STAFF ACTION: Approve the University of Southern California for a two-year registration renewal term that begins retroactively on October 22, 2017 through October 22, 2019.

Registration Purpose
Iowa Code Sections 261B.2 (definitions) and 261B.3 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. University of Southern California (USC or the University) applied for registration to offer distance education programs to Iowans, which contain a field experience(s) that an Iowa resident student may participate in at an Iowa location.

Institutional Information
University of Southern California is a private non-profit institution that maintains a main campus at 3601 Watt Way, GFS 315, Los Angeles, California 90089. The University’s Chief Executive Officer is President Dr. C.L. Max Nikias, at the same location. The University of Southern California is not currently registered with the Iowa Secretary of State and the Commission cannot require that the University do so.

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

Accreditation: The University is institutionally accredited by the Western Association of Schools and Colleges, a regional accrediting agency recognized by the federal Department of Education. The University’s Master of Social Work program is accredited by the Council on Social Work Education, which is an educational requirement of the Iowa Board of Social Work for the successful licensure of an Iowa Social Worker with a masters degree in the field.

Federal Stafford Loan Cohort Default Rate (FFY 2013): 2%. For comparison purposes, the FFY 2014 national average cohort default rate is 11.5%.

Graduation Rate: 92%. 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.

Average Loan Debt upon Graduation: At this time, the University does not have graduate level average loan debt data. However, the University realizes a need for this in the future. The average loan debt of undergraduates who graduated in 2016 from the University was $27,882.
Record Preservation: USC follows guidelines for student records retention established by the California Postsecondary Education Commissions and the best practices adopted by the American Association of College Registrars and Admissions Officers. In the highly unlikely event that the University was to cease operations, student records would be transferred to another California institution of high education selected in consultation with California’s Postsecondary Education Commission.

The responsible office for record retention at the University of Southern California is the Office of the General Counsel. The University maintains a written policy assigning all units of the University responsibility for ensuring appropriate use, retention, and destruction of University records in accord with documented record management practices. Departments or individuals (i.e., principal investigators) designated as official repositories of University records bear particular responsibility for the management of University records under their care and jurisdiction. Standards for the retention of various categories of records, including student records, are established by the official repositories. Departments designated as official repositories may, in consultation with the Office of the General Counsel and the Compliance Office, make changes to retention standards. For student transcripts, the Registrar is the Official Repository, and the University’s Record Retention Schedule confirms that student transcripts are retained permanently.

USC Information Technology Services (ITS) offers backup services to USC’s various departments that need to back up server data. ITS provides a managed backup service that automatically and transparently moves files between fast storage on disk and slower storage within a robotic tape library. The ITS Network Operations Center monitors the backup process 24 hours a day, 7 days a week, year round. ITS provides the USC department with NetBackup software to install on the department’s servers (or workstations) in order to back up server data. Data backup occurs on an ongoing, automated, schedule that ITS establishes based on the department’s needs.

USC also maintains a state-of-the-art data center that houses computer hardware. This facility is located in an earthquake-resistant, protected USC campus building controlled by multiple layers of security, including 24/7 Department of Public Safety security guard patrol, multiple electronic-controlled doorways, highly resilient and available power, and regulated cooling systems. Final access to rooms that house computer hardware is controlled by biometric (fingerprint) screening.

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

Registrar One Stop  
University of Southern California  
University Park Campus  
700 Childs Way, John Hubbard Hall (JHH)  
Los Angeles, California 90089-0912  
(213) 740 – 7445  
gtv@usc.edu  
http://arr.usc.edu/services/transcripts/generalinfo.html
Instructional Methodology: The academic, instructional methodologies and delivery systems used by USC vary with the individual schools and programs. USC uses a decentralized approach for distance learning. After the program is approved by the University and has passed WASC and other accreditations as needed, the school is allowed to implement the program in a way that best meets the needs of the program and its students. The University’s online programs go through the same accreditation process and curriculum review as the on-ground programs. In instances where there is both an on-ground and online program, the curriculum content is the same. The decisions made with respect to platform, use of an online partner to implement the program and content presentation is left to the leadership of the school and department.

