

IOWA COLLEGE STUDENT AID COMMISSION

Drexel University Application for Postsecondary Registration in Iowa August 24, 2016

STAFF ACTION: *Approve the Iowa registration request for Drexel University for a two-year registration term that begins on August 24, 2016 and ends on August 24, 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. Drexel University (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 an Iowa resident student at an Iowa location.

Institutional Information

Drexel University is a private non-profit institution whose main campus is located at 3141 Chestnut Street, Philadelphia, PA 19104. The school's chief executive officer is President, John A. Fry, located at 3141 Chestnut Street, Philadelphia, PA, 19104. The University is applying for registration to offer online programs in Iowa. Thus, it has no Iowa contact person. The University is not registered with the Iowa Secretary of State as a corporation conducting business in Iowa and therefore has no Iowa resident agent.

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

Accreditation: the University is accredited by the Middle States Commission on Higher Education, a regional accrediting agency recognized by the federal Department of Education. In addition, Drexel University holds accreditation from the Commission on Collegiate Nursing Education for baccalaureate and graduate level nursing programs that it offers to Iowans via distance education.

Federal Stafford Loan Cohort Default Rate (FFY 2012): 3.1%. 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 Drexel University is 68%.

Average Loan Debt upon Graduation: for undergraduate students who graduated between July 1, 2014 and June 30, 2015: \$31,228.

Record Preservation: The University maintains a policy which applies to all records regardless of format. The University maintains a Record Retention Schedule, and any record not on the list is subject to destruction once there is no longer a need for it. If a staff member believes a record set to be destroyed needs to be retained, the record must not be destroyed without prior approval of the University's Office of the General Counsel (OGC).

Certain historical records, due to the nature of their content, cannot be listed in the Record Retention Schedule. The retention of these records becomes the shared responsibility of all University staff. Staff should consult with the Records Active Department if there is cause to retain an expired record.

If a record fits within two categories, each having a different retention period, the longer period governs. In order to facilitate compliance with this policy, all record retention periods expiring during a calendar year may be extended to the last day of that calendar year and destroyed on the last day of the calendar year.

The University has a Custodian of Record, which is a designated University Department, responsible for retaining and timely destroying University records in accordance with policy. Other University departments and applicable members that are not the designated Custodian of Record are expected only to retain copies and drafts of the record. Those copies must be destroyed once there is no longer a need for them, unless they are subject to a litigation hold notice. The Custodian of Record should only retain the original records, destroying all copies and drafts.

University records must be retained by the Custodian of Record in the following manner:

- Hardcopies must be retained in hardcopy form unless it is converted to electronic format in a University centrally managed system.
- Electronic records that are not retained in a University centrally managed system should be printed in hard copy form in a manner that preserves their original content and form.
- Electronic records stored within a University centrally managed system must comply with the requirements of policy, and the Custodian of Record is responsible for ensuring such compliance.

University records must be destroyed by the Custodian of Record in the following manner:

- Expired records in hardcopy that do not contain confidential information should be recycled.
- Expired records in hardcopy that do contain confidential information should be shredded.
- Emails and other electronic documents should be deleted.
- Custodian of Record is responsible for contacting the Information Technology Office to ensure that expired records contained in a University centrally managed system are properly destroyed.
- Devices or other media that store electronic records should be destroyed in methods which include disintegration, incineration, pulverization or melting. Such methods require trained professionals to complete them.

The head of each University department is responsible for the following:

- Developing and maintaining practices and procedures that meet the specific requirements of University policy.
- Ensuring applicable members of the department comply with this policy.
- Reporting any potential or actual non-compliance with this policy to the OGC.
- Designating one or more record management administrators. In small departments, the head of the department may act as the record management administrator.
- Designating an alternate record management administrator in the event the current administrator departs from the University or is unavailable.

The record management administrator is responsible for ensuring that management practices and procedures are implemented on a day-to-day basis by coordinating retention, preservation, and destruction in accordance with policy. This person is also responsible for coordinating efforts to respond to any litigation holds, internal or external investigations, court orders, or other requests in a timely manner.

The University does enforce certain state and federal laws to ensure record and data protection and confidentiality, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPPA), the Gramm-Leach-Bliley Act, and the Fair and Accurate Credit Transactions Act of 2003.

