

6.10 Academic Freedom

- A. The teacher (faculty member) is entitled to freedom in the classroom in discussing the teacher's subject, but should not introduce into the teaching controversial matters that have no relation to the subject.
- B. The protection of the prerogatives of academic freedom requires a conscientious, responsible staff. Specifically, each staff member shall uphold the dignity of the university in all of the staff member's activities; set for students an example of integrity, tolerance, and decency; and maintain high standards of scholarship within the staff member's field.
- C. No Regent university shall be or become an instrument of partisan political action. The expression of political opinions and view points will be those of individuals, not of institutions, since the official adoption of any political position, whether favored by majority or minority, tends to substitute one-sided commitment for the continuing search for truth.

6.11 Campus Speakers and Programs

It is the policy of the Board, expressed through the institutions of higher education under its control, to permit students and staff to hear diverse points of view from speakers and programs sponsored by recognized student, faculty, and employee organizations. This policy is entirely consistent with the aims of higher education. It is designed to emphasize that in a democratic society all citizens have not only the right, but the obligation to inform themselves on issues of contemporary concern, including politics, religion, ethics, and morals. Therefore, the Regents approve the following procedure for effectuating this policy:

- A. Administration The president, or a committee designated by the president, shall be responsible for the administration of this policy on a particular campus.
- B. Restrictions In sponsoring campus speakers and programs, recognized faculty, student, and employee organizations must comply with institutional rules on the reservation of rooms in advance, the posting of notices, and the payment of rental charges when applicable and such other rules as the institution prescribes for the use of its buildings to avoid any interference with the regular program of the institution.
- C. Sponsorship of Meeting. In order to encourage the presentation of diverse points of view on any issue, the president or the campus committee may at any particular meeting, or from time to time, sponsor, or encourage recognized campus groups to sponsor, additional speakers or programs that will contribute to the full and frank discussion of such issue.

6.12 Calendar Changes

- A. Academic calendar changes for all Regent institutions shall be submitted to the Board Office for Board approval on an annual basis. In addition, major proposed calendar changes and the consequences of such changes shall be submitted with recommendations to the Board Office for final decision by the Board.
- B. The president or superintendent may cancel classes or close the institution temporarily because of an emergency situation such as extreme weather conditions or an epidemic. Such action must be reported promptly to the Board Office for notification to the Board.

6.13 Credit-by-Examination

The Board shall be informed in the event any of the institutions contemplate any major expansion of the credit-by-examination program.

6.14 Extension/Continuing Education Services

- A. Definition

Extension/continuing education services are those activities by which the instruction, research, and service functions of an institution are shared with citizens of the state. These services include such things as off-campus lectures, correspondence study, consultant services, surveys, conferences, and noncredit workshops (both on and off campus), radio, television, and publication to support and supplement the aforementioned activities.

- B. Courses

Courses approved by the Board for on-campus instruction may be offered off campus through extension/continuing education without additional approval by the Board. No center for off-campus extension/continuing education activities shall be established except on prior notice to the State Extension and Continuing Education Council and with approval of the Board of Regents.

- C. Cooperation

Existing cooperation among the three institutions in extension/continuing education services shall be broadened and continuous. The Board shall review cooperative efforts and practices so that maximum extension/continuing education services will be rendered to the state and its citizens at comparable levels of costs. The extension/continuing education services of the three institutions shall be available statewide. The three extension/continuing education services, through planned cooperative effort, will seek to give the people of Iowa the best possible service at the lowest cost.

D. New Services

State or federal enactments, as well as requests from other sources, that suggest opportunities for new extension/continuing education services for which campus resources are not available shall require Board approval concerning:

1. The creation of campus resources, and
2. The campus or campuses on which the resources are to be established.

E. Courses

Courses approved by the Board for on-campus instruction may be offered off campus through extension/continuing education without additional approval by the Board. No center for off-campus extension/continuing education activities will be established except on prior notice to the State extension and Continuing Education council and with approval of the Board of Regents, State of Iowa.

