IOWA COLLEGE STUDENT AID COMMISSION

St. Ambrose University
Application for Voluntary Postsecondary Registration in Iowa
June 4, 2018

STAFF ACTION: Approve St. Ambrose University’s voluntary application for postsecondary registration in Iowa for a two-year term that begins retroactively on May 26, 2018, and ends on May 26, 2020.

Registration Purpose
St. Ambrose University (the University) lawfully operates a postsecondary, degree-granting institution in Iowa under an exemption from registration in Iowa Code Section 261B.11, subsection 1, paragraph "j": “Higher education institutions that meet the criteria established under section 261.9, subsection 1." These criteria establish institutional eligibility for the Iowa Tuition Grant Program. The University meets the Iowa Tuition Grant Program institutional eligibility criteria. Whether an institution actually awards Iowa Tuition Grant funds is immaterial.

Thus, the University is not required to seek the explicit approval of the State of Iowa in order to lawfully offer postsecondary degree programs in Iowa. Additionally, for the purpose of the federal Department of Education’s rules in 34 CFR 600.9 that require federal student aid participating schools to be authorized by an action of the State in which the school is located, St. Ambrose University is listed in Iowa Administrative Code 283-Chapter 21, by name, as a private nonprofit, degree-granting postsecondary educational institution that lawfully operates in Iowa.

However, in order to participate in the Commission’s interstate distance education reciprocity program also known as SARA, an Iowa institution must be in compliance with Iowa Code Chapter 261B, either by seeking the Commission’s approval as an exempt school under Iowa Code Section 261B.11(2), or maintaining the Commission’s approval as a registered school. St. Ambrose University has elected to renew its official designation as a registered school.

Institutional Information
St. Ambrose University is a private, nonprofit postsecondary institution that provides instruction via face-to-face and distance education delivery modalities from its main campus located at 518 W. Locust Street, Davenport, Iowa. The University is also approved by its accrediting agency to provide instruction at multiple, additional locations in Iowa and at the Rock Island Arsenal in Rock Island, Illinois.

The University's chief executive officer is the University President Joan Lescinski, CSJ, Ph.D., at the main campus address. The designated Iowa contact person for the University is Megan Levetzow, Director of University Compliance, at the same address.

The Iowa Secretary of State records an active, domestic nonprofit corporation registration #62709 for St. Ambrose University. The Iowa registered agent is Judith L. Herrmann, 220 N. Main St., Suite 600, Davenport, Iowa.
St. Ambrose University discloses the members of the Board of Trustees on its website at https://www.sau.edu/presidents-office. The University’s key academic and operational personnel are as follows:

- **Joan Lescinski:** Chief Executive Officer/President. President Lescinski holds a doctorate in English literature from Brown University. She has over 45 years of experience in higher education institutions in the areas of president, vice president for academic affairs, dean, associate dean of academic affairs, and professor. She currently serves on the Board of the Higher Learning Commission (HLC) and numerous other Board including College of Saint Rose and Association of Catholic Colleges and Universities (ACCU).

- **Sandra Cassady:** Vice President, Strategic Initiatives. Ms. Cassady hold a doctoral degree in exercise science and is a licensed physical therapist. She is full professor, serves as dean of the College of Health and Human Services and oversee academic advising. She previously served as director of the Physical Therapy Department, associate dean of the college, and associate vice president for academic affairs.

- **Paul Koch:** Provost and Vice President, Academic and Student Affairs. Mr. Koch has a doctoral degree. In his role as vice president for academic and student affairs, he oversees the academic colleges, student services, the Library, and several other academic areas. Previously he was an assistant professor of psychology, department chair, director of general education, dean of the College of Arts and Sciences, and associate vice president of academic affairs, assessment, and institutional research.

- **James Loftus:** Vice President, Enrollment Management. Mr. Loftus holds a doctorate in planning, policy and leadership studies. He previously worked in enrollment management, including admission, financial aid, communications and marketing. Prior to returning to the University, he served as President of Cardinal Stritch University in Milwaukee, WI. He previously oversaw areas including professional development, the ACCEL program, student affairs and enrollment management in his previous 21 years at St. Ambrose University.

- **Michael Poster:** Vice President, Finance. Mr. Poster holds a bachelor degree in accounting. He manages the general accounting, human resources, physical plant, student accounts, and information technology offices. He also oversees the compliance area, the University bookstore operations and food service. Previously he work for KPMG and McGladrey and Pullen working in assurance and financial management consulting working with numerous higher education clients.

- **James Stangle:** Vice President, Advancement. Mr. Stangle holds a masters degree in broadcast and electronic communications. He manages the University’s advancement activities, including capital campaigns, the annual fund, major gifts, planned giving, and alumni relations. Previously he was vice president for institutional advancement at Notre Dame College Prep before serving as the University’s assistant director of development and a variety of advancement roles for other institutions.

