

IOWA COLLEGE STUDENT AID COMMISSION

University of Cincinnati Application for Postsecondary Registration October 2014

STAFF ACTION: *Approve the request from University of Cincinnati for a registration term that begins on October 29, 2014, and ends on October 29, 2016.*

As a condition of registration, the University must notify Commission staff of the Iowa location at which an Iowa resident student will participate in a field experience. Notice must occur within 90 days of the date that the University establishes a new field experience location, and may be provided via electronic mail.

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 the University of Cincinnati to register because it offers a program(s) that includes a structured field experience that an Iowa resident may participate in at an Iowa location.

Institutional Information

The University of Cincinnati is a public postsecondary educational institution whose campus is located at 2600 Clifton Ave., Cincinnati, Ohio. The school's chief executive officer is President Santa J. Ono, 2618 McMicken Circle, Cincinnati, Ohio. The University applied for registration in Iowa only to offer distance education programs. Therefore, it has no Iowa contact person and no Iowa resident agent. Since the University is an instrumentality of a state, it is not appropriate for the University to register with the Iowa Secretary of State as a corporation conducting business in Iowa.

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. In addition, the University holds programmatic accreditation from the following entities that are recognized by the federal Department of Education for certain distance education programs the University offers Iowans:

- National Council for Accreditation of Teacher Education, for its baccalaureate and graduate professional educator programs.

- Commission on Collegiate Nursing Education, for its baccalaureate, master's, and doctoral level nursing programs.
- Accreditation Commission for Midwifery Education, for its Master of Science in Nurse Midwifery program.
- Council on Academic Accreditation in Audiology and Speech-Language Pathology, for its Masters of Arts in Speech-Language Pathology program. Graduates of this program are eligible for a Certificate of Clinical Competence in Speech-Language Pathology through this accrediting agency. The Certificate of Clinical Competence qualifies an Iowa resident graduate for an Iowa Speech Pathologist's license.

Federal Stafford Loan Cohort Default Rate (FFY 2011): 6.6%

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

Graduation Rate (the percentage of first-time, full-time undergraduate students who completed their program within 150% of the normal program completion time, as reported to the federal Department of Education): 58%.

Average Loan Debt upon Graduation: For 2011-2012:

- \$30,078 (all student loans)
- \$25,434 (federal student loans only)

Record Preservation: Student academic history records, which include term-by-term class enrollments, final grades, term and cumulative grade point averages, and degree and certificates awarded, are maintained permanently as data within the University's student information system, UniverSIS. Student transaction forms, e.g., class withdrawals, grade replacements, change of college/major, appeals/petitions, etc., are maintained in paper or data-imaging archives for periods defined by the University's records retention schedule. The University's record retention program is administered by the University Archives, which has authority to develop administrative procedures and guidelines. The University maintains a Records Management Guide that provides instruction on record retention, storage, and destruction schedules and procedures.

UniverSIS student data is backed up nightly to tape and the tapes are sent off-site daily to a contracted vaulting company, Iron Mountain. These backups include both the student database and all files necessary for UniverSIS to function. The same is true for data contained in the student data warehouse system. Copies of the disaster recovery plans for both the UniverSIS system and the student data warehouse system are kept electronically at the main campus and at one of the University's branch campuses. The disaster recovery plan for the UniverSIS system has been successfully tested several times using a system at the Ohio State University. Recovery of the student data warehouse system has not been done offsite but has been tested at the University.

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

University of Cincinnati Registrar's Office
 PO Box 210060
 Cincinnati, OH 45221-0060

(513) 556-1000

http://www.uc.edu/registrar/record_services/transcript_ordering.html

Instructional Methodology: Blackboard is the University's learning management system. While courses offered through Blackboard are typically asynchronous, many faculty members will offer optional live sessions via Adobe Connect, Microsoft Lync, or Blackboard Collaborate. These sessions can be live discussions, guest expert presentations, or question and answer sessions. Other course materials are available on the course website 24 hours a day and 7 days a week. Faculty members use a variety of asynchronous technologies that provide student-to-student interaction and student-to-instructor interaction. Examples include Kaltura Media, discussion boards, wikis, blogs, and others.

Faculty set virtual office hours when students can communicate in real time with their group's faculty member either electronically or over the telephone. While these chats are optional for students, they can be valuable for case study discussion, answering questions, or reviewing for quizzes. Faculty must set aside time to be available to their students. Dates and times of faculty virtual office hours, which vary by college and program, are posted on the course site in Blackboard and communicated through announcements within Blackboard. The announcements are also sent to the students' University email account.