6.15 Patents and Copyrights (IC §262.9[10])

The Board shall, with consent of the inventor and in the discretion of the Board, secure letters patent or copyright on inventions of students, instructors, and officials, or take assignment of such letters patent or copyright and may make all necessary expenditures in regard thereto. The letters patent or copyright on inventions when so secured shall be the property of the state, and the royalties and earnings thereon shall be credited to the funds of the institution in which such patent or copyright originated.

6.16 Faculty Activity Analysis

- A. Each university shall submit faculty activity analysis information generated from effort reporting systems that have been designed and administered to be in compliance with the Federal Office of Management and Budget (OMB), Circular A-21. This policy dictates how educational institutions determine direct and indirect costs for which they are reimbursed.

1. Faculty Activity Data to be Collected

Percent of effort information will be obtained from faculty members relative to:

- a. Teaching Activities
- b. Administrative Activities
- c. Non-sponsored Research
- d. Sponsored Research
- e. Other Sponsored Activity
- f. Other University Public and Professional Service

Each institution shall report information by these categories every year.

2. Faculty Activity Report

Information shall be reported for tenured, tenure-track and non-tenure track faculty beginning in 1990-91 and shall report data for tenure track faculty by college and rank; data for non-tenure track faculty will be reported only for the total university.

Information shall be collected and reported on the number of majors each fall (undergraduate and graduate), fiscal year student credit hours (undergraduate lower division, undergraduate upper division, graduate and total) and number of degrees (by level) by fiscal year. All of this information shall be provided by the college.

Beginning with 1990-91 data, the data collected shall follow a uniform reporting procedure for the Regent universities. The Faculty Activity Report shall provide the percentage of effort classified by college and rank. The percentage of effort shall be according to the number of full-time equivalent faculty and shall include teaching activity, administrative activity, non-sponsored research, sponsored research, sponsored activity, other service, and totals for these listed items.

A Faculty Activity Report chart shall illustrate the data classifications and provide information in a narrative form. Along with Faculty Activity Reports, the

institutions shall submit descriptive interpretations of changes in activity as shown in the Faculty Activity Reports, and how those changes reflect institutional goals and plans or environmental impacts.

It is expected that these statements shall recognize the varied contributions of each individual and that they shall anticipate variations in activity patterns on an individual, departmental and/or college basis consistent with the Board requirement for the development of faculty portfolios (see paragraph E. below).

The report will include only persons paid from instructional, research, or public service budgets who carry one of the following ranks:

- a. Professor
- b. Associate Professor
- c. Assistant Professor
- d. Instructor

Departmental executive officers shall be included. Collegiate, research institute, and university administrators shall be excluded. Percentages shall be weighted for faculty members on less than full-time appointment.

B. Effort Report

Each university shall provide a report of the average hourly work week using sampling procedures statistically valid to within 5 percent at a confidence level of 95 percent. This information shall be provided annually as part of the Faculty Activity Report. Sampling procedures used by the individual institutions shall be compatible with each other based upon acceptable statistical procedures.

- C. The complete faculty activity report for each university shall be forwarded to the Board Office for review every year.
- D. The Interinstitutional Committee on Educational Coordination shall analyze the faculty activity studies and make recommendations to the Board on possible improvements or interpretations of such information.
- E. Faculty Portfolio. The institutions will develop a common portfolio information system to ensure that the universities can effectively manage faculty productivity and that the Board can provide appropriate oversight of this important activity. The portfolio system includes common descriptions of teaching and research activities; service and outreach criteria vary due to the distinct missions of the three universities.

6.17 Faculty Consulting Analysis

- A. Each university shall submit a biennial faculty consulting report.
- B. The format for the biennial faculty consulting report will be in three sections.
 - 1. The Policies on Consulting section must include a discussion of university policies regarding consulting with relevant policies attached. Collegial or departmental policies should also be discussed and attached when they exist. Monitoring responsibilities should be fully described. The institution shall describe changes in policies since last biennial report.
 - 2. The Data on Faculty Consulting Activity section should include data presented in a standard format for each of the universities. It should also include a common definition of consulting activities. Only paid consulting is to be reported and only for full-time faculty. The headings on this table should reflect the appropriate categories. Reports shall be categorized by departmental units.
 - 3. The Evaluation of Operation of Policies on Faculty Consulting section should include a discussion of the types of services performed and of general categories of clients or sources of outside remuneration. It should also provide an evaluation of the value of faculty consulting activity to the institution.