*Physical facilities:* The main campus in Davenport, Iowa, provides multiple facilities dedicated to academic instruction, residential life, and administrative offices; a new Wellness and Recreation Center and newly renovated Physical Education Center for Athletics, Wellness and Recreation Departments; a Library; the Galvin Fine Arts Center
that houses the fine arts department and an auditorium for theatrical productions, art galleries, and a black box theater; a student success center; and a chapel.

Instructional Methodology: St. Ambrose University offers courses and programs via in-person instruction and distance education. St. Ambrose facilitates online instruction and enhances in-person instruction through Blackboard, a web-based Course Management System. Online instruction is offered in a predominantly asynchronous format, although some courses use Collaborate, an interactive, synchronous online platform.

Blackboard course management facilitates capabilities that include an overview of items due and items recently graded; review of online discussion and discussion posts made during the last seven days by either the student or classmates; the review of important notifications, such as when an assignment has been graded; the ability to view all assignments, tests, or activities in each course; journaling for discussion and analysis of course material or to identify issues and engage in problem-solving; the ability to seek assistance through manuals and tutorials. Blackboard also permits students to establish virtual groups to easily collaborate together, for example, to study for a final exam. The University provides Blackboard guides and tutorials, including “how to” videos on its website at http://libguides.sau.edu/blackboard.

Blackboard’s Mobile Learn for iPad, iPhone, or iPod Touch, Android, Palm, and BlackBerry devices allows students to take course information with them. Students must pay a nominal fee to download the application.

St. Ambrose University also posts a Distance Education Manual on its internal “MySAU Portal” site that includes processes and procedures for creating, enhancing, and facilitating distance education courses. This Manual includes best practices in online pedagogy that differ from traditional classroom settings. St. Ambrose believes that the guidelines in this Manual are imperative to aid faculty in maintaining optimal online classroom content, quality, integrity, and consistency.

Accreditation: St. Ambrose University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education. In addition, the University has programmatic accreditation from the following entities, all of which are also recognized by the federal Department of Education for specific programs the University offers:

- Council on Academic Accreditation in Audiology and Speech-Language Pathology for the University’s residential Master of Speech-Language Pathology Program.
- Commission on Collegiate Nursing Education for the University’s residential baccalaureate nursing program.
- Council on Accreditation in Physical Therapy Education, for the University’s residential Doctor of Physical Therapy.

Federal Stafford Loan Cohort Default Rate (FY2014): 5.1%. For comparison purposes, the national average default rate of all schools for the same reporting period is 11.5%.

Graduation Rate: 63%. 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: $38,763 (institution-wide).

Record Preservation: The Office of the Registrar maintains academic records for current, former, and future students through the following methods: computer system, scanned images, microfilm/microfiche, and limited paper. The length of retention of these records is based on recommendations established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

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In the event that the institution closes, student records will be transferred to the University of Iowa in accordance with the laws of the State of Iowa.

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

Dan Zeimet  
Office of the Registrar  
518 W. Locust Street  
Davenport, IA 52803  
(563) 333-6208  
registrar@sau.edu  
http://www.sau.edu/Registrar/Services/Transcript_Request.html

**Student Learning Resources:** The St. Ambrose University Library [http://www.sau.edu/library](http://www.sau.edu/library) includes more than 180,000 volumes, including books, serials, microforms, videos, and compact discs. The Library subscribes to over 700 serial publications annually. Books and journals can be checked out and a list of 91 journals and database links are on the A-Z Database page [http://libguides.sau.edu/az.php](http://libguides.sau.edu/az.php). The Library Central also allows online search for articles, books and more. The Library provides access to course reserve materials in print format. Electronic reserve readings are password protected materials available through Blackboard on any computer with Internet access.

Librarians are available to provide instruction about Library use that is tailored to the specific needs of any class. A bibliographic instruction area located on the main floor of the Library has multiple workstations and a projection system for hands-on exploration of networked databases in a classroom setting. Individual tours of the Library can be arranged by calling the Reference Desk. The SAU Library offers Interlibrary Loan (ILL) services so that patrons may acquire materials the Library does not own. The Library hours during the academic year are Monday – Thursday 7:45am to 12:00am, Friday 7:45am to 5pm, Saturday 10am to 7pm and Sunday 12:00pm to 12:00am.

The Library provides information about accessing resources and services that is specific to distance education students at [http://www.sau.edu/Library/Services.html](http://www.sau.edu/Library/Services.html). Electronic
reference collections that are available to students are listed on the University’s website at [http://libguides.sau.edu/c.php?g=361059](http://libguides.sau.edu/c.php?g=361059) and at [http://libguides.sau.edu/az.php](http://libguides.sau.edu/az.php). Library Guides developed by Library staff to assist students with research in particular courses and topical areas are provided at [http://libguides.sau.edu/](http://libguides.sau.edu/). Dedicated Librarians staff Ask a Librarian services, which are available via phone, chat, or email. The University’s website identifies specific Librarians who are subject matter experts in certain areas, or who have authored specific research guides.