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

University Registrar
 Drexel University
 3141 Chestnut Street
 Philadelphia, PA 19104
 (215) 895 – 1050

<http://drexel.edu/drexelcentral/transcripts/transcripts/>

Instructional Methodology: the University uses *Drexel Learn* as its fully-supported course management system, which integrates many features of the Blackboard online course delivery system. It is fully integrated with the DrexelOne portal and the Banner Student Information System. *Drexel Learn* includes the following Learning Tools:

- Grade Center – a centralized area for grading, tracking student progress, and generating reports. A feature of a plagiarism identification system called Turnitin, which is discussed in greater detail below, includes a grading tool called GradeMark, which permits faculty to add comments and feedback directly into a student's online submission. Instructors may also assign a grade to the student in GradeMark, which automatically flows to the Grade Center.
- Content Editor – faculty may add and format texts, insert equations and hyperlinks, tables, and attach files.
- Discussion Board – members of the class may communicate asynchronously with one another.
- Assignments – provides a secure location for students to submit work for a course assignment.
- Photo Class List – an online class registration that may include photographs and email lists.

- Drexel Streams, also known as Kaltura – a streaming service that allows for the upload of video, audio and image files. Videos may be shared with anyone or linked within courses, and faculty may receive reports of user activity.
- Respondus products – easily import quiz questions and answers into Learn, secures the online testing environment, and facilitates creation of interesting and even entertaining learning objects.
- Voicethread – allows users to create presentations, add audio and/or video narration and allow others to comment on them.

The University offers opportunities for students and instructors to interact synchronously through mechanisms such as Blackboard Collaborate. Its features include multi-way audio and video, easy upload of PowerPoint presentations, application sharing, and polling, all of which are designed to make the online classroom experience as robust as possible.

The University uses Turnitin to check student work for improper citation or potential plagiarism. Files submitted to a Turnitin assignment dropbox are compared to an ever-growing database of web pages, newspapers, journals, books, and other students' papers. Each paper's comparison results are displayed with a color-coded chart indicating where similar blocks of text appear in Turnitin's database.

More information about the Drexel Learn course management system is available on the University's website at <http://www.drexel.edu/irt/services/learning-technologies/>.

Student Learning Resources: the University's students have access to a number of learning technologies in addition to online access to library services. Services offered to the online learning community are equivalent to those available on the physical campuses. Students can locate these services at <https://www.library.drexel.edu/>.

The University maintains a collection of electronic reserve materials including journal articles and books owned by the Drexel University Libraries, scanned books, chapters, and streaming video. This content is accessible to students via Blackboard Learn. Students have access to 379 search databases. Students also have the electronic journal portal made available to them, in which they can search through a multitude of e-journals for whatever topic of study they require.

Students may choose to take advantage of the University's librarians. Eleven of the library staff specialize in providing research assistance in particular subjects. The school provides a list of these experts, by subject, at <https://www.library.drexel.edu/librarians-subject>. There is an alternate route for those with library related questions, and that is the tutorials. Students have access to numerous tutorials in regards to tools they may need throughout the duration of any project or assignment.

Students have to follow the borrowing privileges when loaning material from the library. There are certain rules that have to be met dependent upon the nature of the material requested. For example, books can be loaned for up to 28 days, can be renewed twice online, and there is a limit of 20, late fees apply if not returned in time. Students are encouraged to return all books at least five days prior to the due date. The cost of shipping and insurance for the return of all material is the responsibility of the student. Students can use electronic resources to view books online, either My Library Record or ILLiad. If a student chooses to request print

materials from Drexel University Libraries, they can do it directly through the library, EZ Borrow or ILLiad. The material will then be mailed to the student's home.

The University also maintains a Career Planning and Development Center website <http://online.drexel.edu/support/career-development.aspx> that provides self-help information to online students about topics that include goal setting, resume writing, personal branding, networking topics, interview techniques, and telecommuting skills.

