

IOWA COLLEGE STUDENT AID COMMISSION

Walden University Application for Postsecondary Registration in Iowa August 2014

STAFF ACTION:

Approve Walden University's application for postsecondary registration in Iowa for a 2-year term that begins on August 18, 2014 and ends on August 18, 2016.

Registration Purpose

Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 (effective July 1, 2012) require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this State or if the school otherwise has a presence in this State. Presence means a location in Iowa at which a student participates in any structured activity related to a school's distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required Walden University to apply for registration for the following reasons:

- The University offers a distance education program(s) that includes a structured field experience that an Iowa resident would participate in at an Iowa location;
- The University employs or contracts with Iowa residents to provide instruction in the University's online programs remotely from their Iowa homes or other Iowa location;
- Some University distance education programs include a residency, i.e., an opportunity for students and faculty to meet face-to-face at an on-ground location that may occur in Iowa;
- The University's field representatives promote the University's distance education programs at select health science conferences in Iowa, and have partnership agreements with Mercy Medical Center in Cedar Rapids and the University of Iowa Hospitals and Clinics in Iowa City for that purpose.

Institutional Information

Walden University is a for-profit, online educational institution located at 100 Washington Avenue South, Suite 900, Minneapolis, Minnesota. The University has no traditional, physical campus, and maintains a single administrative facility at the Minneapolis, Minnesota location. Its Chief Executive Officer is Cynthia G. Baum, Ph.D., also at the same address. Walden University maintains an active, foreign limited liability company registration with the Iowa Secretary of State, #452587. The University's Iowa registered agent is Capitol Corporate Services, Inc., 1503 42nd St., Suite 210, West Des Moines, Iowa. Walden University is a wholly-owned subsidiary of Laureate Education, Inc., 650 S. Exeter Street, Baltimore, Maryland.

The members of the Walden University Board of Directors are as follows:

- Chair: Paula Singer, President and CEO, Laureate Global Products and Services

- Sean R. Creamer, Chief Financial Officer, Executive Vice President of Finance and Planning and Principal Accounting Officer, CSW Research. Mr. Creamer was employed by Laureate Education until 2005.
- Donna M. Dorsey, Principal, Dorsey & Associates Consulting
- Dr. William G. Durden, President (retired), Dickinson College
- Dr. Charles O. Heller, President, Annapolis Capital Group
- John E. Kobara, Executive Vice President and Chief Operating Officer, California Community Foundation
- Jonathan Kaplan, CEO, Laureate Online Education
- Dr. Anita McDonald, Chancellor Emerita, The Pennsylvania State University, DuBois campus
- Lee McGee, Consultant for Laureate Education, Inc.
- Dr. Estanislado Y. Paz, Founding President, Association of Latino Administrators and Superintendents
- Dr. Barbara Solomon, Professor and Vice Provost Emerita, University of Southern California

As noted above, three of the 11 members of the Walden University Board of Directors are employees of Laureate Education or have a current business relationship with the parent company. Seven independent Board members, Charles O. Heller, Dr. Barbara Solomon, Estanislado Y. Paz, Dr. Anita McDonald, Dr. William G. Durden, John E. Kobara, and Donna M. Dorsey, appear to have extensive backgrounds and expertise in education other than at Walden University or Laureate Education.

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

Accreditation: The University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education. The University also holds special programmatic accreditation from entities recognized by the federal Department of Education, as follows:

- The Commission on Collegiate Nursing Education for its baccalaureate, graduate, and doctoral level nursing education programs
- The National Council for Accreditation of Teacher Education for its baccalaureate and graduate programs for the preparation of teachers and other education professionals in elementary and secondary schools.

Walden's Master of Science in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While the federal Department of Education does not recognize this particular, programmatic accrediting agency, CACREP accreditation is the programmatic gold standard established by the Iowa Board of Behavioral Science for Iowa residents seeking licensure as a Mental Health Counselor.

