric populations in communities. The student collaborates with the provider of geriatric services in the student's community to conduct an analysis of the services provided with application to a client. The final product is a formal paper evaluated by faculty based on the criteria of the assignment rubric.
  - ✓ Nursing Leadership: Students identify a safety issue in their workplace setting and complete a quality improvement initiative. Completion of the project requires the student to collaborate with management and staff to identify risks, reactions to the change, implementation processes, and evaluate the change project. The final product is submitted for evaluation by faculty as a PowerPoint project or poster and is shared with all the students in the course. Sharing their projects with the registered nurse peers in the class further

enhances the learning for these students as they discuss safety issues throughout the country.

- ✓ Evidence-based Care: The purpose of this project is to encourage students to make connections between current research and evidence-based nursing practices. For this project, each student obtains a policy from their health care institution after consultation with the appropriate administrative personnel. Students then review nursing research literature and find evidence to either support or refute the chosen policy.

Students write a professional paper describing the selection of the topic, literature search, analysis of the policy and address whether the policy is evidence-based. The paper includes implications for change in practice based on the project findings. This project includes the student's plan for presenting their findings at their health care institution: where the recommendations will be made, which decision-makers will receive the recommendations, and what population will be affected by the recommended changes. In conclusion, students design a power point presentation to highlight key aspects of the project. Presentations are viewed and discussed by peers.

Group/team Work: Many of the courses require students to complete assignments in Virtual Groups. These learning experiences are also practice experiences as students collaborate with peers who are registered nurses from many different organizations. Students integrate and use technology in their group work, research literature, and problem-solve. Group work assignments also require peer evaluations which is a leadership skill practiced by the students.

- Bachelor of Science in Nursing (BSN to RN): During the last two years of this program, courses are exclusive to nursing and are offered via face-to-face instruction through the University's campus in Independence, Missouri: The nursing curriculum includes 675 hours of clinical field experiences in hospitals in the greater Kansas City area. The University structures these field experiences, provides student supervision, and maintains standards that are similar to those in the RN to BSN program described immediately above.
- Master of Science in Nursing (MSN) and Post-Graduate Certificate/Family Nurse Practitioner track: All of these programs include three, preceptor-guided practicum courses of 4 semester credit hours each for a total of 720 clock hours in each of three areas: pediatrics, adults, and families. Students must hold licensure as a registered nurse in any state where the practicum is completed. Practicum courses may not be completed at the student's place of employment. Students are responsible for identifying a practicum site and preceptor. The University provides students with information about sites and preceptors that it has approved; in addition, the student may select a different site and preceptor, subject to the University's approval. Primary preceptors include licensed, practicing nurse practitioners and physicians. The University executes an Agency Affiliation Agreement with each practicum site, which is valid for two years but reviewed annually. A Preceptor Agreement, which is valid for one year, is executed with each preceptor with whom a student will spend 40 or more practicum hours.

- MSN/Nurse Educator track: This program includes two, preceptor-guided practicum courses of 2 semester credit hours each for a total of 240 clock hours. The courses are NURS6720 Nurse Educator Teaching Practicum and NURS6810 Nurse Educator Clinical Practicum. Students are responsible for identifying a practicum site and preceptor, subject to the University's approval and the successful execution of contracts between the University and the practicum site agency as well as the practicum preceptor. For the Nurse Educator Clinical Practicum, the preceptor should be a licensed clinical nurse specialist, family nurse practitioner, or physician in an acute care, out-patient, community, or long-term care setting. For the Nurse Educator Teaching Practicum, the preceptor should be an educator in a Bachelor of Science in Nursing program at a college or university. Some practicum experiences may be completed within a nursing education or staff development department in a health care facility. Nurse Educator preceptors should be a licensed physician or a licensed nurse who is a graduate of a Master of Science in Nursing program that was accredited by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission (which changed its name in 2013 to the Accreditation Commission for Education in Nursing). Students must hold licensure as a registered nurse in any state where the practicum is completed. While the practicum may be completed at the student's place of employment, the student's immediate supervisor at his/her place of employment may not serve as the student's preceptor.
- Doctor of Nursing Practice: The DNP Practice Improvement Project is the capstone course in this project, requiring a practice immersion experience. Students select a special practice site to fulfill a total of 500 practice hours and complete the project under the supervision and mentorship of a practice expert in the student's home community. Not all practice hours must be completed at the practice site with the practice expert; indirect hours may be spent working on the project but not necessarily at the practice site. The nature of practice hours is mutually agreed upon between the student, the faculty advisor, the practice mentor and the practice site agency. DNP practice hour logs are submitted to and approved by the DNP project faculty advisor on a regular basis. The specialty practice site may be any healthcare practice setting including a clinical agency, school, health department, educational institution, or governmental organization. The University executes an agreement with the practice site before practice hours are initiated.
- Bachelor of Arts in Elementary Education; Bachelor of Arts or, as applicable based on area of emphasis, Bachelor of Sciences in Secondary Education: These programs include two field experiences: 1) a one-week to three-week practicum course; and 2) a student teaching experience.