Curriculum Evaluation and Development: University faculty members are at the core of academic program development, assessment, and improvement. The University's Faculty Senate maintains an Academic Affairs Committee (AAC). The AAC monitors and reviews matters related to academic standards and curriculum. The Committee also serves in an advisory capacity in matters related to cooperative education, admission standards, and policy. The AAC formulates policies and proposals that are to be submitted to the Faculty Senate. Members of the Committee serve as liaisons with appropriate administrators and administrative bodies of the University and its members represent the faculty. The Faculty Senate presents all recommendations to the Provost for final approval.

Student Complaints Process: The Drexel University Student Handbook <http://drexel.edu/search/?q=student%20handbook%202015-2016> details procedures for students who wish to file a complaint involving faculty, Academic Deans, School Directors, Program Directors or Department Heads, Staff and Administrators. Every effort should always be made to resolve an issue directly with the individual. Students may feel free to contact the Dean of Student Life, 215 Creese Student Center, University City Campus, (215) 895-2501 for advice and consultation. A student that wishes to file a written complaint must do so within 30 days after the event or incident giving rise to the complaint. Generally, an appeal concerning a decision with which a student is not satisfied must be filed within five days of receipt of a complaint resolution notification. A student may continue to appeal a complaint determination with which he or she is not satisfied until a final decision is rendered by either:

- The University Senior Vice President, in the case of a complaint about University staff or administrators;
- The Provost in all other cases.

In addition, the University maintains an Ombuds Office <http://www.drexel.edu/ombuds/> that impartially seeks to assist any member of the University community who is involved in a dispute and believes that an informal dispute resolution process might be helpful.

Distance Education Programs Offered in Iowa

The total, estimated cost of tuition, fees, books and supplies for each program is listed in a separate document.

Education Programs: Please note that Drexel University is not authorized at this time to offer Iowa residents fully online programs that prepare individuals for first-time educator licensure in Iowa, including professions such as school teacher or school principal.

Field Experience: The University has integrated a form of field experience into a number of programs available through distance education. The field experiences are either an individual course or a combination of courses that may require the student to complete work on site. The

courses may involve an internship, a co-op, or a Capstone course. The following distance education programs include some form of field experience:

- Registered Nurse (RN) to Bachelor of Science in Nursing (BSN): This program contains a clinical practicum the student must complete. The student is to complete 40 hours in the clinical site. Student is expected to maintain a journal throughout their experience, and to adhere to a set schedule that is documented in the journal. All clinical hours must be completed by week eight unless accommodations are made with the instructor. A clinical evaluation is to be completed by the student with their preceptor at the end of the clinical hours. The preceptor must be given an evaluation form at the beginning of clinical experience so they are prepared to evaluate the work of the student. Student must receive a “Pass” for the clinical in order to pass the course.
- Master of Science in Global and International Education (GIE): Students in this program are required to conduct an independent research project. Research projects can be conducted independently, in collaboration with a host institution or on behalf of a client. The Capstone can be completed in any region of the United States or the world. It can be conducted in person, remotely, virtually or in a sort of combination. Some students may choose to include an internship with a host institution as part of their Capstone. If the student chooses to include an internship, the research project is generally developed in collaboration with the host institution. There are four different types of GIE Capstone projects:
 - ✓ Worksite Capstone: takes place at the student’s place of employment, but consists of research project beyond the student’s regular employment responsibilities.
 - ✓ Sponsored Capstone: developed by GIE on behalf of a client, when available, students apply to participate through a competitive process.
 - ✓ Co-op Capstone: a research project that takes place as part of an internship or practicum experience. Students are responsible for identifying their own Co-op, but may seek assistance from Drexel’s Steinbright Career Development Center. Students taking this route must work a minimum of 20 hours per week on site, remotely, or virtually, with assigned duties, while completing their project.
 - ✓ Independent Capstone: developed independently by the student.
- Master of Science in Higher Education (HE): Students in this program are required to participate in a Capstone course that involves a part time co-operative (co-op) experience, consisting of no less than 20 weeks and no less than 20 hours a week, for a total of 400 hours. The Capstone can be completed remotely in any region of the United States or abroad. There are prerequisites to the Capstone that the student must complete in order to move forward to the Capstone. The Capstone consists of two courses to be completed in consecutive terms. Students are assigned a Capstone instructor that they stay with throughout the duration of the experience. Each co-op will be documented by three major deliverables: HE Capstone final report, student’s professional portfolio, and a final defense presentation. There are three types of Capstone projects: assessment/ evaluation, research, and internship/ practicum. Students will work collaboratively with the field experience site. However, research projects may be independent if the student wishes to collect and analyze data from multiple sources, across higher education institutions, or across specific types of higher education institutions.