Federal Stafford Loan Cohort Default Rate (FFY 2011): 6%

For comparison purposes, the FFY 2011 national average cohort default rate is 10%.

Graduation Rate: This is the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion as reported to the federal Department of Education. Walden University began offering undergraduate, baccalaureate degrees in 2008. Due to

the recent introduction of the programs on which the federal Department of Education calculates a graduation rate, no rate is yet available for the University.

Average Loan Debt upon Graduation: Federal Department of Education regulations require the University to calculate and report a median loan debt. The median loan debt for Iowa residents who graduated from Walden University between July 1, 2011 and June 30, 2012 is \$24,750.

Record Preservation: All Walden University records are maintained by the registrar's office in accordance with the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), as well as the rights afforded to students through the Family Educational Rights and Privacy Act (FERPA). The University maintains official student records primarily in electronic form. All portions of the electronic student academic record needed to produce official transcripts are maintained on a permanent basis. Other information in electronic and paper form is retained or disposed of according to the schedules recommended by AACRAO. Students are notified of their FERPA rights on page 301 of the Walden University Student Handbook

<http://catalog.waldenu.edu/mime/media/99/2308/2013-2014+Walden+University+Student+Handbook+%28March+2014%29.pdf>.

The university takes every precaution to protect students' information. When students are asked to enter sensitive information via the web (such as a credit card number or a Social Security number), that information is encrypted and protected with Secure Sockets Layer (SSL) Web Server Certificates. All reasonable efforts are made by the University to ensure that all information submitted electronically is secure from modification or deletion by anyone other than the responsible information provider. The university also takes steps to protect user information offline. Only those employees needing the information to perform a specific university-related job are granted access to personally identifiable information. The servers storing personally identifiable information are kept in a secure environment.

Transcript Requests: Any current or former student may request via mail or fax by contacting:

Walden University
Attn: Transcripts
650 S. Exeter St., 7th floor
Baltimore, MD 21202
Fax: (410) 843-6416
Phone for questions: (800) 925-3368

Transcript request forms are available online for downloading at
<http://www.waldenu.edu/~media/Files/WAL/admissions/request-for-official-transcript.pdf>

Instructional Methodology: Distance education only. Walden's bachelor's, master's, and some doctoral programs are course-based. The online classroom environment is asynchronous. Students must log into the classroom environment multiple times each week for assigned readings, papers, and discussion questions. Students must post responses to classroom discussion prompts by set days in the week. These responses are in reaction to selected reading assignments that relate to the topic being covered. Throughout the week students must also respond to other student responses and are expected to comment on responses to their own posts. Papers and other assignments are required as appropriate.

Course instructors interact with students through discussion sections, email, or Gradebook to provide feedback on assigned work. Instructors may also choose to contact students directly through email or other methods as needed. If appropriate, instructors may arrange for times when students log into a group chat or conference call as a means to interact with each other. The type of interaction depends on the subject matter being covered during the class.

Walden University's platform for delivery of online learning, Blackboard, and the program structure developed by the University provide for significant interaction and engagement between faculty and students. Faculty members continuously encourage students to apply Walden's mission of positive social change to their academic and professional work by providing resources and readings. Informally, students and faculty may participate in conversations developed in the Class Café, providing an opportunity for networking, brainstorming, and personal growth. Faculty members are encouraged to respond to student inquiries as quickly as possible, but no later than within 48 hours. All student assignments are submitted through the online classroom and faculty provides feedback and grades to students within 10 calendar days. At all times, students are welcome to contact their faculty members and advisors for additional academic and career support.

Several graduate and doctoral level programs include mandatory residencies in which students and faculty meet face-to-face. Academic residencies give students the opportunity to connect and collaborate with faculty members and peers. Residencies are held in locations throughout the United States and abroad, while virtual residencies are hosted online for eligible Ph.D. students.