Certain programs will include clinical or practicum coursework that requires training in an appropriate setting located within the State of Iowa (e.g. clinical laboratory, a hospital or clinic, or an educational facility). During the clinical or practicum training experiences, students perform hands-on, advanced training tasks under the supervision of an on-site clinical preceptor or mentor. The students and faculty work together in identifying an appropriate facility that will serve as the training site.

Student Learning Resources: Newly admitted students complete an online orientation to ensure that they have access to the required computing resources, know how to navigate the online learning management system (Blackboard) and course sites, learn about support services that are available should they require assistance, and become familiar with University and program policies and procedures. Students have access to online orientation sites throughout their programs.

Reliable technical support is provided online and via telephone, toll-free for long distance callers. The University IT Help Desk provides support for computing concerns, data/phone communications, email, remote access, software site licenses, and other matters. The Help Desk is available Monday through Friday, 7 am to 11 pm and Saturday and Sunday, 8 am to 11 pm. In addition, technical support is available within most academic units. Students are guided to technical help information via links from the University's home page and course syllabi.

Distance learners have online access to the University's library system and data bases. This includes access to the library catalog, electronic resources and ebooks, articles and materials that faculty put on reserve for students, 24/7 access to certain online library resources, interlibrary loan capabilities, and access to a research librarian for assistance through chat, email, or telephone. The University is a founding member of the Ohio Library and Information Network (OhioLINK), which offers online students access to more than 48 million library items from 90 Ohio college libraries as well as from the State Library of Ohio.

The University's Career Development Center (CDC) provides distance learners with college-specific counselors, listservs, tips on interviewing, web-based and virtual career fairs, and internship placement. The University also maintains a "HireUC" service through the Career Development Center that matches up students who are graduating with specific, registered employers who will consider the University's graduates for full-time or part-time jobs and internships. Resume critiques offered by the CDC are available in-person during normal business hours. However, online program students have access to several resume writing tips and examples on the CDC website.

Program-specific academic support is provided by distance learning facilitators online and via telephone. The University's Learning Assistance Center (LAC) provides online tutoring for all undergraduate students. The LAC offers tutoring in more than 400 courses covering subjects such as math, science, languages, business, and writing. The LAC eTutoring online platform supports effective interaction between the tutor and student via chat and whiteboard communication, optional audio and visual components, and real-time document sharing and transferring. Students can choose different interaction options based on their needs. In addition, through the Online Writing Lab, distance learners receive the same help that on-campus students experience. Students may submit their writing assignments and receive revision suggestions from tutors within 24-48 hours.

The University's Counseling & Psychological Services (CAPS) are not available to University's lowa-resident distance learning students. Ohio state law prevents the University from providing counseling services in any format other than person-to-person. However, CAPS may provide a brief screening over the telephone and the CAPS website provides online screening tools and other resources for distance education students.

Curriculum Evaluation and Development: The University's distance learning programs are initiated and approved by the appropriate University colleges and departments in the same manner as on-campus programs. The same faculty is responsible for the programs both on-campus and via distance learning, providing the same commitment to quality and rigor. The University provides its processes and guidelines for adding or modifying both graduate and undergraduate programs at http://www.uc.edu/provost/committees/academic_committee/RedirectToNewProgramApprovalProcess.html.

New program development at the undergraduate and graduate level follows the same general protocol. The New Program Approval Process is located on the University's Provost webpage at http://www.uc.edu/provost/committees/academic_committee/RedirectToNewProgramApprovalProcess.html, and includes the following steps:

- Faculty initiate a proposal to develop a new program.
- Proposal is vetted and approved through the appropriate College (an academic subdivision of the University) governance structure.
- For graduate programs, the initial plan is reviewed by the New (Graduate) Programs Committee and Graduate Council prior to the plan's submission to the University's Academic Committee.