- Drexel University School of Education: The University has a standard set of guidelines for programs in the School of Education (SoE) that require field experiences. Commonly field experiences occur in the Capstone course in a program and the University calls them a co-op. Co-op students fulfill their co-op requirements while working in a professional, career-oriented position. The co-op employer or sponsor must provide the SoE with a written description of the student's duties, along with the rate of compensation, anticipated hours of work and workplace location. The employer or sponsor will be required to provide a written performance evaluation at the conclusion of the placement. Certain rules and guidelines must be followed to ensure that professionalism is maintained on both the student and the employer's behalf. Both parties are encouraged to contact the Capstone Program Manager with questions or concerns.
- Master of Science in Nursing, Clinical Nurse Leader: This program contains two mandatory Capstone courses which can be completed in a variety of settings. Clinical experiences include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management and service integration, unit and interdisciplinary team leadership, and teaching and mentoring of staff. In the first course students will coordinate and evaluate plans of care using evidence and data, beginning their Capstone project design. In the second course, students will present the Capstone project to health care administrators at the clinical site.
- Master of Laboratory Animal Science: This program contains a practicum which the student must complete. University staff assists the student in identifying and securing practicum sites. The practicum experience should last 12 weeks and should focus on the following four areas: laboratory animal care; facility management; veterinary care; and research. The student is required to keep a daily journal, but is instructed not to include any proprietary information. This journal is turned in at the end of the practicum, and is evaluated by faculty. Students complete their practicum at many well-known research institutions across the United States.
- Master of Science in Molecular Medicine: The research component of this program can be fulfilled by two approaches: a research internship of 12 weeks duration in the summer session of the program; or a six week research rotation in the laboratory of a participating faculty member in combination with one or more elective course. A student can complete the research internship requirement at either a participating department at the University of at an approved location outside of Drexel.
- Master of Science in Construction Management: There are two Capstone project courses within this program. Both of these courses are completed independently over two quarters under the direction of full-time construction management faculty.
- Masters in Sport Coaching Leadership: This program contains three practicum courses. A student will be guided under current coaching or administrative staff at the practicum site. The student will be exposed to basic coaching theory and principles, administrative aspects of coaching, and will complete a coaching project. This program also contains a Global Coaching Seminar in which each student will attend. The seminar is an international, study abroad experience ranging anywhere from seven to ten days.

- Bachelor of Science in Criminology and Justice Studies: Students are to complete one co-op their junior year, typically during the spring and summer quarters. Students are placed in professional settings, both private and public. Some placements are paid, while others are not.
- Master of Science in Electrical Engineering: Students have the option of participating in the Graduate co-op program, which is a six-month education experience in industry. Students who are already working may coordinate their project with their on-going work, if they choose to. Students work closely with their faculty advisor.
- Masters in Health Informatics: This program contains an optional clinical experience which provides exposure to an approved clinical environment in which healthcare is delivered. This is required for students who do not have prior clinical experience. In addition to the optional clinical, there is an optional Capstone course within the program as well.
- Certificate in Global Health: This program consists of a field practicum experience in which students will be mentored by faculty members, and will complete 80-120 hours of work. In addition to their field work, students will complete online modules. There are local, international, or community-based global health organizations with which the University partners and to which a student may be assigned.
- Master of Science in Nursing, Clinical Trials Research Concentration: This program contains a research practicum. Students will be placed in appropriate agencies and facilities in conjunction with an expert clinical trials researcher. A Capstone project will be completed in conjunction with the practicum.
- Master of Science in Nursing, Nursing Leadership in Health Systems Management: This program contains two practicum courses. The first practicum course provides the student with an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A course project will be completed. The second practicum course focuses on exposure to the management of information to support decision-making, communication, and strategic planning. A course project is required for this course as well.
- Adult-Gerontology Primary Care Nurse Practitioner Post-Masters Certificate: Students are placed in a clinical practice setting, including primary care and assisted living. Students are supervised in their clinical hours. There are four clinical courses that the student must complete.
- Clinical Nurse Leader Master of Science in Nursing and Post-Masters Certificate: Students are required to complete a clinical practicum for completion of program. Supervised clinical experiences will include activities such as modeling of care, assessment and evaluation of aggregate patient outcomes, case management and service integration, unit and interdisciplinary team leadership, and teaching and mentoring of staff.