During the practicum, students prepare and teach one to three lessons for one to three semester hours of credit. The student must be engaged in the practicum experience for 40 clock hours to earn one semester hour of credit; 120 hours to earn three semester hours of credit. A student is not permitted to obtain his or her own practicum placement. The University secures an approved practicum site and obtains confirmation from the school district that it will accept the practicum

placement. A licensed teacher at the practicum site evaluates the student's planning and delivery of the lesson.

Student teaching, a full-time experience of 70 consecutive days, is the capstone experience for these teacher preparation programs. Students work under the direct supervisor of a cooperating teacher, who is a licensed teaching professional employed by the school district which has executed a contract with the University to accept student teacher placements. The contract between the University and the school district details the rights and responsibilities of the parties to the agreement. Graceland University may compensate cooperating teachers under the terms of its agreement with the school district. The University encourages cooperating teachers to complete an online workshop that contains detailed expectations for the roles of the student, cooperating teacher, and supervising faculty, requirements of the student teacher, tips from other teachers and an opportunity to complete a mock student evaluation. The cooperating teacher observes the student teach four lessons, completes a Lesson Critique for each lesson, and reviews that evaluation with the student. A University faculty member observes the student teacher six times during the field experience. During a distance student teaching placement, the University assigns a distance supervisor who lives in the area of the field placement to act in the place of the University faculty observer. The distance supervisor must be a faculty member at an NCATE/CAEP-accredited institution, or a college or university that is a member of the American Association of College Teacher Education, or an accredited Iowa college or university.

Graceland University's School of Nursing provides detailed information about its baccalaureate-level nursing program field experiences in the School of Nursing RN to BSN Student Handbook at

<http://www.graceland.edu/nursing/documents/RNBSNStudentHandbook.pdf>.

Graduate-level nursing program field experiences are discussed in detail in its Graduate Student Handbook at

<http://www.graceland.edu/nursing/documents/GradStuHandbook.pdf>. The School of Education provides detailed information for students, including a Field Experience Handbook, and information for supervising teachers at practicum and student teaching sites on its My Graceland site at

[https://my.graceland.edu/ICS/Resources/School\\_Of\\_Education/](https://my.graceland.edu/ICS/Resources/School_Of_Education/).

## **Registration Compliance**

As required by Iowa Code Section 261B.4, Graceland University disclosed its policy on refunding tuition charges for withdrawn students. These policies are addressed in the University's undergraduate Catalog at <http://www.graceland.edu/catalog/financial-arrangement.cfm#REFPO> and in its graduate Catalog at

<https://www.graceland.edu/grad-catalog/financial-arrangements.cfm#WDUNIV>.

Interested parties should copy these links into their internet browsers to view the policy details. The school's specific tuition refund policy is not a registration criterion; the University need only disclose its policy to the Commission and to students.

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

- 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.