- The Academic Committee reviews new program proposals in consultation with appropriate groups, as needed (e.g., the Associate Dean's Council and/or Fiscal Coordinating Committee) prior to submitting the plan to the Ohio Board of Regents for approval of the initial plan.
- The Ohio Board of Regents approves the initial plan. For graduate programs, this is the Regents Advisory Committee on Graduate Study.
- Faculty then create a full program proposal that is vetted with appropriate College and Department-level governance.
- For graduate programs, the full program proposal is reviewed by the New Programs (Graduate) Committee, by graduate faculty, and the Graduate Council prior to submitting the full program plan to the Academic Committee.
- The Academic Committee review the full program proposal in consultation with the Fiscal Coordinating Committee, as needed.
- The full program proposal is reviewed and approved by the Provost, the President, the Board of Trustees, and the Ohio Board of Regents.

The Academic Committee is comprised of the following: a Chair appointed by the Senior Vice President for Academic Affairs and Provost; four faculty senators; the Chair of the Academic Affairs Committee; a regional College representative; a Budget and Priorities Committee member; the Faculty Chair or designee; two student trustees; Associate Dean of the Graduate School; a Dean and three Associate Deans appointed by the Senior Vice President and Provost; two faculty from the Academic Health Center colleges; two representatives from the Senior Vice President and Provost; and a representative from the Provost's Office of Business and Financial Affairs.

Student Complaints Process: If a conflict arises, the University wishes to resolve student grievances, complaints, and concerns in an expeditious, fair, and collegial manner. Students attempting to resolve any issues or complaints informally should contact their academic unit head or college office. Students are also encouraged to seek assistance from the University Ombuds Office <http://www.uc.edu/ombuds.html> for possible resolution *before* initiating the formal grievance process.

If an issue cannot be resolved by informal means, undergraduate students should follow the University's processes and grievance procedures contained on the University's [Right To Know](#) website. Graduate students should follow the process outlined on the Graduate Student Grievances Procedures website <http://grad.uc.edu/student-life/policies/grievances.html>.

Certain issues that cannot be addressed through the processes outlined above can be pursued through mediation services offered by the University Ombuds Office.

Out-of-state students may choose to file a complaint with the appropriate authority in their state of residence. The University maintains a list of state agency contact information on its website at <http://www.uc.edu/content/dam/uc/distance/docs/Complaint%20Process%20Links%2012-2012.pdf>.

Distance Education Programs Offered In Iowa

The total, **estimated** cost of tuition, fees, books and supplies for each program is listed below.

Undergraduate Certificate Programs

- Medial Biller/Coder - \$7,770
- Software Productivity - \$6,096
- Substance Abuse Counseling - \$9,300. Note: The State of Iowa does not license substance abuse counselors. An individual may voluntarily obtain certification after application and examination through a private nonprofit entity, the Iowa Board of Certification. Successful applicants must have a high school diploma or GED, at least 24 hours of college-level education and additional, supervised training, but applicants are not required to have a postsecondary degree in order to qualify.
- Substance Abuse Prevention - \$8532
- Violence Prevention in Families - \$9,954

Associate Degree Programs

- Associate of Science in Health Information Systems - \$16,317
- Associate of Applied Science in Fire Service Technology - \$30,960

Baccalaureate Degree Completion Programs

- Bachelor of Science in Health Information Management Administration - \$28,440
- Bachelor of Science in Medical Laboratory Science - \$28,440. Note: while this is not an Iowa-licensed profession, completion of this program does qualify a student for national certification by the American Society for Clinical Pathology (ASCP) as a Medical Laboratory Scientist (MLS). This certification may enhance a graduate's employability or advance an employed graduate's professional status.
- Bachelors of Science in Respiratory Therapy (non-licensure) - \$23,700
- Bachelor of Science in Nursing (RN to BSN) - \$30,683

Four-Year Baccalaureate Degree Programs

- Bachelor of Science in Substance Abuse Counseling - \$56,880. Note: The State of Iowa does not license substance abuse counselors. An individual may voluntarily obtain certification after application and examination through a private non-profit entity, the Iowa Board of Certification. Successful applicants must have a high school diploma or GED, at least 24 hours of college-level education and additional, supervised training, but applicants are not required to have a postsecondary degree in order to qualify.
- Bachelor of Science in Fire Science - \$61,920

Post-Baccalaureate Certificate Programs

- Nursing Education - \$8,868
- Cosmetic Science - \$8,868
- Substance Abuse Prevention - \$13,302
- Online Learning - \$11,085
- Learning with Community Resources - \$11,085
- Leadership in Online Learning - \$11,085
- Community and Public Health Education - \$11,085