Student Learning Resources: The Center for Student Success <http://css.waldenu.edu/> provides student support services that include new student orientation, technical assistance, the Writing Center, career services, disability services, personal advisors, peer mentors or tutors, research support, and the Walden University Library. Through the Writing Center, students have access to support programs such as Grammarly and Turnitin. Students have the opportunity to schedule time with tutors focusing on math and writing skills. The tutoring service coordinates private sessions between students and tutors that focus on materials covered in the student's individual courses.

The Walden University Library includes a full complement of online books and journals. The Library is fully online, with over 164,703 eBooks, 64,1366 full-text journals, 106 databases that focus on Walden degree program disciplines, and 2.7 million dissertations available 24 hours per day. Document delivery service is available to students working on their doctoral capstone projects, when the Library does not own an article or book needed for research. The Library has agreements with various publishers and university libraries to supply these materials at no cost to students.

Reference librarians are available Monday – Thursday 8 am to midnight; Friday 8 am to 6pm; and Saturday/Sunday 2 pm to 10 pm (eastern time). Reference librarians help students with research questions, help them find articles in the Walden databases, suggest resources, and help students formulate search strategies. Reference librarians also create tutorials and course guides that contain links to required library readings for all courses. Research librarians hold webinars each month to help students improve their search skills. Students receive responses to their requests for assistance within 24 hours for requests initiated via email and within one hour for requests initiated via telephone.

Walden also offers optional student success courses for a fee, although these courses are not eligible for payment by federal student aid.

Curriculum Evaluation and Development: University faculty members in the relevant academic disciplines participate in the design and planning of programs and courses. For each academic program, Walden University selects a faculty member to serve as “academic champion” in the program development process. This person, along with other faculty members who have programmatic experience, participates in the initial planning through the final approval of the academic program. Faculty members are responsible for ensuring that the program aligns with the department and university’s mission, vision statements, and learning outcomes. The academic champion is responsible for ensuring the appropriate, overarching academic perspective for each program and monitors all aspects of program development, providing content expertise as appropriate.

Walden University Program Directors, with support from the Associate Dean and Lead Faculty, provide appropriate oversight of academic programs. Together the team works to provide continuing guidance for and supervision of the program and conducts regular program reviews. The Program Director also provides oversight for individual courses within the program and is responsible for evaluating any course issues that may arise. The Program Director leads the team in determining changes or additions needed to the program, oversees program faculty issues, concerns, provides mentoring, and works with each faculty member to ensure successful execution of the program curriculum. The Program Director also provides supervision in student research and capstone projects.

Walden University is also a member of the Academy for Assessment of Student Learning sponsored by the Higher Learning Commission (HLC). Institutions accepted into the Academy agree to work with other participating institutions on a multiyear sequence of activities to share “best practices” and innovations in learning outcome assessment. Each institution in the Academy selects, plans, and implements projects to determine the most important learning outcomes, advance the use of learning outcomes assessment, and improve student learning. Accomplishments the University has achieved so far include establishing University standards for creating assessment plans, broadening the involvement of staff in student learning assessment, introducing a graduation survey, an employer survey, a Proficiency Profile, and implementing faculty review panels to examine samples of student work.

Student Complaints Process: The College discloses its process for handling student complaints in its Student Handbook at <http://catalog.waldenu.edu/content.php?catoid=99&navoid=24463&hl=complaint&returnto=search>

Walden University has appointed a university ombudsperson to act as a resource for student concerns and policy issues as well as to assist in the academic appeals process. The ombudsperson serves as an objective party for the university, advocating for fairness. The job of the ombudsperson is to aid in the timely and impartial resolution of problems in a non-adversarial, non-litigious manner. Students are encouraged to consult the ombudsperson as a first resort when they are attempting to resolve issues informally and do not know where to address a problem or how to approach the appropriate person or committee. The functions of the ombudsperson at Walden are to:

- Listen carefully to student concerns;
- Provide answers to student questions or to assist in finding someone who can analyze situations and identify and evaluate options for responding to them;
- Explain university policies and procedures and their applications;
- Carry complaints forward, if the complainant is unable to do so;
- Advocate resolution of complaints based on fairness;

- Recommend changes to current policy as appropriate to support the university values of quality, integrity, and student-centeredness.