The Student Success Center [http://www.sau.edu/academics/academic-resources/Student-success-center](http://www.sau.edu/academics/academic-resources/Student-success-center) offers a variety of academic support services to undergraduate students including tutorial sessions, study groups and supplemental instruction. There is no cost to students for these services. Students may request tutoring from dedicated staff or stop in and request support in a specific course, seek assistance with writing skills, general study skills, and reading. The SSC hours are Monday –Thursday 9am to 9pm, Friday 9am to 3pm and Sunday 6pm to 9pm. For campus-based students, one-on-one and small-group tutoring typically includes a tutor and two or three students who share a class together. Tutoring sessions are offered for most 100- and 200-level courses led by other students who have been through the same classes as you. Writing tutorials are available for students to assist with a paper written for any undergraduate course at the University. Students may also submit a paper assignment for feedback using an online option.

The University’s Career Center [http://www.sau.edu/Career_Center.html](http://www.sau.edu/Career_Center.html) helps students identify and develop career goals, and apply their education and academic achievements to their future profession. Self-help tools include webinars and videos about resume and cover letter writing; tips on how to use LinkedIn in a job search; an on-line resource called BeeCAREERS that allows students to interact with alums to get advice on what a student should be doing now to prepare for a career, discuss internship and job shadowing opportunities, get tips on interviewing and pertinent job skills and more. Students can post a profile, search job and internship listings, upload resumes and sign up for on-campus recruiting. Career Center events and support services include counseling on careers and educational majors; career fairs, an etiquette and networking dinner where students learn about entertaining clients in the workplace; help exploring graduate school; information about interviewing techniques; and mock job interviews with local employers during the University’s Career Boot Camp or by appointment with Career Center staff.

The Counseling Center [https://www.sau.edu/counseling](https://www.sau.edu/counseling) provides licensed, professional counselors who work with students primarily via face-to-face interaction or by phone and at no cost. The Center offers individual, couples, and family counseling. Counseling is available to students who experience issues including abusive situations, achievement concerns, anxiety, body image issues, depression, drug or alcohol use, eating problems, family relationships, loneliness, grief or loss, lack of self-esteem and confidence, depression, academic or social adjustment, or stress. The Center offers mental health resources and links for students. The resource websites cover topics such as college students living with anxiety, thinking about suicide, anorexia and related eating disorders, alcohol screening, and U-Lifeline, a confidential online resource center for college student mental health and emotional well-being. The U-Lifeline website also includes a mental health assessment.
Curriculum Evaluation and Development: The Faculty Assembly has the primary responsibility for curriculum, subject matter and methods of instruction. On such matters, the power of review or final decision, lodged in the Board of Trustees or delegated by it to the President, shall be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. The Faculty Assembly exercises its rights and fulfills its obligations through Faculty Governance Committees. The Faculty Assembly reserves the right to review or decide any matter or issue addressed by any governance committee.

One of the standing committees responsible to the Faculty Assembly is the Educational Policy Committee (EPC). This Committee formulates, interprets, and coordinates curricular policy. Final recommendations and proposals to the committee are made through the Dean of the appropriate College. To allow for University-wide discussion of all educational policy decisions, the agenda is published one week before every Committee meeting. All materials must be submitted by the time the agenda is set. After Committee decisions, a file of revised materials is kept in the Chief Academic Officer’s (CAO’s) Office. The original documents must be corrected by the author to correspond with the approved policies and submitted to the Chair of the Educational Policy Committee (EPC) within two weeks of approval. Membership of the EPC is comprised of the CAO (who only votes to break ties); the Director of General Education (who has no voting power); and ten faculty members who are elected to three-year, overlapping terms: four faculty members from the College of Arts and Sciences; four faculty members from the College of Health and Human Services; and two faculty members from the College of Business. Three University students in good academic standing are named to the EPC by the Deans, one from each of the Colleges. One of these students must be a graduate student.

The Graduate Council is a body of the faculty in which matters of concern to graduate education may be discussed and the mission of graduate education at St. Ambrose University is fulfilled. The Graduate Council serves in an advisory capacity to the Dean of Graduate and Adult Education and the Office of Graduate Studies in matters related to graduate education, and is the primary voice for graduate faculty. The Graduate Council collaborates with EPC to review, establish, and update educational policies that govern graduate education. The Graduate Council develops, reviews, and recommends policies and procedures for graduate education (e.g., marketing, recruitment, admissions, retention, criteria for graduation, graduate assistantships and financial aid) and advocates for prioritizing graduate education resources (e.g., financial, support services). The Graduate Council provides a venue and forum to identify and monitor quality indicators of graduate education (e.g. retention rates, graduate rates, GPA, and faculty course loads). The Graduate Council is convened by the Dean of Graduate and Adult Education. It consists of the following voting members: St. Ambrose University graduate program directors; two faculty representatives from the College of Arts and Sciences; two faculty representatives from the College of Health and Human Services; and one faculty representative from the College of Business. Elected members will serve three-year, overlapping terms. Non-voting, ex-officio members include: the Dean of Graduate and Adult Education; the University’s College Deans; the Chief Academic Officer; the Vice President for Enrollment Management; the Director of Graduate Admissions; the Director of the School of Education; and a Graduate Student Government Association (GSGA) officer.
Student Complaints Process: The University provides a general student grievance procedure on its website https://sau.edu/about-sau/at-a-glance/accreditation that applies to both students attending residential or online programs.