The University currently has three main online partners that the programs work with to implement online programs: 2U Inc., Pearson and All Campus. The University also has academic departments that do not work with an external partner and implement online programs using internal resources. Although some programs use external partners, USC maintains full authority and control over the admissions process, curriculum development, course requirements, faculty and student services.

USC’s online programs are delivered through distance learning platforms that include both synchronous and asynchronous capabilities to mimic the campus classroom experience. The main online learning platforms used by USC are: USC Blackboard, a customized version of Moodle used by 2U, and Pearson’s customized Moodle platform. Adobe Connect is also used by some of the programs that have a synchronous component.

Some of the programs have an experiential learning component. These programs do their course work online but have a hands-on component that can be conducted for the students locally. Examples of these programs include teacher training for the MAT programs, clinical rotations for the MSN program and counseling experience for the MSW students. USC makes arrangements with local institutions such as hospitals or counseling centers to conduct this portion of the program. USC does not hire the individual faculty and staff who administer this component but rather contracts with the institution providing the experiential learning experience. Each program manages the experiential learning experience in the way that best meets the needs of their students.

Enrolled distance education students have access to technical support through the University’s different departments related to the student’s program of study.

Student Learning Resources: The University offers its students a number of learning resources and services. Some of those include:

- Library: The USC Libraries [https://libraries.usc.edu/libraries-overview](https://libraries.usc.edu/libraries-overview) is a conglomerate of individual Library resources maintained by various academic departments within the University, such as the Accounting Library, the Architecture and Arts Library, the Gerontology Library, the Law Library, the Social Work Randall Information Center, the Wilson Dental Library, and the Wrigley Marine Science Center. The USC Libraries provide access to many electronic databases and journals for the use of USC faculty, staff, and students. Most electronic resources are accessible remotely. The Libraries also provide resources, services, and tutorials that are specifically designed for the
There are 1352 databases available through the USC Libraries, including Credo Reference, Google Scholar, JSTOR, LexisNexis Academic, the Oxford English Dictionary, ProQuest, PsycINFO, PubMed@USC, Web of Science, and WorldCat. Library tutorials https://libraries.usc.edu/research/reference-tutorials include high-level topics such as avoiding plagiarism, academic dishonesty, knowing where to look, developing keywords, evaluating sources, and crafting a good research question. An online Users Guide http://libguides.usc.edu/mainsearch includes search help and tips, an overview of features, and resources for requesting and receiving assistance. The USC Libraries also provides “tool and how-to” tutorials and videos to show you how to use a particular resource http://libguides.usc.edu/c.php?g=235068&p=1560114. The Libraries’ scan and delivery http://libguides.usc.edu/idd/idd-docdel provides article and book chapter requests from journals, books, periodicals, conference proceedings, and other materials. Subject matter Librarians https://libraries.usc.edu/subject-librarians are available via email or telephone (not toll-free). Research assistance may be obtained through the Ask-A-Librarian service via chat and email https://libraries.usc.edu/ask-a-librarian.

- Counseling and Health Services:  For a fee, which is explained on the USC website at https://engemannshc.usc.edu/medical/services-and-fees/, the USC Engemann Student Health Center offers online students an initial phone conversation and an assessment during which the student is provided with appropriate resources and recommendations. The Health Center may refer an online student to services within the Center or resources within other USC departments or a community provider. All USC online degree program students who are taking six units or more are automatically enrolled in the USC Student Health Insurance Plan. This is a PPO plan with mental and medical benefits. An online student who is taking less than six units has the option of actively enrolling in the USC Student Health Plan for Online Students. More information is located on the Engemann Student Health Center website at https://engemannshc.usc.edu/counseling/making-an-appointment/online-students/. The Health Center also offers a “Virtual Clinic” https://engemannshc.usc.edu/counseling/virtual-clinic/ that offers an online mental health screening, a list of links to USC and other community-based, national resources, and self-help information about alcohol use, grief and loss, and sleep resources.

