

IOWA COLLEGE STUDENT AID COMMISSION

St. Ambrose University Application for Voluntary Postsecondary Registration in Iowa May 25, 2016

STAFF ACTION:

Approve St. Ambrose University's voluntary application for postsecondary registration in Iowa for a two-year term that begins on May 25, 2016, and ends on May 25, 2018.

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." The criteria referenced in Iowa Code Section 261.9, subsection 1, 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. 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 281-Chapter 21, by name, as a private nonprofit, degree-granting postsecondary educational institution that lawfully operates in Iowa.

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

Institutional Information

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 Joan Lescinski, CSJ, Ph.D., at the same address. The designated Iowa contact person for the University is Paul Koch, Vice President of Academic and Student Affairs, 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.

Physical facilities: The main campus in Davenport, Iowa, provides multiple facilities dedicated to academic instruction, residential life, and administrative offices; an arena housing a weight room, a gymnasium, cardiovascular room, two racquetball courts, a

track, and athletic offices and classrooms; a library, a fine arts center that includes an auditorium for theatrical productions, art galleries, and houses the fine arts department; a science laboratory and the second largest cadaver lab in the State of Iowa; a student success center; and a chapel. A virtual map and video tour of the campus is available online at http://www.sau.edu/Virtual_Tour.html.

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 tools for students include an overview of items due and when; items recently graded; the ability to post contributions to online discussion, and review posts made during the last seven days by either the student or classmates; review important notifications, such as when an assignment has been graded; view all assignments, tests, or activities in each course; keep a journal for discussion and analysis of course material or to identify issues and engage in problem-solving, and obtain 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://www.sau.edu/CIDT/Resources/For_Students.html.

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 maintain 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:

- Accreditation Council for Occupational Therapy Education for the University’s residential, Master of Occupational Therapy program. The University’s Doctor of Occupational Therapy program is in candidacy status, having completed Step 1 of the initial accreditation process. As such, the University is permitted by the accrediting agency to admit students.
- Commission on Accreditation in Physical Therapy Education for the University’s residential, Doctor of Physical Therapy program.
- 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, Bachelor of Science in Nursing program.
- Teacher Education Accreditation Council (which is in the process of consolidating with the Council for the Accreditation of Educator Preparation, also formerly known as NCATE) for the University's residential and online baccalaureate and graduate education programs.

Federal Stafford Loan Cohort Default Rate: 3.9%. For comparison purposes, the national average default rate of all schools for the same reporting period is 11.8%.

Graduation Rate (the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion as reported to the federal Department of Education): 57%.

Average Loan Debt upon Graduation: St. Ambrose University provided an institution-wide average loan debt upon graduation figure of approximately \$42,000.

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).

Department or Location	Record Type	Record Title	How long is the record kept?	Disposal or Transfer
Office of the Registrar	Academic transcripts		Permanent	Transfer-scanned/microfilm
Office of the Registrar	Grade rosters/sheets		Permanent	Transfer- microfilm
Office of the Registrar	Graduation list		Permanent	Transfer- microfilm
Office of the Registrar/Library Archives	Catalog		Permanent if possible	Hard Copy
Office of the Registrar	Advanced Placement, CLEP, ACE transcripts		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Transfer credit evaluation		5 years after graduation or date of last semester attended	Disposal

Office of the Registrar	Graduation application and audit		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Academic action letters, probation or dismissals		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Privacy restriction/ release documents		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Military documents		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Military documents		5 years after graduation or date of last semester attended	Disposal
Office of the Registrar	Withdrawal form		1 year after last semester attended	Disposal
Office of the Registrar	Transcript requests		1 year after last semester attended	Disposal