Generally, when students have questions concerning University policies or procedures, there are logical explanations for situations. Usually, most student questions can be resolved in an informal setting through direct discussion with the individual or office involved. Students are encouraged to contact the University if there is cause for a concern regarding academic or non-academic matters. In instances where a student raises a question about a policy or decision, the affected staff or faculty member may respond. If it is not possible to resolve a matter through direct discussion, a student may appeal for further consideration by registering a complaint. A complaint is defined as dissatisfaction occurring when a decision, act, or condition, based upon specific factual data, affects the student in a perceived negative or unjust manner; furthermore, an allegation of improper, unfair, arbitrary, or discriminatory treatment by University personnel.

Residential and Online Program Procedure: Students who wish to register a complaint may contact the St Ambrose University Vice President for Academic and Student Affairs at (563) 333-6000. To clarify the student's concerns, complaints should be sent in writing to: Vice President for Academic and Student Affairs, St Ambrose University, 518 W Locust Street, Davenport, IA 52803.

The University also provides on its website contact information for its accrediting agency, and for State agencies responsible for accepting complaints filed by the University’s online students.

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

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

Residential Programs Offered at the St. Ambrose University campus in Davenport, Iowa

Baccalaureate Degree Programs

- All Baccalaureate Degree Programs - $122,456
  Note: the baccalaureate degree programs offered by St. Ambrose University include a Bachelor of Science in Nursing program. This program prepares students for first-time licensure in Iowa as a Registered Nurse. This program has been approved for this purpose by the Iowa Board of Nursing. Also included are programs that prepare students for first-time licensure in Iowa as early childhood, elementary, or secondary school teachers. These programs have been approved by the Iowa Board of Education.

Masters Degree Programs
• Master of Speech Language Pathology - $59,750. Note: This program prepares students for first-time licensure in Iowa as a Speech Pathologist or School Speech-Language Pathologist.

✔ For licensure as a Speech Pathologist, Iowa rules require either:

- A current Certificate of Clinical Competence issued by American Speech-Language Hearing Association (ASHA). The St. Ambrose program is accredited by the Council on Academic Accreditation of ASHA; thus, the University academically prepares its graduates to qualify for the Certificate of Clinical Competence. ASHA Certification does require an additional, post-graduate clinical fellowship that is the student’s responsibility.

- Graduation from a Master’s Degree program in Special Pathology; verification of the completion of not less than 400 hours of supervised clinical training, verification of nine months of full-time clinical experience completed after the master’s degree, and passage of the National Teacher’s Examination. The St. Ambrose program includes 400 hours of supervised clinical training and prepares students for the National Teacher’s Examination. If a student must qualify for licensure via this route, the post-masters clinicals are the student’s responsibility.

In addition to working with candidates that desire licensure in Iowa, St. Ambrose University also works directly with candidates to ensure compliance with state licensure in other, high placement states.

✔ For licensure as a School Speech Pathologist, Iowa rules require that the program be approved by the Iowa Department of Education. St. Ambrose University has received that approval.

• Master of Social Work - $42,000. Note: This program prepares students for first-time licensure in Iowa as a Social Worker, and as a School Social Worker.

✔ For licensure as a Social Worker, Iowa rules set educational standards that include graduation with a Masters Degree in Social Work from a college or university accredited by the Council on Social Work Education (CSWE). The St. Ambrose program is accredited by the CSWE.

✔ For licensure as a School Social Worker, the program must be approved by the Iowa Department of Education. St. Ambrose University has received that approval.

• Master in Physician Assistant Studies - $95,664. Note: this program prepares students for first-time licensure in Iowa as a Physician Assistant. Iowa rules require accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in order for the Iowa Board of Physician Assistants to recognize an education program for licensure. The University’s Master in Physician Assistant Studies is provisionally accredited by the ARC-PA. Provisional accreditation is a status granted to a new program that has
demonstrated its preparedness to initiate a program and the school is permitted to enroll students.

