

## IOWA COLLEGE STUDENT AID COMMISSION

### The Catholic University of America Application for Postsecondary Registration in Iowa September 2, 2016

**STAFF ACTION:** *Approve the Iowa registration request for The Catholic University of America for a two-year term that begins on September 2, 2016, and ends on September 2, 2018.*

#### 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 Catholic University of America (the University) applied for registration to offer distance education programs. Staff required the University to register because the school is requesting to offer distance education programs to Iowa residents which contain field work to be completed by the student at an Iowa location.

#### Institutional Information

The Catholic University of America is a private non-profit institution whose main campus is located at 620 Michigan Ave, NE, Washington DC 20064. The school's chief executive officer is President, John H. Garvey. The University is registered with the Iowa Secretary of State, as a foreign non-profit, registration #493667. The University's Iowa resident agent is CT Corporation System, 400 East Court Ave, Suite 110, Des Moines, Iowa 50309, 515-421-4209.

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

*Accreditation:* The University is accredited by the Middle States Commission on Higher Education, one of six regional accrediting agencies recognized by the federal Department of Education. The University's School of Nursing is accredited by the Commission on Collegiate Nursing Education, a specialized accrediting agency recognized by the federal Department of Education. The University's online Master of Social Work program is accredited by the Council on Social Work Education.

*Federal Stafford Loan Cohort Default Rate (FFY 2012):* 1.8%. For comparison purposes, the FFY 2012, national average cohort default rate is 11.8%.

*Graduation Rate:* This is 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. The graduation rate for The Catholic University of America is 69%.

*Average Loan Debt upon Graduation:* The average loan debt for the University is \$52,901 for all graduate students who graduated in 2014.

*Record Preservation:* The University's Office of Enrollment Services serves as the custodian of students' academic records at the University. The office is responsible for safeguarding student record privacy, overseeing course registration processes and publishing the academic calendar. Records the University maintains on-site are also stored off-site at First Federal in Maryland. In the event of institutional closure, the University is required to make provisions for transferring all official student records to the Educational Licensure Commission of the District of Columbia.

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

University Registrar  
The Catholic University of America  
620 Michigan Ave, NE  
300 O'Connell Hall  
Washington DC 20064  
Phone: 202-319-5300  
<http://enrollmentservices.cua.edu/Registration-and-Records/Transcripts.cfm>

All transcript requests must be submitted online via <http://computing.cua.edu/cardinalstation/>. Current students may access the transcript request form from the online Student Center by selecting *Transcript: Request Official* option from the drop down menu. There is no charge for transcripts and they are processed within 2 – 7 business days. Transcripts cannot be faxed under any circumstances. Transcripts are mailed via United States Postal Service First Class Mail, there is also an overnight delivery option, however; there is a charge for that.

*Instructional Methodology:* The University uses the Deltak Engage Platform for the delivery of online programs with the exception of clinical course and field placements. Students have 24/7 access to their course content and resources. All of the courses contain a library block on the main page that links the student directly to library resources. The online distance courses are embedded with lectures, discussions, PowerPoints, video presentations and web links in addition to library resources that are available to students at all times. Online courses are set up to give the student an experience equivalent to the one they would receive on campus. Students have the ability to maintain contact with their fellow students and instructors. In addition, students do have access to 24/7 technical support.

*Student Learning Resources:* The University's students have complete access to the University Libraries' subscriptions, resources, and electronic holdings <http://libraries.cua.edu/default.cfm>. The University Libraries comprise the John K. Mullen Memorial Library, the American Catholic History Research Center and University Archives, and campus libraries for Architecture and Planning, Nursing/Biology, and Physics. The main Library – the John K. Mullen Library – houses both general and specific collections.

Students may access the Libraries' resources in two ways:

- SearchBox: SearchBox is a search engine that provides a single starting point to find and access the University's Libraries' resources, including books, scholarly journals and journal articles, and eBooks. From a single box, SearchBox searches full-text content, article citations, and library catalog records and returns a list of results ranked by relevance. SearchBox has its own database called Knowledge Base. SearchBox's index represents over 6,800 publishers, over half a billion articles from nearly 100,000 journals, newspapers, and magazines.
- University Libraries: Students have access to a number of databases, journal, books, and other University collections. In addition to the University's Libraries' services, students have access to other local libraries as well. Students have the ability to borrow from the University's Library through Interlibrary Loan (ILL). More information about the Libraries' services can be located at <http://libraries.cua.edu/access/index.cfm>.