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/Resources/Collections.html> includes more than 150,000 volumes, including books, serials, microforms, videos, and compact discs. The Library subscribes to over 700 serial publications annually. Books and journals from the Center for Teaching Excellence can be checked out and titles can be located by searching in the online book catalog. The University's media services office provides a centralized inventory of campus media equipment, houses hardware and software for multimedia

development, and provides assistance to students, faculty, and staff with multimedia projects. Other services include binding, laminating, scanning assistance, and electronic file conversion. 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 provides information about accessing resources and services that is specific to distance education students at <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> and at <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/>. Dedicated Librarians staff Ask a Librarian services, which are available via phone, chat, or email between 8 am and 5 pm, and 6 pm to 10 pm Monday through Friday; 8 am to 5 pm on Saturday; and noon to 10 pm on Sunday. The Library offers a guide on *How To Do Research Off Campus* at <http://www.sau.edu/Documents/Offices/Library/How-to-Research-Off-Campus.pdf>. This resource provides more information about how to access online databases, journals, and magazines and provides remote contact information for reference Librarians. The University's website <http://libguides.sau.edu/> identifies specific Librarians who are subject matter experts in certain areas, or who have authored specific research guides. Information about InterLibrary Loan policies and procedures, instructions for submitting online requests, and InterLibrary Loan Frequently Asked Questions can be found at http://www.sau.edu/Library/Services/Interlibrary_Loan.html

The Student Success Center http://www.sau.edu/Student_Success_Center.html offers a variety of academic support services to undergraduate students including tutorial sessions, supplemental instruction and study groups. There is no cost to students for these services. Students may request tutoring from dedicated staff http://www.sau.edu/Student_Success_Center/Staff.html in a specific course, seek assistance with writing skills, general study skills, English as a Second Language, or obtain online help with a paper. For campus-based students, small-group tutoring and study group sessions for 100- and 200-level courses are led by peers who have been through the same classes. Requests for one-on-one tutoring may be accommodated, depending on tutor availability. Students may sign up for tutoring services using an online tool called TutorTrac. 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 http://www.sau.edu/Student_Success_Center/Tutoring/Tutoring_for_Writing.html. Self-help tools available on the Student Success Center website include *Advice to New College Students*, *College Classroom Expectations*, and *Top 10 Tips for Good Grades*.

The University's Career Center http://www.sau.edu/Career_Center.html helps students identify and develop career goals, and apply their academic achievements and learning to their professional goals. 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 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 <http://www.sau.edu/Counseling/Services.html> provides licensed, professional counselors who work with students primarily via face-to-face interaction or by phone, and at no cost. 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 issues, grief or loss, lack of self-esteem and confidence, procrastination, or stress. The University Counseling Center offers an online mental health screening, which gives results that a student may choose to discuss with a counselor. Self-help tools that are accessible on the Counseling Center website 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 http://www.sau.edu/About_SAU/Quick_Facts/Accreditations.html that applies to both students attending residential or online programs. Complaint-related information specific to students attending online programs can also be found at <http://www.sau.edu/Documents/About-SAU/RegisteringComplaintContacts.pdf>.

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*

- RN to Bachelor of Science in Nursing Program (non-licensure): \$59,232.50. 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.

- All other Baccalaureate Degree Programs - \$129,200.
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.

Master's Degree Programs

- Master of Speech Language Pathology - \$55,860. 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-master's 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 - \$54,106. 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 Master's 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 - \$91,286. Note: this program prepares students for first-time licensure **in Iowa** as a Physician's 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 - \$84,120. Note: 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% licensure pass rate in the graduate classes of 2010, 2011, and 2012. 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 - \$92,400. Note 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

Masters Degree Programs

- Master of Business Administration - \$35,945
- Master of Early Childhood Education (non-licensure) - \$23,810. 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 - \$25,880
- Master of Education Administration - \$23,540. 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 quality 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 schools, day care centers, hospitals, outpatient clinics, adult day-care centers and other community service organizations. Examples include the following:
 - ✓ In the Rock Island School District (Illinois), graduate students work with practicing school Speech-Language Pathologist to provide Response to Intervention services to children at risk of literacy and/or language difficulties in three local schools. Student clinicians also provide therapy services for children with identified communication disorders.
 - ✓ Through a partnership between the University and Carbon Cliff-Barstow School District (Illinois), graduate students gain assessment and intervention experience by working with kindergarten and first grade children in 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; MSLP 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 public and voluntary agencies and organizations in Iowa and Illinois 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 for 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 in sixteen hours per week during the fall and spring terms of their second and third years of study.