**Doctoral Degree Programs**
- **Doctor of Physical Therapy - $87,535.** This program prepares students for first-time licensure in Iowa as a Physical Therapist. Successful completion of this program appears to meet the requirements for Iowa licensure as a physical therapist by virtue of the program’s ability to prepare students for the National Physical Therapy Examination, which is a prerequisite for Iowa licensure. St. Ambrose University discloses a 97% first time licensure pass rate in the graduate classes of 2015 and 2016. In addition, the St. Ambrose University program is accredited by the Commission on Accreditation in Physical Therapy Education, an accrediting agency recognized by the federal Department of Education.

- **Doctor of Occupational Therapy - $108,498.** This program prepares students for first-time license in Iowa as an Occupational Therapist. Iowa rules require an applicant for licensure to have completed the requirements for a degree in occupational therapy in a program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The University has applied for this accreditation and has been granted candidacy status, permitting the University to admit students into this three-year program. The University is scheduled for a tentative visit in 2017-2018.

**Distance Education Programs**
- **RN to Bachelor of Science in Nursing Program (non-licensure):** $25,700
  Generally, this is a baccalaureate degree completion program into which a student transfers the equivalent of two academic years of credit, including certain general education and nursing support courses. This program has been approved by the Iowa Board of Nursing.

**Masters Degree Programs**
- **Master of Business Administration - $35,945**

- **Master of Public Health - $37,303**

- **Master of Early Childhood Education (non-licensure) - $22,500.** This program is offered predominantly online; however, occasional face-to-face classes will be held on the St. Ambrose University campus during the summer.

- **Master of Criminal Justice - $19,080**

- **Master of Education Administration - $22,167.** Note: this program prepares students for first-time licensure in Iowa as school principals, and the program has been approved by the Iowa Board of Education for this purpose. While the program contains synchronous online instruction, students are also expected to attend face-to-face classes at the St. Ambrose University campus.

**Field Experiences:**
• RN to BSN Program and Bachelor of Science in Nursing (pre-licensure) Program: Students enrolled in both nursing programs participate in clinical courses at various stages in the program that provide opportunities for the application of theoretical content, skills, and critical thinking in selected client care experiences in order to develop nursing knowledge, skills, and attitudes of holistic care for diverse clients and families in a variety of settings across their life span. Clinical application courses provide for progressive application of theory, skills, and critical thinking as coach, caregiver, and educator in a variety of acute care and community settings. The capstone course is an advanced nursing practicum and application project in which students participate in an actual qualify improvement project integrated with a clinical experience in community health under the guidance of a preceptor.

• Master of Education Administration – All students complete a year-long internship as the capstone of this program.

Aspiring administrators will complete the first segment, Field Experience I, consisting of 400 logged hours of internship experience. (The internship candidate is permitted to work in his/her own building with district administrators and may include up to 100 hours of logged experience linked to program courses completed prior to enrolling in Field Experience I.)

The second internship segment, Field Experience II, requires candidates to complete all of the following:

- No less than 100 hours of internship at the PreK-6 grade level.
- No less than 100 hours of internship at the 7-12 grade levels.
- No less than 100 hours of internship activities involving supervision of special education.
- An additional 100 hours of internship experience will be determined collaboratively with the internship supervisor, candidate, and campus supervisor/mentor, based on candidate experiences and needs.

The activities comprising the field experience for each intern may vary depending upon the intern's competencies, dispositions, and opportunities to become socialized into the administrative role. A student must submit a log of these activities to the internship supervisor at the conclusion of the semester and each student must complete a self-evaluation each week. Students complete elementary, secondary and special education administrative experiences to better prepare for future opportunities as administrators and instructional leaders.

Mentor principals, in collaboration with program faculty, work with students to monitor their personal growth and offer career advice. A student meets bi-weekly with the University supervisor and more frequently with the mentor to individualize the internship. Mentors help select clinical experiences that provide students with campus-based opportunities to demonstrate and strengthen the student’s understanding of the Iowa Standards for School Leaders. Typically, students are mentored by their building principals. In some instances, the mentor may be selected from outside the campus to provide a perspective beyond that of the on-site principal. Mentors provide students with direct insight to their daily activities,
allowing students to see administration in action. Mentors also provide students with opportunities to go to additional trainings and attend school meetings, where students can discuss issues with educational leaders and superintendents.

• Master of Speech-Language Pathology: Students are afforded opportunities for clinical experiences under faculty supervision in a variety of settings through partnerships with early childhood centers, after school programs, private and public schools, rehabilitation facilities, hospitals, outpatient clinics, adult day-care centers and agencies serving children and adults with developmental disabilities. Examples include the following:

✓ In the Rock Island School District (Illinois), graduate students work with a practicing school Speech-Language Pathologist to provide Response to Intervention services to children at risk of literacy and/or language difficulties at three local schools. Student clinicians also provide therapy services for children with identified communication disorders.