- Career Services: Assistance is available to all the University’s students at https://careers.usc.edu/. Graduate and doctoral students have access to all the Career Center services and resources, including connectSC, telephone appointments with counselors, workshops and career events at https://careers.usc.edu/students/discover-resources/graduate-and-doctoral-student-resources/.

- Tutoring: The Center for Academic Support http://sait.usc.edu/academicsupport/centerservices/index.html works to meet the individual student needs as it relates to learning enrichment. All services are free to USC students and include tutoring, learning enrichment workshops, student support groups, general academic support counseling.

*Curriculum Evaluation and Development:* The faculty’s role in curriculum development is established in the University Bylaws and published in the University’s Faculty Handbook. The
University maintains a Curriculum Management System (CMS) that facilitates a cohesive, University-wide, online interface between faculty and academic administrators and allows courses, programs, and minors to be proposed, created, assessed, revised, approved and implemented, or terminated. The University’s Curriculum Coordination Office (CCO) provides technical and procedural support during this process.

Proposals are created by a Department Curriculum Coordinator (DCC) or a Faculty Proposer. The DCC routes the proposed course, program, or minor to the Department Chair. If there is a Faculty Proposer, he or she routes the proposal to the DCC, who forwards the proposal to the appropriate Department Chair.

The Department Chair assesses the proposed course, program, or minor, then routes it back for revision or, if approved, forwards to the appropriate Dean. The Dean assesses the proposed course, program, or minor, and then either routes it back for revision or approves and routes to the Curriculum Coordination Office (CCO) for consideration by the Department Curriculum Subcommittee. For a new program, the Dean must refer the proposal to the Provost, who then routes it to the CCO.

The Curriculum Coordination Office (CCO) reviews proposals for technical elements, for example, to ensure that units and contact hours follow established guidelines; grading adds up to 100%; program requirements are clearly stated and meet University standards. The COO may return a proposal to appropriate University department for further clarification, administratively approve the proposal, or forward to the appropriate Department’s Curriculum Subcommittee for review.

The various departments’ Curriculum Subcommittee chairs (and members) review curriculum proposals. If questions/concerns arise, the CCO coordinates a dialogue between the parties, and if necessary, schedules a Curriculum Subcommittee meeting, at times with a Department representative invited. After Curriculum Subcommittee approval, online programs require accrediting agency approval. Proposals that pose larger questions and require greater input as they deal with University policy and procedures in regard to curriculum are brought before the University Committee on Curriculum (UCOC). Approved courses are routed for publication in Catalog.

**Student Complaints Process:** USC discloses its process for handling student complaints at [file:///C:/Users/lpundt/Downloads/student-grievance-policies%20(1).pdf](file:///C:/Users/lpundt/Downloads/student-grievance-policies%20(1).pdf), [https://online.usc.edu/state-disclosures/](https://online.usc.edu/state-disclosures/) and [https://online.usc.edu/complaint-resolution/](https://online.usc.edu/complaint-resolution/).

The University is currently licensed or authorized in various states. If a student has a problem with any USC online program that cannot be resolved internally, the student may file a complaint with their state of residency. Contact information for each state can be found at [http://online.usc.edu/complaint-resolution/](http://online.usc.edu/complaint-resolution/).

**Distance Education Programs Offered in Iowa**
Please see the separate attachment for a list of the distance education programs the University offers and the total, estimated cost of each program.

**First-Time Educator Licensure Program:** The University of Southern California offers a Master of Arts in Teaching (MAT) Program via distance education that prepares students for first-time
licensure as a teacher. However, an Iowan who completes this program does not qualify for initial licensure in the State of Iowa. An Iowa-based graduate of this program must first obtain a teacher’s license in the State of California and may then apply to the Iowa Board of Educational Examiners for an Iowa license.