6.18 Withholding Student Transcripts (IAC §681-1.5)

- A. A person may not be permitted to register for a course(s) at a Regent institution until delinquent accounts owed by the person to a Regent institution or an affiliated organization for which an institution acts as fiscal agent have been paid.
- B. Except as provided by bankruptcy law, a Regent institution may withhold official transcripts of the academic record of a person until delinquent accounts owed by the person to a Regent institution or to an affiliated organization for which an institution acts as fiscal agent have been paid.

6.19 Academic Program Termination and Reduced Admissions

When a Regent institution expresses a desire to terminate an academic program, it will present its plans to the Board of Regents for approval. If an institution wishes to limit¹, suspend, or substantially reduce admission to a program, it should provide that

¹ The term "limit" in this policy refers to the formal restriction of admission to a program of a Regent university by establishing a numerical enrollment maximum. It does not include limits placed

information to the Board in advance of the implementation of the reduction and report back to the Board its intentions with respect to the program. If it has been decided to terminate the program, the institution will then request approval of its intention to terminate after the last student has completed the requirements of the program. The program will not be terminated until after the last student has completed the requirements of the program. If admissions are to be reopened, Board approval will be required.

on admissions to graduate programs, the routine reduction in the number of classes or sections offered due to staffing problems, other changes in curriculum, prerequisite changes, or changes in grade point requirements for retention or graduation.

6.20 Admission Requirements: ISD and IBSSS

A. Iowa School for the Deaf

Any resident of the state less than 21 years of age who has a hearing loss which is too severe to acquire an education in the public schools is eligible to attend the school for the deaf. Nonresidents similarly situated may be admitted to an education therein upon such terms as may be fixed by the Board of Regents. The fee for nonresidents shall be not less than the average expense of resident pupils and shall be paid in advance. (IC §270.3)

B. Iowa Braille and Sight Saving School

1. All blind persons and persons whose vision is so defective that they cannot be properly instructed in the common schools, who are residents of the state and of suitable age and capacity, shall be entitled to an education in the Iowa Braille and Sight Saving School at the expense of the state. Non-residents also may be admitted to the Iowa Braille and Sight Saving School if their presence would not be prejudicial to the interests of residents upon such terms as may be fixed by the Board of Regents. (IC §269.1)
2. To be enrolled at the Iowa Braille and Sight Saving School, an individual must meet the following criteria:
 - a. Be visually impaired;
 - b. Be determined through the process established by the Rules of Special Education, to be eligible for services of the Iowa Braille and Sight Saving School.
 - c. Be under 21 years of age;
 - d. Be immunized as evidenced by a valid Iowa State Department of Health certificate of immunization; and
 - e. Be a resident of the State of Iowa. (The residency requirement will be considered on an individual basis consistent with the laws of the State of Iowa and the rules and regulations of the Board of Regents, State of Iowa.)
3. The admission guidelines include the following steps:
 - a. The Area Education Agency/Local Education Agency must identify the students as being visually impaired.

- b. Based on each individual student's needs, the Individual Education Plan (IEP) team, including a representative of the Iowa Braille and Sight Saving School, shall specify the services that the student will receive. Student needs must be related to the impact of the visual impairment in one or more of the following core skill areas:
 - 1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods;
 - 2) Skills for acquiring information, including appropriate use of technological devices and services;
 - 3) Orientation and mobility instruction;
 - 4) Independent living skills;
 - 5) Social interaction skills;
 - 6) Transition services;
 - 7) Recreation and leisure activities;
 - 8) Career education.
- c. The IEP must specify the duration of services to be offered at the Iowa Braille and Sight Saving School by clearly defining the anticipated date for the student to return to the Local Education Agency. Although all IEPs are reviewed, and placement decisions made annually, enrollment may be for a shorter amount of time.