✓ Through a partnership between the University and Carbon Cliff-Barsttown School District (Illinois), graduate students gain assessment and intervention experience by working with kindergarten and first grade children at a Quad City area school. Student clinicians work under the supervision of a practicing school Speech-Language Pathologist while providing Response to Intervention services to children identified as being at risk for language and literacy difficulties.

✓ The Friendly House Preschool programs offer students real-world, authentic experience with children from age 2-5. Assessment experiences at Friendly House include: formal evaluation of all students using the Brigance Screen instruments, assessment of early literacy skills using the Phonological Awareness Literacy Screening for students 4 years of age and older, articulation screening, informal language skill assessment, and formal evaluation of specific speech-language skills. Individual student assessments are based on recommendations by the program director and staff; Master of Speech-Language Pathology graduate students’ observations/informal assessments, and clinical supervisor input. On-site therapy is provided to children who would benefit from speech-language services. Collaboration with Friendly House program staff in early literacy activities facilitates the graduate student’s understanding of the important role speech-language pathologists have in literacy skill development. Clinical experience is gained with individual students, small groups and large groups. Graduate students assigned to the Friendly House site will also gain experience with implementation of See the Sound/Visual Phonics.

✓ In partnership with the Mississippi Bend Area Education Agency, graduate student clinicians work with practicing school Speech-Language Pathologists, to provide Response to Intervention services to children who have been referred for articulation concerns, within surrounding Iowa Quad City school districts. Student clinicians gather intervention data from elementary age students during six week intervention times to assist Speech-Language Pathologists with determining eligibility for speech services. Formal programs
such as "Five Minute Kids" and "World of R" as well as informal individualized programs are designed and implemented depending on student needs. Part of the experience will be collecting and analyzing data to help make performance decisions.

At Genesis-Valley Fair and Genesis-Maplecrest Outpatient Rehabilitation, student clinicians work with area practicing Speech-Language Pathologists to help provide aphasia treatment and cognitive retraining treatment to adult patients. Students work with patients in group treatment sessions and implement at-home therapy activities to facilitate skill carryover for the patients.

- Master of Social Work: Field practice is a central component in each student's professional education. Field work placements provide the student with a range of practice experiences to promote the integration of theoretical learning from class work, and to develop knowledge, values, and skills for social work practice. Students benefit from an extensive network of over 400 regional agencies and organizations for their field work education. These include social action agencies, public schools, community mental health settings, medical clinics and hospitals, child welfare settings, family service agencies, criminal justice settings, substance abuse settings, aging services, agencies serving persons with mental retardation, planning and coordinating councils, and other community-based settings.

Students are placed in a field work setting only during the years in which they are taking complementary research and practice courses. Students in the two-year program are assigned sixteen hours per week in different placements each academic year. Students in the Advanced Standing Program are assigned to field work during their one year in full-time residence. Part-time students complete field work requirements sixteen hours per week during the fall and spring terms of their second and third years of study.


- Master in Physician Assistant Studies: Following 14 months of didactic coursework, a student enters the 15-month clinical rotations in various health care facilities and settings under the supervision of site preceptors. These supervised clinical clerkships include rotations in Family Medicine, Internal Medicine, Pediatrics, Emergency Medicine, Surgery, Obstetrics/Gynecology, and Psychiatry. Most clerkships are four weeks in length, with some exceptions. In addition to the required clerkships, students will choose five electives. Some rotations will require students to work weekends and evenings. Several times throughout the clinical phase, students return to campus for end-of-rotation examinations as well
as other educational sessions. The University provides a handbook to students during the clinical year orientation that details specifics for the clinical year.

- **Doctor of Physical Therapy:** Students in this program receive 1,400 hours of patient care experience in the clinical portion of the program, working at seven sites for a total of 35 weeks. Students may choose from a pool of more than 500 clinical sites, including general and specialized practice settings. Students are required to do two short experiences (one in acute care and one with a generalist Clinical Instructor) during the first year. Second-year students may choose the practice setting for the two short experiences in the second year.

For the three final internships, students are required to experience three major practice settings (acute care, outpatient musculoskeletal, and neurological rehabilitation). These seven experiences are intended to prepare students as entry-level practitioners capable of working in any practice setting.

Site preceptors must meet professional qualification standards set by the American Physical Therapy Association.

- **Doctor of Occupational Therapy:** Students enrolled in this program complete two levels of fieldwork, comprised of 24 weeks plus a 16-week experiential component.

Level I fieldwork occurs each semester and involves three experiences that allow students to observe and interact with clients and clinicians as they identify and impact physical, psychosocial, and environmental factors that impact participation in occupation. During these experiences, students work to improve skills such as observation; communication – both written and oral; assessment; treatment planning; and intervention.

Level II fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in the delivery of occupational therapy service to clients. This experience occurs after successful completion of all coursework and consists of six months (the equivalent of 24 full-time weeks) of full-time fieldwork in the third year, fall semester of the program.