Graceland University discloses its policies and sanctions pertaining to the use of drugs and alcohol or sexual assault on its Annual Safety and Security Report [https://my.graceland.edu/ICS/icsfs/2015\\_Campus\\_Safety\\_and\\_Security\\_Report\\_\(2014\\_Stat\).pdf?target=b065319f-820d-4123-a3fb-6cf4ab90d9cd](https://my.graceland.edu/ICS/icsfs/2015_Campus_Safety_and_Security_Report_(2014_Stat).pdf?target=b065319f-820d-4123-a3fb-6cf4ab90d9cd) and Student Rights & Code of Conduct. Emergency referral resources for students are provided on the University's Safety website at [https://my.graceland.edu/ICS/Resources/Emergency\\_Information/](https://my.graceland.edu/ICS/Resources/Emergency_Information/). Drug and alcohol abuse prevention information is provided at [https://my.graceland.edu/ICS/Resources/Safety\\_at\\_GU/Reporting\\_Prevention.jnz](https://my.graceland.edu/ICS/Resources/Safety_at_GU/Reporting_Prevention.jnz).

- 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. Graceland University maintains a policy that is compliant with this requirement and will disclose the policy to students in its online 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. Graceland University had already adopted this policy as part of its Comprehensive Policy Manual, which is disclosed on an internal, employee intranet site.

*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 in place and available to students through the undergraduate and graduate Catalogs at <http://www.graceland.edu/catalog/documents/11516undergradcatalog.pdf> and <https://www.graceland.edu/grad-catalog/documents/11516gradcatalog.pdf>. In addition, these disclosures are available on program-specific and various other, readily accessible University web pages, for example:

- Accreditation in general: <http://www.graceland.edu/about-gu/accreditation.cfm>.
- Nursing program accreditation and state approval: <http://www.graceland.edu/nursing/accreditation-relevant-info.cfm>.

- Transferability of credit from the School of Education's post-baccalaureate courses into the Master of Education Management in the Quality Classroom or Differentiated Instruction tracks <http://www.graceland.edu/education/transfer-credit.cfm>.

Effective July 1, 2012, Iowa Code Section 261B.7 states that, while a school must not represent that it is "approved" or "accredited" by the Commission or the State of Iowa, a registered school must disclose that the school is registered by the Commission on behalf of the state of Iowa and provide the Commission's contact information for students who wish to inquire about the school or file a complaint. Upon registration approval, Graceland University will disclose its voluntary registration with the Commission on its state authorization page at <https://www.graceland.edu/catalog/about-the-university.cfm#STAUTH>.

*Financial Responsibility:* Graceland University submitted the financial audit report of an independent accounting firm, McGladrey, LLP, dated October 12, 2015, for the institutional fiscal years that ended on May 31, 2015 and 2014. The accounting firm stated its opinion that the school's financial statements present fairly, in all material respects, the school's financial position.

A private non-profit school 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 by the federal Department of Education to be financially responsible without additional oversight. The University's independent auditor did not report nor test the University's financial responsibility composite score. The most recent financial responsibility composite score reported for the University by the federal Department of Education is for the institutional fiscal year ending May 31, 2014, when Graceland University's composite score was 2.0 (out of a possible 3.0).

*Full-Time Iowa Resident Faculty Member or Program Coordinator:* Graceland University employs 72 full-time, Iowa-based faculty members. Additional information about faculty appears below.

*Instructional/Supervisory Staff Qualifications:* Graceland University maintains easily accessible information about faculty on its website, organized by University School or Department, at <http://www.graceland.edu/academics/Faculty.cfm>. Staff reviewed faculty profiles for faculty who provide instruction in each of the University Colleges and Schools that support programs that the University wishes to offer under SARA, as follows:

- C.H. Sandage School of Business (Baccalaureate Degree and Certificate programs in Business and Organizational Leadership): Of eight faculty profiles reviewed, 4 have a doctoral degree. The remaining four faculty members hold a master's degree in business administration or public accounting and one is a doctoral candidate in education leadership. Experience and expertise among these faculty include microeconomic theory; regional economic analysis; international economics and markets; industrial organization; statistics; monetary theory; professional accountancy including personal, agricultural, governmental, healthcare, and small business accounting; corporate leadership in procurement and customer relations; entrepreneurship; education administration and academic leadership.