Students can contact the university ombudsperson at ombuds@waldenu.edu.

Distance Education Programs Offered In Iowa

Estimated, total tuition, fee, book/supply, and any other program-specific charges for each online program Walden University offers to Iowa residents are provided in a separate document.

Licensure Programs: Professional licensure preparation programs that the University may offer to Iowa residents are specifically identified on the separate program list. All licensure preparation programs that the University is permitted to offer to Iowans are either approved by the Iowa Board of Education, as required for educator licensure programs, or meet the conditions of the appropriate professional licensure board for curriculum and/or accreditation.

Field Experiences:

- Master of Arts in Teaching (Early Childhood Education and Special Education licensure tracks; Reading K-12 endorsement track) – Students enrolled in these programs complete a minimum of 7.5 credit hours of demonstration teaching in two different classroom settings throughout a semester. During demonstration teaching, students gradually assume complete teaching responsibility of the classroom. The University supervisor and the classroom cooperating teacher work closely with students and evaluate their performance. The University provides a *Teacher Candidate Guidebook* and a *Field Experience and Demonstrating Teaching Handbook* that provide information about the expectations of students, faculty, teaching sites and site supervisors.
- Master of Science in Education (Reading and Literacy endorsement track) – Students enrolled in this program complete a minimum of 4 credit hours (60 clock hours) of clinical experience in which they implement a Literacy Assessment and Instructional Plan, a Content Literacy Lesson Plan, and a Struggling Reader Case Study project. In the last clinical, students implement the first step of a school-wide literacy plan in their clinical setting and evaluate the results in terms of student learning. All clinical experiences occur in a University-approved school setting under the supervision of a licensed practitioner. The University provides a *Reading K-12 Endorsement Program Candidate Guidebook* that outlines student expectations.
- Master of Science in Educational Leadership and Administration and Ed.S. in Educational Leadership and Administration – Students enrolled in these programs must complete a total of 240 clock hours of field experience at the elementary, middle, and high school levels. Field experiences integrate learned skills and concepts in school settings under the mentorship of a licensed and practicing school principal. The University provides a *Principal Candidate Handbook* that outlines student, faculty, and site supervisor expectations.
- Master of Science in Addiction Counseling – Students enrolled in this program participate in 9 credit hours of field experience: a 100 clock-hour practicum and a 600 clock-hour internship. The practicum is completed under the supervision of a professional practitioner at a University-approved site. Students gain additional knowledge regarding clinical practice by interacting with colleagues and the instructor in the practicum course. During the initial practicum, students

participate in a triadic supervision teleconference once per week with the practicum instructor and a University supervisor. During the subsequent internship course, students meet with the class and practicum faculty to discuss cases and present videos of student-client sessions. During the last internship course, students attend weekly group supervision teleconferences to further refine their clinical and professional skills.