- Doctor of Health Science in Rehabilitation Sciences: This program contains a practicum experience in which students focus on teaching in the rehabilitation sciences in academic, clinical, and community settings. Another practicum course allows the student to focus on his or her choice of advance practice clinical skills, administration and leadership, or teaching. Students experience individualized, advanced-level mentoring, allowing the student to integrate didactic knowledge and enhance clinical skills in a specialty practice area.

Registration Compliance

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy <http://drexel.edu/drexelcentral/billing/refunds/policies/> 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.

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://www.drexel.edu/studentlife/community_standards/studentHandbook/
 - ✓ http://www.drexel.edu/studentlife/community_standards/studentHandbook/Drug_Free_Schools_and_Communities_Act/alcohol_policy/
 - ✓ http://www.drexel.edu/studentlife/community_standards/studentHandbook/Drug_Free_Schools_and_Communities_Act/drug_policy/
 - ✓ http://www.drexel.edu/studentlife/community_standards/studentHandbook/Drug_Free_Schools_and_Communities_Act/substance_abuse_assistance/
 - ✓ <http://drexel.edu/counselingandhealth/>
 - ✓ <http://drexel.edu/counselingandhealth/alcohol-drug-education/resources/>
 - ✓ <http://drexel.edu/counselingandhealth/alcohol-drug-education/resources/help/>
 - ✓ http://drexel.edu/~media/Files/oed/PDF/Drexel%20Title%20IX%20Policy%20Final.a_shx?la=en
 - ✓ <http://www.drexel.edu/oed/policies/eoLaws/Title-IX/DVA/>
 - ✓ <http://www.drexel.edu/oed/policies/eoLaws/Title-IX/Confidential%20Reporting%20-%20Resources/>
 - ✓ <http://www.drexel.edu/hr/resources/policies/dupolicies/hr16/>
 - ✓ <http://www.drexel.edu/hr/resources/policies/dupolicies/oed3/>
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy for refunding tuition and fee 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 state or federal military duty or service. The University maintains a compliant policy on military deployment which can be found at http://www.drexel.edu/provost/policies/overview/~media/Files/provost/policies/pdf/absence_military_service.pdf.

- 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 and that have Iowa-resident employees or contractors (including online program faculty). Since the University has no compensated parties in Iowa conducting operational activity on the school's behalf, this policy is not required. However, the University does have such a policy in place and discloses the policy on its website at:
 - ✓ <http://drexel.edu/publicsafety/about/policies/PS-1>
 - ✓ <http://www.drexel.edu/cpo/policies/cpo-4/>.

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 in its Catalog, <http://www.catalog.drexel.edu/>.

Drexel 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. The University will provide this information to Iowa-resident students on its state authorization page at <http://online.drexel.edu/about/state-regulations.aspx>. The contact information for the Commission is located at http://online.drexel.edu/uploadedfiles/public_website/content/corporate/complain-to-state-agencies.pdf.

Financial Responsibility: The University submitted a copy of an independent audit conducted by Deloitte & Touche, LLP, dated October 8, 2012 for the institutional fiscal years ending June 30, 2012 and 2011. 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 Drexel University reported by the federal

Department of Education is for the institutional fiscal year ending June 30, 2013: 3.0 (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 exempt schools from any requirement to employ a full-time, Iowa-based faculty member or program coordinator if the school applies for authorization to offer only distance education programs. Drexel University does not employ any Iowa resident faculty or staff.