6.21 Classification of Residents and Nonresidents

A. Graduate Assistants

Students with graduate assistantships of 1/4-time or more are assessed Iowa resident tuition. Nonresident students with graduate assistantships of 1/4-time or more retain their non-residency classification, but are assessed resident tuition and fees as long as the graduate assistantship is continued.

The spouse of a 1/4-time or more graduate assistant who is a nonresident is eligible for resident tuition during the period of the assistantship appointment. Iowa residency is not granted, but a waiver of nonresident tuition is in effect. When the graduate assistantship ends, the tuition waiver for the spouse is terminated.

H.

B. Other Students

The rules for classification as a resident or nonresident for tuition and fee purposes are found in the IAC §681 - 1.4

6.22 University Provided Housing

- A. Students may choose to live in available university residence halls, university apartments, fraternities, sororities, or off-campus housing.
 - B. The Board encourages the directors of student housing and dining services to meet regularly to exchange information and to discuss policies, practices, and procedures and for the three universities to prepare appropriate information that will enable analysis trends in occupancy by class, sex, and age, and assist the Board Office in preparation of an annual report to the Board. The Board encourages the directors to proceed in the direction of a uniform accounting system and application of principles.
 - C. The maintenance of occupancy and rental rates in university housing must be consistent with the bond covenants for outstanding dormitory bonds. See Chapter – Business & Finance)
- 6.23 Distribution of Information**

The institutions governed by the Board of Regents, State of Iowa, have an obligation to apprise students, prospective students, and the general public of the opportunities that exist for on and off-campus study and for participation in the programs and events open to them with or without charge.

To convey such information to the public, the institutions are expected to employ all channels open to them for dissemination, e.g., news stories, public service announcements, and through space and time made available by public-spirited organizations in their own information media. While free dissemination is the preferred means of informing; reasonable paid announcements may be used as appropriate for the intended audience.

6.24 Iowa Coordinating Council for Post-High School Education - Policy Statement on Intra- and Intersector Cooperation in Program Planning

The constituent agencies, associations, and institutions of post-high school education represented on the Iowa Coordinating Council for Post-High School Education (ICCPHSE), recognizing both the importance of conserving limited resources and the necessity to provide needed educational services to the citizens of Iowa hereby agree to:

- A. Enter into discussions with any institution currently serving a geographical region with programs in the same subject matter area prior to initiating a potentially duplicative new program.
 1. The purpose of these discussions will be to ascertain:
 - a. The possibility of cooperative offerings;
 - b. The possibility of alternative offerings;
 - c. The desirability of proceeding with development of the proposed program.
 2. For purposes of ascertaining the programs offered in a given area, a current listing of programs offered in the State of Iowa should be consulted.
- B. The parties to this agreement commit themselves to work cooperatively to minimize duplication of education programs offered in a given geographical region. As a general principle of good practice, an institution should not offer courses or programs (as herein defined) that duplicate an offering already provided and until such time as communication has existed between the affected institutions.

It is recognized that this agreement does not cover courses or programs offered prior to the approval of this voluntary agreement. It is hoped, however, that where duplicate offerings already exist, the institutions involved will discuss the possibility of cooperative efforts.

Definition: For the purposes of this agreement, a program is defined as a series of learning experiences leading to a degree, diploma, or certificate. A course is defined as a unit of learning being offered by an institution of higher learning for credit that could lead to a degree, diploma, or certificate.

6.25 International Agreements

- A. Each university shall submit an annual report on international agreements in accordance with a time schedule determined by the Board Office. The reports shall consist of three separate components – international linkages, student study abroad (including internships), and student profiles.
- B. The reports shall include information on the type of linkages (i.e., university-wide, college-wide, department-wide), the financial obligation, conditions, and collaborating units. At any time, linkages may be active, inactive, or proposed.