Library research and procedural tutorials are available at <http://libraries.cua.edu/tutorialstools.cfm>, and information about *How do I...* can be found at <http://libraries.cua.edu/instruct/faq.cfm>. Students may contact a subject librarian for in-depth research assistance. Dedicated librarians with topical research expertise can be contacted by phone (not toll-free) or email, and are listed at <http://libraries.cua.edu/about/subjlibs.cfm>. There are a number of ways a student can contact a librarian for assistance, listed at <http://libraries.cua.edu/about/ask.cfm>, via phone (not toll-free), email or chat.

Students enrolled in the School of Nursing's online programs have access to a number of nursing resources. Those resources may be located at <http://online.cua.edu/resource/nursing?cmgfrm=http%3A%2F%2Fnursing.cua.edu%2Fstudentguidelines%2Fmsn%2Fmsn-clinical-procedures.cfm>.

The University's Center for Academic Success <http://success.cua.edu/resources/index.cfm> offers tutoring options that appear to be available only to on-campus students. However, the Center's website includes self-help guides on learning resources, time management, effective reading, note-taking, test-taking, studying, language learning, and memory skills. The University's Office of Career Services <http://careers.cua.edu/> also provides online resources on job searching, letters to prospective employers, resumes, networking, and interviewing.

*Curriculum Evaluation and Development:* Each academic program at the University is approved by the faculty and administration, and is subject to annual review to determine both academic effectiveness and financial viability. New programs undergo the following review process for both academic and budgetary approval:

- A program proposal is developed by the department or school proposing the program which must contain the following:
  - ✓ A clear statement of the critical need for the program, as defined by the University's strategic plan.
  - ✓ A description of the ways in which this program meets the identified critical needs.
  - ✓ The potential demand for the program, with supporting evidence of trends within the field.
  - ✓ The projected student enrollment in the program in the first three years.
- The department or school proposing the program will complete the new program questionnaire and submit the questionnaire to the Dean and the Associate Provost for

Program Development for review. A complete proposal should be submitted to the Provost for comments and initial approval.

- Before final academic approval, the Provost's Office will submit a three-year financial projection for the new program with Enrollment Management. The Finance Department shall complete a return on investment analysis to determine financial viability and either approve the proposal or submit comments or concerns back to the Provost. If the program is approved, the Finance Department will notify the Provost's Office and the proposal will be routed through the appropriate academic review channels.
- After final approval of the program, the Provost will notify the Dean and Enrollment Management that the program is approved. Enrollment Management is responsible for the administrative processes required to set up any new program and will coordinate the budgetary and system requirements.

At the end of each fiscal year, all new programs will be audited and reviewed for their financial performance and academic requirements. A year-end financial report will be prepared by the Budget Department and submitted to the Provost and Vice President of Finance and Treasurer. Financially, each program should generate a positive operating net. During the annual review, modifications to the program to gain efficiencies and to generate a positive operating net will be explored. New programs are subject to three years of annual review, at the end of which they must result in a positive operating net. Programs may either be deemed productive and continue, or be deemed unproductive and be subject to termination.

It is the responsibility of the Academic Senate to authorize and review programs of study, to evaluate the academic standards of existing programs, and to determine minimum academic standards. The Academic Senate has delegated to the Graduate Board general supervision over specific matters related to graduate study, such as: standards of admission, programs of study, and requirement for degrees. The Graduate Board reports its recommendations on these matters to the Academic Senate.

*Student Complaints Process:* The University maintains a procedure for filing student complaints, as follows.