Instructional/Supervisory Staff Qualifications: The University employs seven instructors that provide currently enrolled Iowa residential students with instruction. The faculty members hold the following degrees: Master of Education in Counselor Education, Doctor of Science in Management Information Systems, Doctorate of Nursing, Juris Doctor in Law Review, Doctor of Philosophy in Information Studies, Doctor of Philosophy in Physiology, and Doctor of Philosophy in Information Science. Four of the professors have additional certifications and one has completed leadership training both on a national and international level. This group of staff has numerous publications, affiliations with various groups, have received awards and honors, and have extensive professional experience. The instructor who holds a Juris Degree has a dual doctoral degree, holding a second Doctor of Philosophy degree in Communication and Technology.

Drexel University College of Arts and Sciences: Out of 10 faculty members reviewed, at random, all 10 members hold doctoral degrees in various fields. Some of those fields are: American literature, English, government, history, mathematics, neuroscience, and philosophy. Two of the instructors hold dual doctoral degrees. The areas of research interests of these professors include semiotics, existentialism, theology, healthcare, medicine and ethics, and philosophy in literature, among others not listed. One of these instructors has acted as the University's Provost for two terms. These individuals have copious professional experience and considerable professional publications.

LeBow College of Business: Ten faculty members were reviewed in no particular order from the LeBow College of Business. Out of 10 of those instructors, eight hold doctoral degrees. Their doctoral degrees are in the following fields: business administration, economics, finance, industrial engineering and operations management, and operations research and financial engineering. Two of the 10 instructors hold Master of Business Administration degrees with emphasis in economics and marketing. The areas of expertise of these instructors include: banking and bank regulations, computational economics, corporate governance, macroeconomics, marketing strategy, sales force empowerment, supply chain management, and optimization software. A number of these instructors have lengthy professional publications.

College of Computing & Informatics: Staff reviewed 10 faculty members from the College of Computing & Informatics at Drexel University. Out of 10 faculty members, nine hold doctoral degrees in fields such as biomedical engineering, computer science, computer and systems engineering, and systems engineering. The tenth instructor holds a Master of Science degree in chemical engineering. These instructors' research interests consist of pattern recognition, extraction and analysis, information integration, health and biomedical information integration,

geometric modeling, software engineering, and theories of human performance. One of the instructors is the current Provost of Drexel University. The instructors have lengthy professional publications and awards and honors.

School of Education: Staff evaluated 10 faculty members from the Drexel University School of Education. All 10 of the instructors hold doctoral degrees in education. Their specializations include early childhood education, higher education, foundations of educational research and measurement, educational leadership and management, and mathematics. Two of the instructors hold dual doctoral degrees; both have Juris Doctorate degrees in addition to their Doctor of Philosophy degrees. The 10 instructors' research interests include college student identity development, comparative and international education, educational inequality, global and international education, holistic approach to urban education, diversity in education, faculty development, and leadership. These instructors have extensive professional publications in addition to their lengthy professional experience.

College of Engineering: Out of 10 faculty members reviewed, at random, all 10 hold doctoral degrees in a broad range of engineering. Some of the interests of these instructors include: molecular stimulations in biophysics and materials, photonic crystal defect chromatography, modeling and simulation of electro-mechanical systems, computer vision, medical image processing, project delivery methodologies, internet-based robotics and automation, and renewable energy sources. These instructors have published numerous professional publications and received a number of awards. One of the faculty members has 12 US and four international patents along with over 26 technical publications. These individuals have many years of professional experience.

Thomas R. Kline School of Law: Out of 10 faculty members reviewed, at random, all hold juris doctorate degrees. Two of the instructors hold dual doctoral degrees. One of these professors holds a doctoral in law and society and a Juris Doctorate; the other holds a doctoral in psychology in addition to the Juris Doctorate degree. One faculty member has chaired the business law section of the American Bar Association and has also served as an adviser and US delegate to the United Nations Commission on International Trade Law. A number of faculty members have spent time clerking for numerous honorable judges of the US Court of Appeals and most have worked within private practices as practicing attorneys. One of the instructors has worked on several Supreme Court cases. These faculty members all have umpteen publications; such as articles, books, essays, journals, scholarships, and more. Some of their interests are applying insight from the mind sciences to law and legal theory, applying techniques and approaches borrowed from the humanities to law and legal theory, exploring the intersection of constitutional law and gender, violence against abortion providers, among many others.