For each linkage, the following data is to be collected:

- 1) Name of partner institution and city and country of location;
- 2) Date linkage established and length of agreement;
- 3) Type (university-wide, college, department);
- 4) Status (active, inactive, proposed);
- 5) Source of funding;
- 6) Persons involved and purpose of activity (faculty, student, staff exchange, research, service).

6.26 Telecommunications (IAC 681-9.5(262))

- A. The Regent institutions will cooperate with the Iowa Telecommunications Network by seeking opportunities for access to its various delivery systems. Each institution will assign the responsibility for coordinating such access to a specific agency on campus. The Regent institutions will collaborate, as appropriate, in research efforts and pilot projects designed to explore innovative and cost-effective ways to utilize telecommunications as an instructional tool for the benefit of education in Iowa.
- B. Each institution will encourage its colleges and departments to consider appropriate uses for instructional applications of telecommunications and related technology, as well as to encourage its faculty, staff, and administration to consider telecommunications for the distribution and reception of educational communications as, for example, professional development seminars and workshops.
- C. Each institutions' policies and procedures governing the planning and offering of courses will apply to utilization of delivery systems available through statewide and other telecommunication networks. In such applications, each institution's colleges and departments will retain all prescribed autonomy in the choice of subject matter content, faculty, credit, and student requirements, as well as the right to withdraw a course in the interests of accuracy and currency.
- D. Each Regent institution will develop specific policies for implementation of the statutory requirement and the Board's general policy.

6.27 Interinstitutional Cooperation

- A. All centers, institutes, and major research facilities shall establish and maintain mechanisms for interinstitutional cooperation and collaboration whenever an overlap in research interests exists. These mechanisms should include provisions to inform persons at other Regent institutions of research being undertaken, to promote collaboration, and to stimulate the shared use of research equipment. Depending on the institute's or center's governing structure, representation on advisory/controlling bodies shall be tendered to persons in the other Regent institutions if research overlap exists. Faculty members doing research in related areas at other Regent institutions should be offered adjunct appointments or associate memberships in the center or institute.
- B. Proposals for new and expanded academic programs shall include provisions for meaningful interinstitutional cooperation and collaboration where appropriate faculty and programs exist at another Regent university.
- C. All faculty members applying for grants are strongly encouraged to consider joint interinstitutional proposals with investigators from other Regent universities.
- D. Copies of inventory of faculty research currently being used as a part of the Research Consortia shall be shared by each university with the others.
- E. The Regent universities will submit a list of cooperative efforts biennially to the Board Office for dissemination to the Board of Regents.

6.28 Strategic Planning

Strategic plans shall be developed by each Regent institution to cover a period of five years and shall be consistent with the Board of Regents' overall strategic planning policies.

Strategic planning shall occur both at the Regent and institutional levels. At the Regent level, the Board shall participate in an evolving, issues-oriented planning process, where it continually scans the environment for important issues and provides necessary strategic responses. At the institutional level, the Board shall help establish institutional direction, monitor and evaluate progress toward achieving planned initiatives, and review and approve annual plans and budgets that reflect the realization of institutional mission and goals.

The Board shall be consulted about and subscribe to the overall direction established by each Regent institution, particularly as it relates to the mission, general goals and areas of focus articulated by the institutions. In turn, plans and budgets shall reflect the overall mission, goals, and priorities of the institution, and show in clear terms how

the institution intends to accomplish its strategies, specifically within the context of scarce resources.

There shall be two kinds of reporting with respect to strategic planning: (1) annual progress reports; and (2) major three-year reviews of the plans (including goals, strategies, and action steps), and the mission, vision, values and culture statements. The annual progress reports will be presented at the November Board meeting. At its January meeting, the Board will approve the annual progress reports presented at the November meeting.