The equivalent of 24 full-time weeks of Level II fieldwork must be completed. This may be completed on a full-time or part-time basis, but may not be less than half-time. The student can complete Level II fieldwork in a minimum of one setting and a maximum of four different settings. Students should strive to select sites that provide experiences across the lifespan and with a variety of diagnoses. Students typically select two different 12-week experiences. By the end of the Level II experiences, students are expected to be functioning at the level of an entry-level practitioner. This is an exciting phase of the professional program as the students prepare to spring into the world of OT practice and be a lifelong learner.

Fieldwork experiences, fieldwork sites and site preceptors must meet standards set by the American Occupational Therapy Association.
Registration Compliance
As required by Iowa Code Section 261B.4, St. Ambrose University disclosed its policy on refunding tuition charges for withdrawn students. These policies are addressed on the University’s website at http://www.sau.edu/Financial_Aid_Office/Policies/Refund_Policy.html and in the University’s Catalog at http://www.sau.edu/academics/academic-resources/registrar/university-catalog. The school’s specific tuition refund policy is not a registration criterion. The University need only disclose its policy to the Commission and to students.

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

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school’s policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. St. Ambrose University discloses its policies and educational/prevention information for students pertaining to the use of drugs and alcohol or sexual assault in various resources that are available on its website:
  ✓ http://www.sau.edu/Alcohol_and_Drug_Policy/Prevention_Information.html
  ✓ http://www.sau.edu/Title_IX_Compliance.html
  ✓ http://www.sau.edu/Sexual_Violence_Awareness_and_Prevention/SAAT.html
  ✓ http://www.sau.edu/academics/academic-resources/dean-of-students

- Iowa Code Section 261.9(1)(g) requires a school to maintain a policy for refunding tuition and mandatory fee charges to members of the 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 of 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’s policy is included in a question and answer page for veterans and military service members at http://www.sau.edu/academics/academic-resources/veteran-services/faq.

- Iowa Code Section 261.9(1)(h) requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration, this policy applies to Iowa’s registered schools. St. Ambrose University had already adopted this policy as part of its Student Handbook http://www.sau.edu/academics/academic-resources/dean-of-students for faculty and administrative staff.

Consumer Information: In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, which requires disclosure to students of information about the school’s programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers. These disclosures are in place and available to students through the University Catalog and website:
Iowa Code Section 261B.7 states that, while a school must not represent that it is “approved” or “accredited” by the Commission or the State of Iowa, a registered school must disclose that the school is registered by the Commission on behalf of the State of Iowa and provide the Commission’s contact information for students who wish to inquire about the school or file a complaint. St. Ambrose University discloses its voluntary registration with the Commission at http://www.sau.edu/about-sau/at-a-glance/accreditation, where the University already discloses the Commission’s contact information in the event students wish to file a complaint.

**Financial Responsibility:** St. Ambrose University submitted the financial audit report of an independent accounting firm, RSM US LLP, dated June 30, 2017, for the institutional fiscal years that ended on June 30, 2017 and 2016. The accounting firm stated its opinion that the school’s financial statements present fairly, in all material respects, the school’s financial position.

A private, nonprofit school that participates in the federal student aid programs must maintain a composite score, based on a three-factor financial responsibility ratio, of at least 1.5 in order to be determined by the federal Department of Education to be financially responsible without additional oversight. The most recent financial responsibility composite score reported for the University by the federal Department of Education is for the institutional fiscal year ending June 30, 2017, when St. Ambrose University’s composite score was 3.0 (out of a possible 3.0).

**Full-Time Iowa Resident Faculty Member or Program Coordinator:** St. Ambrose University employs 204 full-time and 115 part-time faculty members. Additional information about faculty appears below.

**Instructional/Supervisory Staff Qualifications:** St. Ambrose University maintains easily accessible information about faculty on its website in association with each program page. Staff reviewed profiles for faculty who provide instruction in identified programs for which the University believes it may need SARA coverage, as follows:

- **Criminal Justice (Masters Degree)**
  [http://www.sau.edu/Academic_Programs/Master_of_Criminal_Justice/Why_St_Ambrose/Faculty.html](http://www.sau.edu/Academic_Programs/Master_of_Criminal_Justice/Why_St_Ambrose/Faculty.html): Of eight profiles reviewed, seven faculty members hold a doctoral degree. The remaining faculty member has a masters degree. Expertise among these faculty members includes areas such as correctional services administration, treatment and re-entry of offenders, offender program development, substance abuse counseling, law enforcement and issues in law enforcement such as racial disparity in police traffic stops and use of forces, social stigma, social psychology of small groups and dynamics of social inequality.