Students may file complaints regarding the Financial Aid Program at the following:

Christopher P. Lydon  
Vice President for Enrollment Management and Marketing  
Room M418 O'Connell Hall  
The Catholic University of America  
620 Michigan Ave NE  
Washington, DC 20064  
202-319-6366  
[lydon@cua.edu](mailto:lydon@cua.edu)

For complaints regarding graduate academics, students may contact:

Dr. James Greene  
Dean of Graduate Studies  
Room 116 McMahon Hall  
The Catholic University of America

620 Michigan Ave NE  
Washington, DC 20064  
202-319-5273  
[greene@cua.edu](mailto:greene@cua.edu)

Students are encouraged to first bring their concerns to the person allegedly responsible for the behavior or action. In many cases, self-corrective measures may be taken when those persons alleged to have committed inappropriate conduct become aware of how their actions or behaviors are being received. The matter may be concluded by mutual consent. This strategy, in some cases, may be inappropriate or ill advised, depending upon the nature of the complaint.

If complaints are not filed in accordance to procedure, they must be filed with the Office of the President. In which instance, initial complaints should include the complainant's full name, address, and contact information, including email and telephone number. Complaints should specify enrollment status. The description of the complaint should include dates and college officials that were involved or have been contacted in relation to the incident in question. Any supporting documentation, such as emails or other correspondence, should be included in order to help others understand the events leading to the complaint. Last, the complainant should state what, if any, remedy is sought.

Students are encouraged to resolve grievances internally. If all options are exhausted, the student may file a complaint with the University's accreditor, Middle States Commission on Higher Education, or with its State Approval or licensing entity. The contact information for this form of complaint reporting may be located at <http://counsel.cua.edu/Consumer/accreditation-licensure.cfm>.

### **Distance Education Programs Offered In Iowa**

The total, estimated cost of civilian tuition, fees, books and supplies for each program is listed below for The Catholic University of America Online:

#### *Masters Degree Programs:*

- Master of Science in Nursing (MSN): \$23,625
- Master of Social Work: \$48,270 – this program, which is a first time licensure program, is accredited by the Council on Social Work Education, which meets the Iowa Social Work Board's education standard for licensure as a social worker in Iowa.
- Master of Arts in Human Resource Management: \$28,840
- Master of Science in Management: \$28,840

#### *Doctoral Degree Programs:*

- Doctor of Nursing Practice (DNP): \$32,570
- Doctor of Philosophy (PhD) in Nursing: \$70,570

*Field Experience:* The University has integrated a form of field experience into a number of programs available through distance education that may be completed at a location in Iowa. The field experiences are either an individual course or a combination of courses that may

require the student to complete work on site. The following distance education programs include some form of field experience:

- **Master of Social Work:** The University offers field practicum opportunities with several social work agencies. These settings include schools, courts, hospitals, nursing homes, state agencies, homeless shelters, women's shelters, and mental health centers. The agencies are selected and approved by the Office of Field Education, which considers a student's prior social work experience, interests, education, and career goals during placement. Students have the opportunity to complete their field work internationally as well.

In this program there are two field placement courses. The first is the foundation year placement, which is a nine-month, 16 hours per week generalist practice field placement. The second is the advanced year clinical, a nine-month and 20 hour per week internship, in which students must complete 600 hours of field placement. Students are encouraged to be in the field two days per week in the foundation year placement; however they may spread that to three days as needed. The hours will be negotiated with the field agency. Students must establish a set schedule in conjunction with their field instructors. The following are the guidelines in how a student may secure a field placement and what is expected of them throughout that field placement.

Students begin by applying for the field placements in advance to the start of their field experience. The advanced year clinical application must be submitted seven months prior to the start of the internship. Students should identify agencies in their communities in which they are interested in interning. Students are referred to one agency, but may be referred up to three if placement is not secured. Should a student not secure a field placement by the third referral, the student will be required to meet with the Field Director and Program Chair.

The University will provide the agency with the student's application and resume. However, the student must set up the interview with the field instructor. Students are encouraged to prepare for their interviews, as the field placement is highly competitive. Students are responsible for submitting the confirmation of field form to the University upon acceptance.

Students will be supervised closely, particularly as they begin their field education. A minimum one hour of social work supervision is required each week of the placement. Students will be enrolled in a seminar course throughout the duration of their field placement. The learning plan is developed between the field instructor and the student and should address the competencies and practice behaviors, and identify learning opportunities and activities in the agency. The field instructor will evaluate the student's progress using an evaluation form.