Supervision at a field work site is provided by an individual with a Masters in Social Work degree from a school accredited by the Council on Social Work Education and at least two years of full-time post-MSW professional practice experience. St. Ambrose University provides a Field Education Manual for students enrolled in the Master of Social Work program at <http://www.sau.edu/Documents/graduate/MSW/2015FieldEdManual.pdf>.

- **Master in Physician Assistant Studies:** Following 14 months of didactic coursework, a student enters the 15-month clinical phase of the program which involves clerkships in various health care facilities and settings under the supervision of site preceptors. These clerkships include rotations in Family Medicine, Internal Medicine, Pediatrics, Geriatrics, 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. Preceptors are either physicians and/or practicing physician assistants.
- **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 400 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 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 in the University's Catalog at http://www.sau.edu/Documents/course_catalogs/SAUCatalog1517.pdf. 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/Human_Resources/Policies/Drug-Free_Workplace.html
 - ✓ 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/Sexual_Violence_Awareness_and_Prevention/SAAT/Member_s.html
 - ✓ <http://www.sau.edu/Documents/Offices/Human-Resources/Rights-Options-Resources.pdf>

- ✓ http://www.sau.edu/Dean_of_Students/Student_Handbook/Sexual_Violence_Policy.html
- ✓ http://www.sau.edu/Documents/Areas/Security/2015_MainCampus_CleryReport.pdf
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member or spouse has been called to active (Iowa) state or federal military duty or service. During the registration evaluation process, the University updated its policy, which is included in a question and answer page for veterans and military servicemembers at <http://www.sau.edu/VeteranServices/FAQ.html>.
- 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 [283-21.2(261B), subsection 7], this policy applies to Iowa's registered schools. St. Ambrose University had already adopted this policy as part of its University Manual <http://www.sau.edu/Documents/Offices/Human-Resources/Universal-Handbook-SEPT15.pdf> 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, as stipulated by Iowa Code Section 261B.4(7). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are in place and available to students through the University Catalog at http://www.sau.edu/Documents/course_catalogs/SAUCatalog1517.pdf.

Iowa Code Section 261B.7 states that, while a school must not represent that it is "approved" or "accredited" by the Commission or the State of Iowa, a registered school must disclose that the school is registered by the Commission on behalf of the State of Iowa and provide the Commission's contact information for students who wish to inquire about the school or file a complaint. Upon registration approval, St. Ambrose University will disclose its voluntary registration with the Commission at http://www.sau.edu/About_SAU/Quick_Facts/Accreditations.html, 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, McGladrey, LLP, dated October 15, 2015, for the institutional fiscal years that ended on June 30, 2015 and 2014. The accounting firm stated its opinion that the school's financial statements present fairly, in all material respects, the school's financial position.

A private, 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 University's independent auditor did not report nor test the University's financial responsibility composite score. The most recent financial responsibility composite score reported for the University by the federal Department of Education is for the institutional fiscal year ending June 30, 2014, 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 219 full-time, Iowa-based 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 program for which the University believes it may need SARA coverage, as follows:

- Criminal Justice (Master's Degree)
http://www.sau.edu/Academic_Programs/Master_of_Criminal_Justice/Why_St_Ambrose/Faculty.html: Of five profiles reviewed, four faculty members hold a doctoral degree. The remaining faculty member has a master's degree in criminal justice. 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 racially-biased policing and racial disparity in prisons, serial killers, sub-culture studies, juvenile delinquency, and ethics.
- Early Childhood Education and Education Administration (Master's Degrees)
https://www.sau.edu/Academic_Programs/Education/Faculty_and_Staff.html: Of 17 School of Education faculty profiles reviewed, 14 faculty members have a doctoral degree. Of the 3 remaining faculty members, one did not have a profile posted to the website; one is pursuing his Ph.D. in reading and language, and one has a master's degree and a professional certification from the National Board for Professional Teaching Standards. Expertise among these faculty members includes areas such as instructional strategy, curriculum and instruction, students with mild/moderate disabilities, dyslexia, autism, bilingual and multicultural education, supervision of student teachers, literacy instruction, educational technology, school law, educational administration and supervision, early intervention, communicative disorders, early childhood special education, educational psychology, child and adolescent development, mathematics, elementary science and social studies, business, physical education, and music.
- Nursing (Baccalaureate Degrees)
http://www.sau.edu/Academic_Programs/Nursing/Faculty_and_Staff.html: Of 13 faculty profiles reviewed, 6 faculty members have doctoral degrees in nursing practice, education. The remaining faculty members have a master's degree. Expertise among these faculty members includes areas such as pharmacology, emergency care, nursing administration, nursing education, acute care, healthcare finance, cardiac care, pediatric nursing, adolescent parenting and pregnancy, psychiatric nursing, hospice, home care, medical surgical nursing, oncology, and rheumatology care.