As required under Iowa Code Section 261B.3A, subsection 2, the Iowa Board of Education approved the University to offer the program to Iowans. Iowa Board of Education approval of the MAT program includes a stipulation that the school provide certain disclosures to students about 1) completion of this program does not result in initial licensure in Iowa; 2) requirements of licensure in the state in which the school is located and 3) importance of consulting with the Iowa Board of Educational Examiners about Iowa licensure requirements. USC provides these disclosures on its website in the following locations:

- On the USC Online website at https://online.usc.edu/state-disclosures/

Field Experiences: 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:

- **Master of Arts in Teaching (MAT):** From the beginning of the program, students are placed in local classrooms to observe and practice the applications of theories and instructional methods from mentor teachers. Students will complete a comprehensive summative portfolio. The Program Placement Specialist will determine if the on-site placement meets USC’s needs. Upon placement, students will start by observing in the first week and proceed to the planning and delivery of lessons.
- **Master of Arts in Teaching, Teaching English to Speakers of Other Languages:** Students are enrolled in field-based experiences throughout the duration of their program. Initially, the students will tutor a language learner and then move to observing and practicing instructional methods both virtually and in a classroom with English language learners in their area. The Program Placement Specialist will determine if the on-site placement meets the University’s needs. Students will work four full days per week, and will deliver three full-period lessons.
- **Master of Public Health:** Students enrolled in this program are required to complete a practicum and a capstone course. The practicum will be completed in a public health agency at the choice of the student. The practicum goal is to further students’ practical experience while enhancing the work of public health.
- **Master of Science in Applied Psychology:** During the internship semester, students register for an Internship course (4 units) in which they share their experiences with their peers, while processing their internship through structured assignments. Additionally, some students plan to collect data or conduct a study or project during their internship, which is then incorporated into the capstone treatise.
- **Master of Social Work:** In this program students are required to complete on-site fieldwork. The community-based placements build the student’s skills and prepare them for social work practice in a range of settings. Students will spend 1,000 total hours, 16-20 hours per week, for three semesters in a supervised environment.
School of Social Work is affiliated with field sites around the world and will work with the students to find successful placements.

Registration Compliance
As required by Iowa Code Section 261B.4, the University discloses its institutional policy for refunding tuition charges to students who withdraw from its programs at http://catalogue.usc.edu/content.php?catoid-7&navoid=1762#refund_of_tuition. 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:
  ✓ https://policy.usc.edu/drug-free/
  ✓ https://policy.usc.edu/student-misconduct/
  ✓ https://policy.usc.edu/scampus-part-h/
  ✓ https://sarc.usc.edu/reporting-options/
  ✓ https://sarc.usc.edu/resources/.

- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy for refunding tuition and mandatory fee charges to 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 discloses this policy on its USC Online website at https://online.usc.edu/state-disclosures/.

- Iowa Code Section 261.9(1)(h) requires a school to develop and implement a policy-requiring employee 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 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 Iowa residents conducting operational or instructional activity for the University in Iowa at this time, the University is not required to implement this policy.

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. The University provides these disclosures on its online program pages http://online.usc.edu/programs/ and at other locations on its website, as follows:

- https://accreditation.usc.edu/
- https://msw.usc.edu/about/faq/general/
- https://rossieronline.usc.edu/about/usc-rossier-school-of-education/accreditation/
- https://sowkweb.usc.edu/social-work-programs/msw/accreditation
- https://viterbischool.usc.edu/accreditation/.

University of Southern California affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. These provisions of Iowa Code require 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 USC Online pages at http://online.usc.edu/state-disclosures/ and http://online.usc.edu/complaint-resolution/.

**Financial Responsibility:** The University maintains a copy of an independent audit conducted by PricewaterhouseCoopers, LLP, dated October 12, 2016 for the institutional fiscal years ending June 30, 2016 and 2015. 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 verified by the federal Department of Education for the University of Southern California is 2.8 out of a possible 3.0 for the University’s fiscal year ending June 30, 2015.