- Master of Science in Clinical Mental Health Counseling – Students enrolled in the program complete 9 credit hours of field experience comprised of a 100 clock-hour practicum and a 600 clock-hour clinical. Field experiences are conducted under the supervision of professional, clinical experts at a site approved by the University. In the practicum, students communicate with faculty regularly to present videos of student-client sessions. In the clinical, students perform activities including counseling individuals and groups, keeping records, writing reports, and administering referrals. Students also attending group supervision teleconferences to further refine their clinical and professional skills.
- Master of Science in Nursing (educator track) – Nursing education students in this course explore the roles of the nurse educator, including providers of care, staff developers, clinical educators, and academic educators. Through the practicum experience, students translate and apply theoretical principles from their advanced clinical specialty of providing direct care to patients as well as in their practice of teaching. Students work toward solving real-world problems, with the assistance of their preceptors, in a clinical setting as well as with teaching projects in a classroom setting, patient setting, and staff-development setting. They also present the results of their project in the workplace and in the online classroom.
- Master of Science in Nursing (adult gerontology, acute care and nurse practitioner tracks) – Students enrolled in any one of these three specializations participate in a distinctly defined, supervised, on-site clinical experience in which students develop applied skills and integrate professional knowledge in the provision of hands-on primary care. Acceptable site supervisors include family nurse practitioners, adult-gerontology nurse practitioners, adult women’s health nurse practitioners, pediatric nurse practitioners, physicals (MD or DO) and certified nurse midwives. Preceptors are master’s or doctorate-prepared and licensed/credentialed in their state to practice in their area of specialization.
- Master of Science in Clinical Research Administration and Master of Science in Health Informatics – A student enrolled in either program may participate in an optional, 120-clock hour practicum under the supervision of an on-site supervisor who is involved in the planning or conduct of clinical research. The on-site supervisor and University faculty monitor and evaluate students’ performance throughout the entire practicum experience. Students must also participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.
- Master of Public Health – There are 2 practicum courses in this program of 100 clock hours each. During the first practicum, students engage in a field experience in an approved public health setting under the supervision of an on-site preceptor. The on-site supervisor and the University faculty monitor and evaluate students’ performance throughout the entire practicum experience. In the first practicum course, students complete a minimum of 100 clock hours of practicum work, participate in an accompanying online course, and begin to develop an ePortfolio based on assigned professional development activities. During this second practicum course, students complete the ePortfolio of their field experience and develop their applied

public health project. Students are expected to devote time to development of their public health project that is above and beyond their practicum work.

Registration Compliance

As required by Iowa Code Section 261B.4, the University provided its proposed policy for refunding tuition charges to an Iowa resident who withdraws. That policy is compliant with Iowa Code Section 714.23 and will be implemented upon registration approval. The University will disclose the Iowa-resident tuition refund policy in its catalog scheduled for publication on September 2, 2014.

Administrative rules for registered schools specifically require a school to comply with the requirements of Chapter 261.9(1) "e" through "h".

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. Walden University maintains drug and alcohol prevention policies, penalties for drug/alcohol violations or sexual harassment or physical abuse, and resources for sexual assault intervention in multiple resources: the Student Catalog, the University's Student Assistance Program, a personal wellness and crisis incident referral and planning service called Guidance Resources, the Walden Alcohol and Drug Abuse Prevention Program, the University's Annual Security Report, and through information distributed to students during face-to-face meetings, i.e., "residencies," that are a requirement of certain programs. Links to these sources are provided below.
 - ✓ <http://catalog.waldenu.edu/mime/media/103/2583/Handbook+for+print+June+2014+Final.pdf>
 - ✓ <http://www.waldenu.edu/legal/consumer-information>
 - ✓ <http://catalog.waldenu.edu/content.php?catoid=103&navoid=26467>
 - ✓ <https://www.guidanceresources.com/groWeb/login/login.xhtml>
 - ✓ <http://www.waldenu.edu/~media/Files/WAL/clery-act-security-report.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 has been called to active (Iowa) state or federal military duty or service. Walden University provided staff with a policy that it will implement upon registration approval that complies with these requirements. The University discloses the policy to students in the Walden University Student Handbook at <http://catalog.waldenu.edu/content.php?catoid=103&navoid=26400#Military>
- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This new law, generally effective July 1, 2012, 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 new policy now applies to Iowa's registered schools who compensate one or more parties to conduct instruction or other operational

activities on the school's behalf at an Iowa location. As an addendum to its registration application, Walden University provided staff with a compliant policy for University staff members who conduct activities at an Iowa location. This policy will be disclosed to staff in the Walden University Faculty Handbook publication scheduled for September 2, 2014.