Westphal College of Media Arts & Design: Out of 10 faculty members reviewed, in no particular order, one holds a bachelor's degree in design and merchandising and is currently pursuing a masters degree in higher education administration. Six of the 10 instructors hold masters degrees over various subjects, including management, television management, musical theater, directing, and landscape architecture and producing. Three of the faculty members hold doctoral degrees in: architecture, electrical engineering, and English literature. The instructors have extensive experience in their fields. A large number of them are involved in non-profit and for-profit organizations, which some have started themselves. These

instructors have various publications, have directed and produced their own works, received numerous nominations for awards, and have worked with top names.

College of Medicine: Staff reviewed the credentials of 10 faculty members at random. Out of those 10 instructors, all 10 hold doctoral degrees in various medical fields. These instructors' interests and specializations include: transplant dermatology, laser surgery, gastrointestinal motility disorders, behavioral pharmacology, cognitive neuroscience, anesthesiology, medical and healthcare stimulation, cardiothoracic surgery, laparoscopic urogynecologic surgery, pediatrics, spinal cord organization and control of limb biomechanics, and nitric oxide signaling. These instructors have published extensive professional publications. One of these faculty members received the Golden Apple Award for Excellence in Teaching. Another instructor studied brain and cognitive science at MIT, first as a postdoctoral researcher and subsequently as a research scientist. These instructors are very proactive in their roles within the University; one is responsible for the creation of the masters degree program in drug discovery and development. These instructors have received many rewards and honors.

College of Nursing and Health Professionals: Staff reviewed 10 faculty members, at random. Out of the 10 members, four hold masters degrees. Three of these four instructors have post-masters certificates; one is pursuing a Doctor of Philosophy degree in nursing education. The fourth of these instructors holds a dual masters degree in psychology and art therapy. One of these four instructors, also a PhD candidate, has opened and managed five nurse practitioner retail health clinics. Six of the 10 instructors hold doctoral degrees, one having a dual doctoral degree, consisting of Doctor of Philosophy and a Juris Doctorate. These instructors all have considerable professional experience, some with over 30 years' of experience. One of these doctors spent time as a post-doctoral fellow at the Institute of the History of Medicine at John's Hopkins University. Some of these instructors have practiced both nationally and internationally, and others have presented at national and international conferences. The research interests and specializations of these ten instructors include: developing diagnostic reasoning in nurse practitioners, curriculum design and implementation, trauma surgery/critical care, women's health, orthopedics, clinical reasoning and creative problem solving, increasing diversity within the field of art therapy, bioethics, history of medicine and healthcare, children with mobility problems, HIV intervention strategies for underserved communities, and social and cultural responses to dementia and aging. Along with their expertise, these individuals have lengthy lists of professional publications, have authored and co-authored books, as well as editing experience.

Dornsife School of Public Health: Out of 10 faculty members, reviewed at random, one instructor holds a Master of Public Health degree in public health policy and administration. This instructor's interests lie in maternal and child health, health policy and law, and welfare economics. Nine out of 10 instructors hold doctoral level degrees. One instructor holds a dual doctoral degree, a Doctor of Medicine as well as a Doctor of Philosophy in biomedical sciences. This instructor holds board certification in both internal and occupational medicine fields. These instructors have various and differing interests, including, autism spectrum disorders, infant mortality, health care administration, clinical trials, ethical philosophy, high risk youth, injury prevention, applied health economics, nutrition, obesity, maternal and child health, and effect of secondhand smoke. One instructor has received a Golden Apple award, while another was recognized by the Philadelphia Business Journal as one of "Forty Under Forty" for work in youth violence. All 10 of these instructors have extensive research experience, professional publications, and have been awarded various awards and honors.

Commitment to Iowa Students and Teach-Out: By executing an electronic signature on the registration application, Drexel University Senior Vice Provost for Academic Affairs, N. John Dinardo, PhD, 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

Drexel University has filed satisfactory evidence of financial responsibility under Iowa Code Section 714.18. The University has obtained a continuous corporate surety bond in the amount of \$50,000 payable to the State of Iowa and issued by RCM&D through Western Surety Company.

Section 714.23 – State Tuition Refund Policy

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