- Occupational Therapy (Doctoral Degree)
http://www.sau.edu/Academic_Programs/Occupational_Therapy/Why_OT_at_St_Ambrose/Faculty_and_Staff.html: Of nine faculty profiles reviewed, six faculty members have a doctoral degree. One faculty member has a master's degree and is the recipient of multiple professional awards for assistive technology design. The remaining two faculty members' educational credentials are not identified but both are licensed occupational therapy practitioners in Iowa and Illinois. Expertise among these faculty members includes areas such as mental health, adolescents with disabilities, adult therapy, older adults in long term care settings, work conditioning and rehabilitation, injured workers, pediatrics, aquatic therapy, hand therapy, use of adaptive equipment and methods, health policy, higher education and curriculum design.
- Physical Therapy (Doctoral Degree)
http://www.sau.edu/Academic_Programs/Doctor_of_Physical_Therapy/Why_St_Ambrose/Faculty_and_Staff.html: Of 11 faculty profiles reviewed, nine faculty members have a doctoral degree. The remaining two faculty members have a master's degree and professional certifications in orthopedic physical therapy and neurological physical therapy. Expertise among all faculty members includes areas such as neurological disorders, lymphedema management, vestibular (inner-ear balance) disorders, hemiplegia (paralysis of one side of the body), geriatrics, cardiac rehabilitation, wound management, neck pain, sports physical therapy, Parkinson's Disease, kinesiology, biomechanics, anatomy,
- Physicians Assistant (Master's Degree)
http://www.sau.edu/Academic_Programs/Master_of_Physician_Assistant_Studies/Why_St_Ambrose/Faculty_and_Staff.html: Of six profiles reviewed, three faculty members have a doctoral degree, including two medical doctors. The remaining faculty have a master's degree and, cumulatively, in excess of 50 years of experience as a physician assistant.
- Social Work (Master's Degree)
http://www.sau.edu/Academic_Programs/Master_of_Social_Work/Why_St_Ambrose/Faculty.html: Of nine profiles reviewed, seven faculty members have a doctoral degree. The remaining faculty members have a master's degree in social work and professional licenses as a clinical/independent social worker and master social worker, respectively. Expertise among these faculty include areas such as child welfare child bereavement, youth homelessness, domestic/sexual violence prevention and intervention, gerontological settings including long-term care and hospice, pregnant women, psychiatric care, LGBT rights, social policy, social stratification, social justice, spirituality and social work, and recovery-oriented systems of care.
- Speech-Language Pathology (Master's Degree)
http://www.sau.edu/Academic_Programs/Master_of_Speech-Language_Pathology/Why_St_Ambrose/Faculty.html: Of eight profiles reviewed, four faculty members have a doctoral degree. The remaining faculty members have a master's degree. Experience and expertise among these faculty members include areas such as neurogenic disorders (disorders arising in the nervous system),

swallowing and swallowing disorders, geriatrics, multicultural assessment and intervention, strokes, traumatic brain injuries, burns, Parkinson's Disease, multiple sclerosis, early language development and delay, early literacy, articulation, fluency, and voice.

Commitment to Iowa Students and Teach-Out. By executing an electronic signature on the registration application, St. Ambrose University President Joan 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." The criteria established under Iowa Code section 261.9, subsection 1, is the *institutional* eligibility criteria that qualifies a school for participation in the Iowa Tuition Grant Program. St. Ambrose University meets the institutional eligibility criteria, and therefore qualifies for the financial responsibility exemption. For this purpose, whether a school actually awards funds from the Iowa Tuition Grant Program is immaterial.

Section 714.23 – State Tuition Refund Policy

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

Compliance with Iowa Code Chapter 261F

St. Ambrose University posts on its website a summary 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. 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.