Student Consumer Information: In its registration application, Walden University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires 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 duplicative of the federal Department of Education's student consumer information disclosure requirements for a school that participates in the federal student aid programs. The University provides this information to prospective students in its Catalog and Student Handbook:

- ✓ <http://catalog.waldenu.edu/content.php?catoid=102&navoid=25683>
- ✓ http://catalog.waldenu.edu/mime/media/103/2583/Handbook+for+print_June+2014_Final.pdf

Walden University affirms on the application that it will comply with the provisions of Iowa Code Section 261B.7. Effective July 1, 2012, these provisions of Iowa Code were modified to state that, provided the school does not claim "approval" or "accreditation," the school must disclose to students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. The University will disclose this information on its State Authorization Statements web page at <http://www.waldenu.edu/about/who-we-are/accreditation/state-authorization-statements>.

Financial Responsibility: Walden University submitted an independent auditor's report for Walden E-Learning, LLC and subsidiary Walden University conducted by PricewaterhouseCoopers LLP and dated April 16, 2013. The auditing firm expressed its opinion that the corporation's financial statements presented fairly, in all material respects, the financial position of Walden E-Learning, LLC and its subsidiary Walden University as of the end of the institution's fiscal year December 30, 2012.

- A nonpublic 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 financially responsible without additional oversight. For Walden University, the federal Department of Education calculates a composite score for its parent company, Laureate Education. Walden University also calculates a separate composite score. Walden University reports that its most recent composite score for fiscal year 2013 is 2.9 (out of a possible 3.0).

However, based on the composite score for Laureate Education, The federal Department of Education placed Walden University under provisional certification to participate in the federal student aid programs until June 30, 2016. As a condition of the University's provisional certification, Laureate Education must post a letter of credit payable to the federal Department of Education in an amount equal to not less than 10% of the federal student aid funds it received during the most recent fiscal year. The current letter of credit in favor of the federal Department is for the amount of \$85,018,280.

- A for-profit school that participates in the federal student aid programs must demonstrate that no more than 90% of its revenue is derived from Title IV funding. For the institutional fiscal year ending December 31, 2012, the audited financial statements for Walden Learning, LLC and its

subsidiary Walden University show that the University derived 76.01% of its revenue from Title IV funds.

Full-Time Iowa Resident Faculty Member or Program Coordinator: Effective with the January 15, 2014 enactment of administrative rules, distance education program providers are no longer required to have a full-time, Iowa-resident faculty member or program coordinator.

However, at the time of the University's application, it employed four full-time Iowa-resident faculty members and an additional 21 part-time Iowa-resident faculty members. These faculty members provide instruction in education, international business, political science, technology, nursing, public health, law, counseling, communication, psychology, English, child development, and library science.

Instructional/Supervisory Staff Qualifications: Walden University is a large institution with many instructors such that staff review of all faculty credentials is not feasible. Therefore, staff sampled faculty profiles posted on the University website.

- **Counseling and Social Services:** Of approximately 140 faculty members reviewed, all have a doctoral degree. Experience among these faculty includes postsecondary education, abnormal psychology, multicultural counseling, counseling college students, adolescent mental health, couples and family counseling, eating disorders, trauma impacting women, substance abuse treatment, crisis intervention, juvenile delinquency, mental health and the legal system, disability analysis, vocational psychology, and large-scale organizational change management. Many faculty members that were selected for the credential review are licensed professional counselors.
- **Education (master's program):** Of 252 faculty members reviewed, 180 have an education specialist degree or a doctoral degree primarily in the field of education. All of the remaining faculty members have a master's degree. Professional experience includes teaching at the elementary and secondary level, public school leadership, grant management, diabetes, autism, learning disabilities, developmental delays, gifted children, postsecondary education and administration, distance learning, accreditation, curriculum design, and website development.
- **Health Sciences:** Of 160 faculty members reviewed, all have a doctoral degree in fields such as health sciences, public health, medicine, education, and law. Professional experience includes postsecondary instruction, curriculum development, and leadership, substance abuse treatment, health psychology, health education, global health, hospital administration, dietetics and nutrition, family and professional care-giving, regulatory compliance in the healthcare industry, family and emergency medicine, pharmacology, preventive medicine, health promotion in underserved populations, and chronic disease.
- **Information Technology:** Of 58 faculty members reviewed, 41 have a doctoral degree. All of the remaining faculty members have a master's degree. Experience among these faculty members includes postsecondary education and leadership, online instructional technologies data networks, data warehousing and mining, computer graphics, three-dimensional design, software engineering, programming languages, electrical engineering, chip design, security engineering, quality control, project management, telecommunications marketing, organizational change and development, and global strategies and innovation.