- **School of Nursing field placement rules and guidelines:** Students must pre-register for clinical practicum courses, Memorandum of Understanding (MOUs) must be in place between the University and the healthcare agency prior to the beginning of the clinical rotation. The student's faculty advisor will prompt and guide the student throughout the program as they approach their clinical hours. Students must have a number of forms and test completed prior to the start of their clinical, for example: background check, drug screen, immunizations, health clearance, CPR certification, and Registered Nurse

licensure. All students in clinical programs are required to carry malpractice insurance. It is charged by the University each semester that a student is enrolled in a clinical course.

Prior to the beginning of a clinical experience, all students are required to contact the preceptor or mentor in order to obtain information regarding proper site specific attire. Clinical attendance is mandatory. For each unexcused absence, students will be docked one grade level from their overall grade. One excused absence will be acceptable; however, students must then necessitate a make-up assignment at the discretion of the faculty, which they must complete.

A clinical evaluation of student performance will be done at the completion of each clinical rotation by the clinical preceptor. This evaluation is reviewed with the student and should be signed by both the student and field instructor. The student's signature does not indicate agreement, only that the student received the evaluation.

School of Nursing programs that contain a field experience are as follows:

- ✓ Master of Science in Nursing, Family Nurse Practitioner (FNP) Track: The online Master of Science in Nursing program contains a FNP track. In this specialty students are required to complete field work in a number of different health care delivery settings. This track requires the completion of 700 hours of supervised clinical experience in a number of courses. The clinical residency is done locally, offering flexibility to meet the students' needs.
  - 1) Pediatric Nurse Practitioner Seminar and Practicum I: this experience focuses on comprehensive assessment, diagnosis and management of common health problems of children in a primary care setting. The seminar requires five hours per week, and the clinical requirement is 45 hours per semester. Students must obtain consent of the department for enrollment in this course.
  - 2) Primary Care of Adolescent Seminar: this experience focuses on the comprehensive assessment, diagnosis, and management of health and health problems of adolescents in a primary care setting. The seminar requirement for this course is two hours per week, and the clinical requirement is 90 hours per semester.
  - 3) Primary Care of Adults I: this is the first of two seminar and practicum courses that address advanced nursing practice and the management of clients with health problems commonly encountered in the delivery of primary care. The seminar requirement for this course is three hours per week, and the clinical practicum requires nine clock hours per week and 135 hours per semester.
  - 4) Primary Care of Adults II: This course is the second of two seminar and practicum courses that prepare a student for advanced practice as a Family Nurse Practitioner. Students will be placed in a primary care setting where they will study the assessment and diagnosis of clients. Department consent is required for enrollment in this course.
  - 5) Nurse Practitioner Practicum I & II & III: These practicum courses require six clock hours per week and a minimum of 90 hours per semester.
- ✓ Doctor of Philosophy (PhD) in Nursing: This program contains a practicum course in which students will work with one of the University's faculty members or a community research mentor. Placements will be arranged by the course coordinator. The experience will be tailored to the individual student's needs relative to developing

doctoral level research skills. Students will be required to complete three elective courses that support either the method or content of their dissertation research, and will select and enroll in those courses with the help of their advisor. Depending upon what courses are elected, they may elect a fourth. These courses can be any that provide doctoral credit and may include some field work, depending upon what the student selects. Students will make contact with sites that may be useful in completion of the student's research.

- ✓ Doctor of Nursing Practice (DNP): The DNP program contains multiple courses which contain a form of field work. Those courses and their descriptions are:

1) Evidence-Based Practice: In this course students will identify a clinical practice problem and articulate a plan for transforming it into answerable clinical research questions. The total number of clinical hours to be completed in this course is 70.

2) Evidence-Based Practice II: This course focuses on extending what skills and knowledge students have acquired in the Evidence-Based Practice course. Students develop a project implementation and evaluation plan. The total number of clinical hours to be completed in this course is 70.

3) Advanced Practice-Based Residency: This practicum course gives students necessary time in the required practice settings to meet clinical objectives relevant to their selected advanced practice role and population or specialty focus. Practice settings and mentors or preceptors will be assigned by faculty in consultation with the student. The total number of clinical hours that students will have to complete in this course is 360. Courses can be taken in 1, 2, 3 or 4 credit increments as long as the full four credits are completed. Residency hours may be taken concurrently with project work.