- School of Education (Baccalaureate, Certificate, and Masters Degrees in Education): Of 14 faculty profiles reviewed, all have a doctoral degree. The Graduate Catalog <http://www.graceland.edu/grad-catalog/faculty-administration.cfm#GFACSOE> lists faculty the educational credentials and University teaching experience of those who provide instruction in the School of Education's online programs. The vast majority of the University's School of Education faculty members have significant teaching experience at the University ranging from seven to 16 years.
- School of Nursing (Baccalaureate, Certificate, Masters and a Doctoral Degree in Nursing): Of 22 faculty profiles reviewed, 11 have doctoral degrees in nursing practice, education. Of the 11 remaining faculty members, 10 hold a master's degree in nursing and one, an instructor, has a baccalaureate degree. Expertise among these faculty members includes areas such as surgical nursing; critical and intensive care; pulmonary critical care; acute and chronic illness; cardiac life support and cardiac rehabilitation; dialysis; kidney and liver transplants; hypertension; neurosurgery; gastroenterology; obstetrics; pediatrics; oncology; family practice; urban and rural communities; the Latino population; diabetes education; clinical instruction; immunology; disease and infection control; occupational medicine; nursing leadership; curriculum and instruction; and online education.
- Division of Social Science (Baccalaureate Degree in Criminal Justice): Of 10 faculty or instructor profiles reviewed, nine faculty members have a doctoral degree in psychology, political science, history, diplomacy, sociology, or law. Experience and expertise among these faculty members includes effective federal law enforcement; criminal defense; student learning strategies; negotiation, mediation and arbitration; crime and punishment; cross-cultural psychology; constitutional, United States and military history; international politics; anxiety and depression.
- Community of Christ Seminary (Masters Degree in Religion): Of six faculty profiles reviewed all have doctoral degrees in ministry or theological studies. Faculty members have experience as ministers, biblical scholars, and historical theologians.

*Commitment to Iowa Students and Teach-Out.* By executing an electronic signature on the registration application, Graceland University President John Sellars committed to the delivery of programs the University offers and agreed to provide alternatives for students to complete programs at the University or another school if the University closes a program, or if the University closes before students have completed their courses of study.

## **Additional Information**

### **Compliance with Iowa Code Chapter 714**

#### *Section 714.18 – Evidence of Financial Responsibility*

Graceland University is exempt from the financial responsibility (i.e., bonding) requirements of Iowa Code Section 714.18. The University qualifies for the following exemption listed in Iowa Code Section 714.19, subsection 10: "Private nonprofit schools that meet the criteria established under [Iowa Code] section 261.9, subsection 1." The criteria established under Iowa Code section 261.9, subsection 1, is the *institutional*

eligibility criteria that qualifies a school for participation in the Iowa Tuition Grant Program. Graceland University meets the institutional eligibility criteria, and therefore qualifies for the financial responsibility exemption. For this purpose, whether a school actually awards funds from the Iowa Tuition Grant Program is immaterial.

#### *Section 714.23 – State Tuition Refund Policy*

The Iowa tuition refund policy does not apply to Graceland University because it is a private nonprofit institution.

#### **Compliance with Iowa Code Chapter 261F**

Graceland University posts on its website a Code of Conduct for Educational Loans <http://www.graceland.edu/financial-aid/code-of-conduct.cfm> (which includes a link to a more detailed policy) that addresses provisions of Iowa Code Chapter 261F. The University Code of Conduct appears to be an accurate and comprehensive reflection of Iowa Code provisions that govern certain aspects of business relationships between private education loan lenders and school personnel who have responsibilities related to education loans. Staff finds no evidence that the school participates in any preferred lender arrangement or otherwise refers its enrolled students to any specific private education loan lender. The University website that addresses private education loans <http://www.graceland.edu/financial-aid/private-education-loan-information.cfm> explicitly states that “Graceland University does not recommend or endorse any private loan lender.” The website provides generic consumer information that students should consider when evaluating and selecting a private education loan lender.