The major steps of the planning process for the Board of Regents, State of Iowa, and the institutions are established as follows:

<u>Board of Regents</u>	<u>Regent Institutions</u>
1. Initiation of the process	1. Affirmation of the process design
2. Identification of issues	2. Institutional assessment
3. Dissemination of issues	3. Development of planning framework
4. Evaluation of issues	4. Establish overall institutional direction
5. Preliminary environment scanning	5. Establish objectives and budgets for individual units
6. Selection of preliminary issues	6. Integration of unit plan to develop consolidated institutional plan
7. Selection of final strategic issues	7. Modification and adoption of consolidated university plans and budgets
8. Integration into the established docket process	8. Implementation and evaluation of plans with budget ramifications
9. Development of strategic plans and budgets	

6.29 College-Bound/IMAGES Program (IC §681 –1.6(262))

Description of the College-Bound/IMAGES Program is contained in I.A.C. 681-1.6(262)

6.30 Notification of Students on Class Content

A. University of Iowa

The faculty member has the responsibility for creating in his or her classroom or laboratory a climate that encourages the student to learn. The faculty member should exemplify high scholarly standards and respect and foster the student's right to choose and pursue his or her own educational goals.

1. The faculty member must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.
2. The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.
3. The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course. He or she must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.
4. In order to facilitate student learning, faculty members should present the appropriate context for course content. While challenge is essential to good teaching, challenge is most ordinarily effective when students are adequately prepared to deal with course materials. On controversial issues within the scope of the course a reasonable range of opinion should be presented. When the faculty member presents his or her own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
5. The faculty member owes to the student and the university a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political views, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.

6. Every student is entitled to the same intellectual freedom which the faculty member enjoys. The faculty member must respect that freedom. Restraints must not be imposed upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action. The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, not to attend part or all of a particular class session.
7. The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, every reasonable effort should be made to see that information given to them is accurate. Progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as advisor and counselor.
8. The faculty member should conduct himself or herself at all times so as to demonstrate respect for the student. He or she should always respect the confidence derived from the faculty-student relationship.
9. The faculty member must avoid exploitation of students for personal advantage. For example, in writings or oral presentations, due acknowledgment of students' contributions to the work should be made.
10. In order that students can make knowledgeable choices about whether to take a particular course, it is the faculty member's responsibility to provide, on the first day of class, a course syllabus containing the following information:
 - a. The instructor's name, office, office hours and telephone number (if the instructor is a teaching assistant, the syllabus should also include the course supervisor's name, office, office hours and telephone number),
 - b. Goals and objectives of the course,
 - c. Course content and schedule of topics,
 - d. List of readings and/or all other anticipated course materials,
 - e. Expectations for attendance, assignments and examinations,
 - f. Dates and times of any examinations scheduled outside of class time,

- g. Grading procedures including whether plus/minus grading will be used,
 - h. Statement on the availability of modifications for students with disabilities,
 - i. Resources for obtaining additional help, such as tutors or teaching assistants,
 - j. Any changes in information about the course from that which appears in the *Schedule of Courses* or other official university publications.
11. At the beginning of each course students should be informed of departmental and collegiate complaint procedures. Complaints should be initiated at the faculty or departmental level. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in 20.266.

B. Iowa State University

For sound pedagogical reasons, a faculty member may decide to use course materials that include explicit visual representations of human sexual acts. The faculty member has an obligation to inform students at the beginning of the course about the nature of that material. If a student chooses not to view the presentation(s) and the faculty member determines that alternative assignment(s) are not feasible, the student shall be permitted to drop the course without penalty (as an administrative drop) within seven calendar days of the class being so informed. C.

University of Northern Iowa

Faculty members may decide for sound pedagogical reasons that it is necessary to use course materials that include representations of human sexual acts. When such materials involve photo or film depictions, information sufficient to enable individual students to make a knowledgeable choice about whether to take that course, or attend a specific class session must be made available. Students will not be penalized for not attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session.

- 6.31 Distance Education** Distance education initiatives are included within the missions of Regent institutions and the Board strongly encourages Regent institutions to anticipate and meet consumer needs by offering courses and programs through distance education technology. New technologies do not change the basic missions of the Regent institutions.