### **Registration Compliance**

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy for refunding tuition charges to students who withdraw from its programs. Iowa registration law and rule do not govern the University's tuition refund policy because it is not a for-profit institution. The University discloses its policy on its website at <http://enrollmentservices.cua.edu/Student-Financial-Information/Refunds.cfm>, under "Refunds of Student Account Charges."

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 various locations and documents posted on its website, those locations are:

- ✓ <http://policies.cua.edu/eo/sexharass.cfm>

- ✓ <http://policies.cua.edu/studentlife/studentconduct/assault.cfm>
- ✓ <http://policies.cua.edu/studentlife/studentconduct/alcoholdrugs.cfm>
- ✓ <http://policies.cua.edu/studentlife/studentconduct/conduct-full.cfm>
- ✓ <http://counseling.cua.edu/>
- ✓ <http://policies.cua.edu/safety/crimereporting.cfm>
- ✓ <http://publicsafety.cua.edu/programs.cfm>
- ✓ <http://www.cua.edu/resources/campus-safety//>
- ✓ <http://publicsafety.cua.edu/service.cfm>
- ✓ <http://publicsafety.cua.edu/cpservices.cfm>
- ✓ <http://publicsafety.cua.edu/sexual-assault.cfm>
- ✓ <http://publicsafety.cua.edu/report-crimes.cfm>
- ✓ <http://publicsafety.cua.edu/personal-safety-tips.cfm>
- ✓ <http://counseling.cua.edu/resources/index.cfm>
- ✓ <http://publicsafety.cua.edu/>
- ✓ <http://title9.cua.edu/>
- ✓ <http://deanofstudents.cua.edu/sexual-assault/new-index.cfm>
- ✓ <http://deanofstudents.cua.edu/res/docs/Sexual%20Offenses%20Grievance%20Procedure%20May%202015%20.pdf>
- ✓ <http://policies.cua.edu/eo/affirmact.cfm>

- 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 maintains a compliant policy, located at <http://enrollmentservices.cua.edu/Student-Financial-Information/HomeStateRefundPolicies.cfm>.
- Iowa Code Section 261.9(1)(h) requires a school to develop and implement a policy requiring employees, who in the course of their employment, attend, examine, counsel, or treat a child to immediately report suspects incidents of child physical and sexual abuse to law enforcement and to the school. By cross-reference to existing administrative rules for registration [283-21.2(261B), subsection 7], this policy applies to schools that offer distance education programs, provided the school has Iowa-resident employees or contractors (including online program faculty). The University has no person conducting operational or instructional activity on its behalf at an Iowa location. Therefore, this policy does not apply.

*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 a school to disclose to students 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 on its online website at the following links:

- <http://online.cua.edu/>
- <http://enrollmentservices.cua.edu/Student-Financial-Information/Tuition2015-2016.cfm>

- <http://policies.cua.edu/enrollment/refund/RefundStudentCharges.cfm>
- <http://enrollmentservices.cua.edu/Student-Financial-Information/Refunds.cfm>
- <http://counsel.cua.edu/Consumer/accreditation-licensure.cfm>
- <http://cuabroad.cua.edu/planningguide/costs.cfm>
- <http://education.cua.edu/res/docs/handbook/GraduateStudentHandbook-12-2015-rev.pdf>

The Catholic University of America affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. 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. The University will provide this information to Iowa-resident students on its state authorization page at <http://counsel.cua.edu/Consumer/accreditation-licensure.cfm>.

*Financial Responsibility:* The University submitted a copy of an independent audit conducted by PWC, dated September 10, 2014, for the institutional fiscal years ending April 30, 2014 and 2013. The auditing firm expressed its opinion that the financial statements of the University present fairly, in all material respects, the financial position of the University.

- A private non-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 most recent composite score for The Catholic University of America, as verified by the federal Department of Education, for the institutional fiscal year ending June 30, 2013 is 2.8 (out of a possible 3.0).
- The institution is not required to calculate the percentage of its revenue derived from federal student aid funds since it is not a for-profit institution.

*Full-Time Iowa Resident Faculty Member or Program Coordinator:* Iowa administrative rules do not require a school to employ a full-time, Iowa-based faculty member or program coordinator if it applies for authorization to offer only distance education programs. The Catholic University of America does not employ any Iowa resident faculty or staff.