- Management (including business): Of 294 faculty reviewed, 267 have a doctoral degree in fields such as business administration, management, law, or education. All of the remaining faculty members have a master's degree, primarily in business. Several faculty members hold professional certifications as a Public Accountant, Internal Auditor, Global Management Accountant, Government Financial Manager, or Fraud Examiner. Professional experience includes intercultural communication, journalism, marketing, international business, operations management, supply chain management, project management, strategic management, property management, government finance management, leadership development, human resources, entrepreneurship, small business development, rural economic development, mergers and acquisitions, investment banking, corporate financial management, statistics, information technology, college administration, college accreditation, and postsecondary instruction and curriculum development.
- Nursing: Of approximately 154 faculty reviewed, all have a doctoral degree in fields such as nursing, education, business administration, health administration, public health, management, pharmacy, or medicine. Experience and research interests include renal transplants, triage, international health, maternal-child health, rural family nursing practice, vulnerable populations, chronic illness management, acute care, homeless adolescents, psychiatric nursing, substance abuse, geriatrics, infection control, patient education, healthcare administration, hospital nursing service administration, nursing curriculum development, and postsecondary education. Many of these faculty members are consultants, educators or presenters in their field, or authors of articles in publications such as the Journal of Public Health, International Journal of Nursing Practice, EBSCO Nurse Reference Center, Journal of Nursing Care Quality, American Journal of Nursing, Journal of Advanced Nursing, Clinical Nursing Research, and Archives in Psychiatric Nursing.
- Psychology: Of approximately 83 faculty members reviewed, all have a doctoral degree. Professional experience and research interests include industrial/organizational psychology, employee retention, single mothers, poverty and urban issues, underrepresented populations, Latino psychology, community psychology, clinical psychology, neuroscience, psychological assessments, disaster response, media psychology, undergraduate and graduate psychology curriculum development, public school counseling, special education, academic achievement among adolescents, substance abuse prevention, school dropout prevention, and postsecondary school administration.
- Public Policy and Administration (including criminal justice): Of 116 faculty members reviewed, all but 2 have a doctoral degree in fields such as public administration, law, or education. The remaining two faculty members have a master's degree. Professional experience includes postsecondary instruction and course development, college administration, global public policy, law enforcement administration, constitutional law, corrections, strategic intelligence, intelligence information systems, financial analysis, nonprofit management, government management, contract and grant administration, international business, computer crime, strategic planning, budgeting, political science, child and family welfare, immigration issues, public education, public health, juvenile justice, mediation, disaster preparedness, and bioterrorism.

Commitment to Iowa Students and Teach-Out: The University's registration application includes a written statement from President Cynthia G. Baum, Ph.D., stating her commitment to ongoing support, both financial and technical, and to a continuation of the program in which students are enrolled for a period sufficient to enable students to complete a degree.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Walden University has filed satisfactory evidence of financial responsibility, including a continuous corporate surety bond payable to the State of Iowa in the amount of \$50,000. The bond issuer is Travelers Casual and Surety Company of America.

Section 714.23 – State Tuition Refund Policy

Walden University has prepared a tuition refund policy for Iowa-resident students who withdraw that is compliant. The University will initiate implementation and disclosure of the policy upon registration approval, as discussed under “Registration Compliance” above.