- Autism Spectrum Disorders - \$11,085
- Behavioral Analysis - \$13,302
- Teaching English to Speakers of Other Languages - \$13,302
- PreK-12 Reading Instruction - \$13,302
- Postsecondary Literacy Instruction - \$13,302
- Adult/International TESL - \$13,302
- Medical Medication - \$8,868
- Teacher Leader - \$8,868
- STEM Teaching and Learning - \$11,085
- National Board of Professional Teaching Standards - \$11,085
- Gifted Education - \$11,085
- Animal Audiology - \$8,868
- Corporate Taxation - \$12,060
- Individual Taxation \$12,060
- Health Care Administration - \$10,860
- Health Care Finance - \$10,860
- Health Care Operations - \$10,860
- Health Care Policy & Regulation - \$10,860

Master's Degree Programs

- Master in Health Administration - \$35,472
- Master of Science in Speech-Language Pathology - \$44,340. Note: This is a program that prepares students for licensure as a speech pathologist. The University of Cincinnati's program meets the requirements of the Iowa Board of Speech Pathologists and Audiologists by virtue of the fact that the program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA). Accreditation by this entity qualifies program graduates for an American Speech-Language Hearing Association (ASHA) Certificate of Clinical Competence, which in turn qualifies the graduate for Iowa licensure as a Speech Pathologist. This program is *not* authorized by the Iowa Board of Education to prepare students for Iowa licensure as a School Audiologist.
- Master of Science in Health Informatics - \$26,604
- Master of Business Administration - \$33,820
- Master of Science in Taxation - \$30,150
- Master of Education in Curriculum and Instruction (non-licensure) - \$22,170
- Master of Education in Medical Education for Health Care Professionals (non-licensure) - \$22,170
- Masters of Education in Literacy & Second Language Studies (non-licensure) - \$22,170
- Masters of Education in Educational Leadership (non-licensure, "classroom" track only) - \$27,343. Note: This program is *not* authorized by the Iowa Board of Education to prepare students for Iowa licensure as a school Principal.
- Master of Education/Foundations in Behavioral Analysis (non-licensure) - \$22,170. Graduates of this program are eligible for the Behavior Analyst Certification Board examination.
- Master of Education/Special Education (non-licensure)\$33,255
- Master of Science in Criminal Justice - \$24,387

- Master of Engineering in Mechanical Engineering - \$23,700
- Master of Engineering in Electrical Engineering - \$23,700
- Master of Science in Nursing Adult-Gero Clinical Nurse Specialist - \$34,733
- Master of Science in Nursing Adult-Gero Primary Care Nurse Practitioner - \$32,516
- Master of Science in Nursing Family Nurse Practitioner - \$35,472
- Master of Science in Nursing/Administration \$31,038
- Master of Science in Nursing Nurse Midwifery - \$42,862
- Master of Science in Nursing Psychiatric Clinical Nurse Specialist - \$38,428
- Master of Science in Nursing Women's Health - \$36,211
- Master of Science in Cosmetic Science - \$22,170

Post-Master's Certificate Programs

- Psychiatric Mental Health Nurse Practitioner - \$14,780

For all graduate nursing programs, an additional, flat fee of \$563 is charged to part-time and full-time students each term.

Registration Compliance

As required by Iowa Code Section 261B.4, the University disclosed its institutional policy on refunding tuition charges for withdrawn students. Since the University is not a for-profit institution, its tuition refund policy is not governed by Iowa law or rule.

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

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. These requirements duplicate policies and disclosures required by the federal Department of Education for a school that participates in the federal student aid programs. The University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f), and discloses these policies and services to students on its website at:
 - ✓ <http://www.uc.edu/publicsafety/staying-safe/alcohol-drugs.html>
 - ✓ <http://www.uc.edu/publicsafety/staying-safe/sensitive-crimes.html>
 - ✓ <http://www.uc.edu/content/dam/uc/righttoknow/docs/campus-safety-report.pdf>
 - ✓ http://www.uc.edu/conduct/Code_of_Conduct.html.
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning tuition and fee charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the registration evaluation process, the University amended its

military deployment policy to align with Iowa Code requirements. It is notable that the University adopted the Iowa-based policy for all of its students regardless of the student's state of residence. Until the adopted rule is published, the University will disclose the updated military deployment policy on its Distance Education State Authorization website at <http://www.uc.edu/distance/state-authorization-.html>.