*Instructional/Supervisory Staff Qualifications:* The University provides profiles of certain faculty members who teach in its online programs on its website, as follows:

- Doctor of Nursing Practice (DNP): Of seven instructors reviewed, all were found to hold doctoral level degrees. Every one of these faculty members has significant professional experience in the field of nursing. Several faculty members served the United States military as nurses and researchers. These instructors have extensive professional publications. One of these faculty members has directed clinic and health programs in Guatemala and is currently practicing in a community clinic serving immigrants in the United States. One of these professors is the Director of the doctoral nursing programs. Another is the Director of Research, and another is the Assistant Dean for the Master of Science in Nursing program. These members’ research interests vary over a diverse spectrum, including childhood nutrition, chronic illness and psychosocial reactions in pediatrics, community involvement in health, deployment health, health promotion in active duty women, self-concept as a cognitive vulnerability to post-traumatic stress disorder in deployed nurses, recruitment, retention and educational development of nurses.

- Doctor of Philosophy (PhD) in Nursing Faculty Evaluation: Of six faculty profiles reviewed, all were found to hold doctoral degrees in sociology, nursing, or law. These faculty members have extensive publications; one is an author of numerous books. These instructors have significant experience in their fields. These faculty members' research interests include cardiovascular risk reduction, chronic illness and psychosocial reactions in pediatrics, legal issues in healthcare, investigations of military mothers, youth violence, and women's health and work-related injuries.
- Master of Science in Nursing (MSN): Of 11 faculty profiles reviewed, ten were found to hold a doctoral degree in nursing, health services and policy analysis, international public health, and law. One instructor holds a Master of Science in Nursing and is also board certified as a family nurse practitioner. This instructor directs the Family Nurse Practitioner Program, has particular expertise in HIV/AIDS, and teaches at both the undergraduate and graduate levels. Many of these faculty members have acquired certifications in addition to their doctoral degrees. These professors have extensive professional experience. One of these instructors was among the first group of Advanced Practice Registered Nurses (APRNs) in the country to become certified as a pediatric primary care mental health specialist. One faculty member is actively involved as a senior nurse practitioner with Por Cristo, a medical health care group that travels to Quito, Ecuador annually to care for children with congenital heart disease. These instructors have numerous professional publications. Research interests among the faculty include topics such as physical activity in working mothers, development of curricular guidelines and outcomes for graduates of dual acute and primary care programs, violence against women (particularly pregnant women), community involvement in health, childhood nutrition (both under and over nutrition), primary health care services, and household participation in health care financing for the elderly.
- Master of Social Work (MSW): Of seven faculty profiles reviewed, all seven were found to have a doctoral degree in social work. One of these instructors created the National Catholic School of Social Service (NCSSS) in the fall of 2002, currently serves as its faculty advisor, and became associate dean of NCSSS in 2010. One of the faculty members has been a psychotherapist and supervisor for more than 25 years and maintains a small private practice. Another faculty member worked in a community-based homeless services agency in Washington DC for a decade prior to joining the teaching faculty at the University. The sixth of the seven instructors co-founded and later directed the CUA-NCSSS research center, the Center for Advancement of Children, Youth and Families (CACYF), with two other faculty colleagues. This professor has over 20 years' experience as a clinical social worker, case manager and consultant, providing social services in the context of agency and private practice settings, and began teaching for the University in 1991. The seventh faculty member has written publications and conducted research and trainings on sex offenders and evidence-based treatment practices. This professor's clinical experience includes both work in the public mental health sector and private sector, and it includes clients who have experienced trauma, depression, anxiety, anger management, as well as other mental health issues. All seven faculty are licensed social workers.

*Commitment to Iowa Students and Teach-Out:* By executing an electronic signature on the registration application, the Catholic University of America President, John H. Garvey, 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.

*Student Complaints: None.*

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

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

The Catholic University of America has filed satisfactory evidence of financial responsibility under Iowa Code Section 714.18, including obtaining a continuous corporate surety bond in the amount of \$50,000 payable to the State of Iowa. The bond was issued by Travelers Casualty and Surety Company of America.

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

The Iowa tuition refund policy does not apply to The Catholic University of America because it is not a for-profit institution.