- The University is not required to calculate the percentage of revenue derived from federal student aid funds since the University 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. The University of Southern California does not employ any Iowa residents who provide the University with operational or instructional support.

**Instructional/Supervisory Staff Qualifications:** The University maintains the profiles for its faculty members who provide instruction to the University’s students. Each school within the University has its own designated webpage where the credentials for the University faculty members are disclosed. Staff reviewed the credentials for each School within the University that supports online programs offered to Iowans.

**Leventhal School of Accounting/ Marshall School of Business:** The University’s Leventhal School of Accounting and Marshall School of Business have a combined faculty of over 300 individuals. Staff reviewed 20 faculty profiles at random. One faculty member holds a Master
of Business Administration degree. This instructor specializes in corporate finance, portfolio management, financial analysis and valuation, and microeconomics. The remaining faculty members hold a doctoral degree in fields such as economics, philosophy, communication, management, marketing, linguistics, electrical engineering, public policy, business administration and psychology. Expertise among these instructors includes areas such as data mining, business intelligence, data warehousing, estate planning, profit sharing, intelligent systems and technologies, intercultural business communication, marketing management, small-group decision making, strategic change, and taxation. Research interests include corporate governance, effect of statutory requirements on income tax disclosures, financial statement analysis, leadership, emerging digital world, labor economics, and supply chain management.

Annenberg School for Communication and Journalism: The University maintains the profiles of over 100 faculty members on the University’s website. Staff reviewed 20 faculty profiles at random. One out of the 20 faculty members reviewed hold a master’s degree in communication, 19 faculty members hold doctoral degree in fields that include communication, education, sociology, human science, social psychology, journalism, speech communication, and law. Many of these instructors are editors, authors or contributing writers in magazines, journals, books, and published articles. One of the faculty members was a multiple Emmy Award-nominated producer.

USC Viterbi Department of Computer Science: The University maintains over 140 faculty profiles on the University’s website. Staff has reviewed 20 faculty profiles at random. Of the 20 profiles reviewed, one had a master’s degree in computer science, 19 of the faculty members hold a doctoral degree in computer science, mechanical and electrical engineering, and linguistics. The faculty hold interest in research topics such as algorithms, high performance networking, software development, computer graphics, the use of a team of robots, molecular biology, and information integration.

Viterbi School of Engineering: The University maintains over 550 faculty profiles on the University’s website. Therefore, staff reviewed 20 faculty profiles at random. Of the 20 profiles reviewed, one faculty member holds a master’s degree in computer science and engineering, 19 faculty members hold a doctoral degree in fields such as environmental engineering, electrical engineering, biomedical engineering, industrial engineering, aerospace engineering, materials science, computer science, mechanical engineering, engineering education and water resources engineering. Research interests among these faculty members include autonomous systems, transportation systems, hydraulics, water resources engineering, medical imaging informatics, wireless propagation, and multiple antenna techniques. All 20 faculty members have extensive professional experience, publications and awards.

Herman Ostrow School of Dentistry: The University maintains the profiles of 18 instructors on the University’s website. Staff reviewed the profiles of these individuals noting all but one holds a doctoral degree. The one instructor is a health care attorney. The doctoral degrees were in fields that included pharmacy, psychology, computer science, neurology, pain medicine, anesthesiology, and orthopedic disorders. The faculty members have extensive professional experience as members of organizations, publishers and speakers at local, state and national conferences.
Davis School of Gerontology: Due to a large number of faculty profiled on the University’s website, staff selected 20 faculty at random. Of the 20 profiles reviewed, one faculty member has a master’s in long-term care administration. The remaining 19 faculty members hold a doctoral degree – and some have postdoctoral training – in fields such as biochemistry, gerontology, biology, social policy, planning and research, pharmacy, gerontology, educational psychology, public health, medicine, neuro-molecular biology, psychology, social and health psychology, and sociology. The research interests of those faculties include processes related to urban planning, economic security, regulation of antioxidant and detoxifying genes in response to oxidative stress, visual gerontology, general aging, socioeconomic differences in health, health and mortality, biological risk, and social determinants of health.