- **Early Childhood Education and Education Administration (Masters Degrees)**
  [https://www.sau.edu/education](https://www.sau.edu/education): Of 15 School of Education faculty profiles reviewed, 13 faculty members have a doctoral degree. The two remaining faculty members did not have a profile posted to the website. Expertise among these faculty members
includes areas such as instructional strategy, curriculum and instruction, students with mild/moderate learning disabilities, bilingual and multicultural education, supervision of student teachers, literacy instruction, educational technology, sociology of mathematics, STEM education, school law, educational administration and supervision, early intervention, early childhood special education, educational psychology, child and adolescent development, elementary science, and music.

- Nursing (Baccalaureate Degrees)  
  https://www.sau.edu/nursing: Of 15 faculty profiles reviewed, eight faculty members have doctoral degrees in nursing practice or education. The remaining faculty members have a masters degree. Expertise among these faculty members includes areas such as adult behavioral health, emergency care, nursing administration, nursing education, acute care, injury prevention, critical care, healthcare finance, pediatric nursing, hospice, home care, medical, surgical and critical nursing, psychiatric patient, and oncology.

- Occupational Therapy (Doctoral Degree)  
  https://www.sau.edu/occupational-therapy: Of the 11 faculty profiles reviewed, nine faculty members have a doctoral degree. One faculty member has a masters degree and the remaining faculty member’s educational credentials are not identified but is a licensed occupational therapy practitioner in Iowa and Illinois. Expertise among these faculty members includes areas such as pediatrics, adult therapy, mental health, adolescents with disabilities, neurological disorders, older adults in long term care settings, early intervention and school-based occupational therapy, work conditioning and rehabilitation, injured workers, pediatrics, aquatic therapy, and hand therapy.

- Physical Therapy (Doctoral Degree)  
  https://www.sau.edu/doctor-of-physical-therapy: Of 11 faculty profiles reviewed, nine faculty members have a doctoral degree. The remaining two faculty members have a masters degree and professional certifications in orthopedic physical therapy and neurological physical therapy. Expertise among all faculty members includes areas such as rehabilitation of patients with cancer, chronic pain, wound care, neurological disorders, acute care, chronic pain, low back pain, hemiplegia (paralysis of one side of the body), geriatrics, cardiovascular and pulmonary diseases, cardiac rehabilitation, sports physical therapy, and kinesiology.

- Physician Assistant (Masters Degree)  
  http://www.sau.edu/Academic_Programs/Master_of_Physician_Assistant_Studies/W hy_St_Ambrose/Faculty_and_Staff.html: Of five faculty profiles reviewed, two faculty members have a doctoral degree and three faculty members have a masters degree.

- Social Work (Masters Degree)  
  http://www.sau.edu/master-of-social-work: Of seven profiles reviewed, six faculty members have a doctoral degree. The remaining faculty member has a masters degree in social work. Expertise among these faculty include areas such as human behavior and the social environment, women’s health, poverty, gerontology, mental health, international social work, disaster social work, LGBT rights, social policy, positive human development, aging and the life course, spirituality and social work, and hospice.
• Speech-Language Pathology (Masters Degree)  
http://www.sau.edu/master-of-speech-language-pathology: Of nine profiles reviewed, four faculty members have a doctoral degree. The remaining faculty members have a masters degree. Experience and expertise among these faculty members include areas such as autism, deaf and hard of hearing, severe cognitive disabilities, neurogenic disorders, aphasia and motor speech disorder, adult neurogenetics, early literacy, articulation, fluency and voice, language impairment (problems in reading, writing, listening and speaking) in children and college-aged students, early language development and delay.

Commitment to Iowa Students and Teach-Out: By executing an electronic signature on the registration application, St. Ambrose University President Joan M. Lescinski 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.

Compliance with Iowa Code Chapter 714  
Section 714.18 – Evidence of Financial Responsibility

St. Ambrose University is exempt from the financial responsibility (i.e., bonding) requirements of Iowa Code Section 714.18. The University qualifies for the following exemption listed in Iowa Code Section 714.19, subsection 10: “Private, nonprofit schools that meet the criteria established under [Iowa Code] section 261.9, subsection 1.” These are the institutional eligibility criteria for participation in the Iowa Tuition Grant Program, which the University meets. For this purpose, whether a school actually awards funds from the Iowa Tuition Grant Program is immaterial.

Section 714.23 – State Tuition Refund Policy

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

Compliance with Iowa Code Chapter 261F

St. Ambrose University posts on its website a Code of Conduct for Educational Loans http://www.sau.edu/Financial_Aid_Office/Policies/Code_of_Conduct.html that addresses provisions of Iowa Code Chapter 261F. The University Code of Conduct appears to be an adequate summary of Iowa Code provisions that govern certain aspects of business relationships between private education loan lenders and school personnel who have responsibilities related to education loans.

The University maintains a preferred lender arrangement with certain private education loan lenders https://choice.fastproducts.org/FastChoice/home/188900. The University appears to comply with the conditions of Iowa Code Chapter 261F as it relates to compiling and maintaining a preferred lender list, and providing certain disclosures to prospective borrowers.