- 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 requiring employees, who in the course of their employment, attend, examine, counsel, or treat a child to immediately report suspected incidents of child physical and sexual abuse to law enforcement and to the school. By cross-reference to existing administrative rules for registration [283-21.2(261B), subsection 7], this policy applies to distance education program providers only if the provider has a compensated party conducting operational activities at a location in Iowa. Since the University has no compensated party conducting any operational activity in Iowa, this policy is not applicable.

Student Consumer Information: In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires 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 these disclosures through a special website for distance education program students at <http://www.uc.edu/sa/studentsrcs/distance.html>.

The 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. These disclosures will be provided to Iowa resident online students on the University's information page for non-Ohio residents at <http://www.uc.edu/distance/state-authorization-.html>.

Financial Responsibility: The University of Cincinnati obtained an independent audit of its financial statements from the auditing firm BKD, LLP for the institutional fiscal year that ended June 30, 2013. The auditors stated their opinion that the University's financial statements presented fairly, in all material respects, the financial position of the University.

- A public institution is not required to calculate a composite score to measure its financial responsibility. A public institution is considered financially responsible if its debts and liabilities are backed by the full faith and credit of the state.
- A public institution is not required to determine the percentage of its revenue that is derived from Title IV student financial aid.

Full-Time Iowa Resident Faculty Member or Program Coordinator: The University of Cincinnati has no Iowa-based faculty or other employee. Administrative rules effective January 15, 2014, do not require a school to employ an Iowa-based faculty member or program coordinator if it applies for authorization to offer only distance education programs.

Instructional/Supervisory Staff Qualifications: On its website, the University provides profiles for some full- and part-time faculty in its online programs. A review of available faculty profiles reveals the following:

- **Business (MBA):** Of 29 profiles reviewed, 18 faculty members have terminal degrees in business-related topics such as management, organizational behavior, human resources management, rhetorical studies, small business development, and strategic management. The remaining faculty members have a master's degree in business administration.
- **Education (Master's degree programs):** Of four profiles reviewed, three have a doctoral degree in education. The fourth faculty member has a master's degree in special education. Experience and expertise among these faculty members includes use of technology in the classroom, educational leadership, increasing teacher effectiveness, secondary school innovation, improving student achievement, at-risk students, behavioral and emotional disorders, intense disabilities, and autism.
- **Fire Science (Associate and Baccalaureate degree programs):** Of 13 profiles reviewed, one faculty member has a doctoral degree in law. Eight faculty members have a master's degree in safety engineering, executive fire service, public administration, business administration, or safety and emergency management. The remaining faculty members have baccalaureate degrees in fields such as psychology, business, or fire safety. Overall, the professional expertise of these faculty members includes areas such as nursing, emergency medical response, fire department leadership (two faculty members are a Fire Chief in Becker and Cincinnati, Ohio, respectively, and a third is the Assistant Fire Chief in Union Township, Ohio), hazardous materials response, emergency communications management, policing, the practice of law as a federal prosecutor, arson investigation, and fire safety technology.
- **Health Administration (Master's degree program):** Of 13 profiles reviewed, 10 faculty members have a doctoral degree in health care management, business and economics, operations research, law (three), education, nursing, or management. One faculty member holds two doctoral degrees, in policy analysis and public administration, respectively. The remaining faculty members have at least one master's degree in the fields of health administration, economics, or nursing. Expertise and experience among these faculty members includes nursing practice, community health, occupational health, authoring textbooks in business management, teaching at the secondary and postsecondary level, curriculum design for employee training in business; higher education administration, federal nursing program administration, and health care systems administration. The three faculty members who hold a doctoral degree in law have experience that is specific to the health care system including tax law, regulatory compliance, fraud, medical negligence, organ/tissue donation, and Medicare/Medicaid audits and overpayments.