Keck School of Medicine: The University maintains the profiles of 26 faculty members on the University’s website. Staff reviewed the profiles of these individuals noting all hold a doctoral degree in fields such as sociology, health behavior, public health, health care policy, international studies, and psychology. The faculty hold interest in research topics such as community influences on health behaviors and risk, women’s health, U.S. health care systems’ delivery and payment reform that aim to improve care quality, school and community based tobacco, alcohol, and other drug abuse prevention interventions, genetics of type 2 diabetes mellitus and obesity, management and leadership in global health and development, cancer control, and health communication.

Gould School of Law: The University maintains over 95 faculty profiles on the University’s website. Staff reviewed 20 faculty profiles at random. Out of the 20 faculty members reviewed, they all have a doctoral degree in law. Four faculty members hold dual doctorates in American culture, economics, history, and political science. Expertise among these faculty members includes areas such as corporate law, criminal defense and appeals, Roman history, gender discrimination, tax law, legal research, library administration, and antidiscrimination law. A number of the faculty members have experience as a clerk for various judges of the United States Supreme Court and the United States Court of Appeals. The instructors have extensive publication histories and have been recipients for numerous awards and honors.

School of Pharmacy: The University maintains over 170 faculty profiles on the University’s website. Staff reviewed 20 faculty profiles randomly and all 20 faculty members hold a doctoral degree in fields that include biochemistry, law, biomedical sciences, regulatory science, biochemistry and molecular biology. These instructors’ research interests include antimicrobial resistance and bacterial virulence, diabetes, arthritis, medication therapy management, pharmacy services to improve outcomes and patient safety during transitions in care, infectious disease, specialty pharmacy, specialty drugs, chronic inflammation, cancer therapeutics and pharmacogenomics.

Sol Price School of Public Policy: The University maintains the profiles of 20 faculty members on the University’s website. Staff reviewed the profiles of these individuals noting two faculty members hold one or more masters degrees in health policy and management, and real estate development. The remaining 18 faculty members hold a doctorate in public administration, business economics, political science, urban planning, economics, sociology, city and regional planning, geography, public policy analysis, health policy and economics, history, government, policy, and planning and development. The instructors’ research interests include civic engagement, political behavior, changes in health care organization, climate change policy, social innovation, housing, urbaneconomics, and education policy, healthcare quality and
costs, health economics and health policy, organizational management, economic consequence analysis of natural or man-made hazards, economics of risks to health, role of private organizations in serving the public interest, and impact of public policy on health care markets,

**Rossier School of Education:** The University submitted the academic credentials for 71 faculty members. Out of the 71 faculty members, four individuals hold a master’s degree in English literature, educational psychology and the remaining 67 faculty members hold a doctoral degree in fields such as applied educational leadership, international and intercultural education, education policy, language, literacy and culture, educational psychology, educational development, and philological sciences.

**Suzanne Dworak-Peck School of Social Work:** Staff reviewed the credentials for 20 faculty members at random. Ten of the faculty members hold a masters degree in social work. The remaining 10 faculty members hold a doctoral degree in sociology, social work, and clinical psychology. Research interests among these faculty members include substance abuse across the lifespan, aging, behavioral health, mental health and wellness, homelessness, social change and innovation, disaster, stress and trauma, coping, and workforce issues.

**Commitment to Iowa Students and Teach-Out:** By executing his signature on the application, Dr. Mark Todd, Vice Provost for Academic Operations 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 University filed satisfactory evidence of financial responsibility, including a current bond payable to the State of Iowa in the amount of $50,000 issued by Travelers Casualty and Surety Company of America.

**Section 714.23 – State Tuition Refund Policy**
The Iowa tuition refund policy does not apply to University of Southern California because it is not a for-profit institution.