- Health Information (Associate and Baccalaureate degree programs): Of five profiles reviewed, one faculty member has a doctoral degree and three have a master's degree in medical education, instructional technology, or business administration. The fifth faculty member holds two baccalaureate degrees in health information management and information processing systems, has 30 years of experience in the health information field, and is the co-author of a textbook. All faculty members are Registered Health Information Administrators.
- Medical Laboratory Science (Baccalaureate degree program): Of 34 profiles reviewed, six faculty members hold a doctoral degree in education or a field related to health sciences. Fourteen faculty members hold a master's degree in business administration, public health, or a health sciences field. The remaining faculty members have a baccalaureate degree. All faculty members are a nationally certified Medical Technician or Medical Laboratory Scientist. Some faculty members hold additional professional certifications such as a Specialist in Blood Banking, Certified Histocompatibility Technologist (a person who analyzes factors that determine the success of a tissue donation, graft, or blood transfusion), Technologist in Chemistry, or Technologist in Molecular Biology.
- Nursing (Baccalaureate and Master's degree programs): Of five profiles reviewed, all five faculty members have a doctoral degree in nursing or education. Teaching experience ranges from eight to 36 years; professional experience ranges from 13 to 36 years. One faculty member has been a nursing facility administrator since 1978. Another has been the Associate Dean for the UC College of Nursing for 10 years. Expertise among all faculty includes advanced practice nursing, psychiatric nursing, specializations in children and adolescents, gerontological nursing, and oncology nursing.
- Respiratory Therapy (Baccalaureate degree program): Two profiles were reviewed. The first faculty member has a doctoral degree and was previously the Program Director for cardiopulmonary science at a postsecondary educational institution in Tennessee. This faculty member is a registered respiratory therapist, a neonatal pediatric specialist, a certified pulmonary function technologist, a registered polysomnographic technologist, and a registered sleep technologist. The second faculty member has nearly 30 years of academic and professional experience that includes both respiratory therapy and nursing. He was previously the Director of Clinical Support Services at a Cincinnati hospital, a project manager for clinical information services, a Family Nurse Practitioner, and a Respiratory Therapy manager, technician, instructor. The second faculty member is an active researcher with current interests in burn patients who have inhalation injuries.
- Substance Abuse Counseling (Undergraduate Certificate, Baccalaureate degree, and Post-Baccalaureate certificate programs): Of four profiles reviewed, all four faculty members have a doctoral degree in clinical psychology, child psychology, mental health counseling, or counselor education. Teaching experience among these faculty members ranges from 3 to 19 years. All faculty are the authors or co-authors of multiple books and/or peer-reviewed articles and presentations. One faculty member is a former clinical administrator of one of the largest recovery programs for homeless adults in the southeastern United States. Two of the faculty are currently licensed mental health or

chemical dependency counseling practitioners in Ohio. Clinical and research interests among these faculty members includes sexually abused children, prevention and treatment interventions for African-American adolescents and adults, physically disabled adults, the LGBT community, Native Americans, homeless adults, and college students.

- **Speech-Language Pathology (Master's degree program):** Of 31 full- and part-time faculty members, 22 have a doctoral degree. The remaining faculty have master's degrees. Eleven faculty profiles were available. Of these, experience, expertise, and research interests include post-doctoral study at MIT and the University of Missouri at Kansas City, audiology clinic administration, the study of the interaction between acoustics and articulation, speech as impacted by sleep deprivation, auditory nerve survival, hearing aids and cochlear implants, traumatic brain injury, aphasia, enhancing language and literacy for children in poverty, and best practices in school speech-language pathology.
- **Taxation:** Of seven faculty members profiled, two have a doctoral degree, including in law. The remaining five faculty have master's degrees in taxation or business administration. All are certified public accountants. Faculty have 5 – 27 years of professional experience in various aspects of taxation, including individual, probate, estate, corporate including multi-national companies, mergers and acquisitions, IRS practice and procedure, federal and state tax credits, and international taxation.

Commitment to Iowa Students and Teach-Out: The University's application includes a letter signed by President Santa J. Ono committing to serving Iowa residents through the provision of high quality online/distance education programming. President Ono states that, should it become necessary to discontinue a program, the University would develop a plan to ensure that all students making good progress and in good academic standing would have the opportunity to complete the program within a reasonable timeframe. Timelines and action plans would be communicated to all students. Advisors would be assigned to work with students to develop an individual academic plan, ensuring that they know the schedule of classes and are guided on academic planning, class scheduling, and degree completion.

Student Complaints: None.

Compliance with Iowa Code Chapter 714

Section 714.18 – Evidence of Financial Responsibility

Not applicable. The University is a public institution eligible for an exemption from financial responsibility as a postsecondary educational institution authorized by the laws of a state to grant degrees under Iowa Code Section 714.19, subsection 1.

Section 714.23 – State Tuition Refund Policy

Not applicable. Iowa's tuition refund policy for withdrawn students applies only to for-profit institutions.