The Board directs Regent institutions to offer courses and programs of the same high quality as those courses and programs offered on Regent campuses. The Board urges its institutions to cooperate and collaborate with both Regent and non-Regent institutions of higher education where such cooperation will benefit consumers without a diminution in quality.

The Board directs Regent institutions to: (1) report all new distance education degree program proposals to the Board Office for referral to the Interinstitutional Committee on Educational Coordination; (2) present to the Board an annual comprehensive report on distance education; (3) report all new programs delivered by web/internet and other technologies to the Board for one-time approval; and (4) provide timely reports, for information purposes only, on all new locations for existing programs.

A. Guidelines for Distance Education

The Board adopted the following North Central Association guidelines to facilitate the evaluation of Regent institution distance education programs. These guidelines were developed by regional accrediting associations, including the North Central Association. . This agreement is based on an extension of the principles developed by the Western Interstate Commission on Higher Education (WICHE) in 1997.

1. Definition: Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.
2. Guidelines: Any institution offering distance education is expected to meet the requirements of its own regional accrediting body, and be guided by WICHE principles. In addition, an institution is expected to address, in its self-studies and/or proposals for institutional change, the following expectations, which it can anticipate will be reviewed by its regional accrediting commission.

a) Curriculum and Instruction

Programs provide for timely and appropriate interaction between students and faculty, and among students.

The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.

The instruction ensures that the technology used is appropriate to the nature and objectives of the programs.

The institution ensures the currency of materials, programs and courses.

The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

The institution provides appropriate faculty support services specifically related to distance education.

The institution provides appropriate training for faculty who teach in distance education programs.

b) Evaluation and Assessment

The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruiting policies and decisions.

The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

c) Library and Learning Resources

The institution ensures that students have access to and can effectively use appropriate library resources.

The institution monitors whether students make appropriate use of learning resources.

The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

d) Student Services

The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

The institution provides an adequate means for resolving student complaints.

The institution provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements, and services available.

The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

e) Facilities and Finances

The institution possesses the equipment and technical expertise required for distance education.

The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

6.32 English Language Proficiency (Oral Communication Competence) (IC § 262.9 (24))

All persons who provide instruction to students attending Regent institutions shall demonstrate competence in oral communication. Oral communication competence is the ability to communicate appropriately in the language of instruction to students attending Regent institutions.

This policy shall apply to all faculty and teaching assistants employed by Regent institutions who provide instruction to students in courses taught during the relevant academic period. Faculty are defined as those persons with instructional appointments on a tenured, probationary, non-tenure track .

Each faculty member and teaching assistant will be evaluated for oral communication competence by the end of each academic period in which he or she has sufficient direct contact with students to render such evaluation meaningful. This policy does not mandate evaluation for persons whose instructional responsibilities do not involve

enough direct oral communication with students to provide a basis for meaningful evaluation of oral communication competence. The nature and scope of the evaluation of oral communication competence may vary with the discipline, instructional setting, and material being communicated. In all cases, however, the evaluation procedure will incorporate a mechanism for evaluation by students.

Each institution's provost, acting through the deans and/or appropriate departmental executive officers and program directors, shall implement this policy and, in particular, ensure that adequate standards of oral communication competence are maintained.

However, an institution may discontinue annual evaluations of a specific person providing instruction. The criteria for discontinuation of annual evaluations shall include receipt by the institution of two consecutive positive annual evaluations from the majority of students evaluating the person.

6.33 Naming Buildings

- A. All proposed names for facilities or properties (except minor facilities as defined below) owned or operated by the five regent institutions or the Board of Regents, State of Iowa, must have specific Board of Regents approval prior to the naming of the property. "Major facilities" include entire buildings and large sections of campus." "Minor facilities" include campus areas or sections of facilities (e.g., rooms, labs, units, open spaces, streets, structures, physical features, etc.). Naming of minor facilities may be approved by the institutional head and do not require Board of Regents, State of Iowa, approval.
- B. The Board will normally approve names only as indicated below:
 - 1. Names of persons (living or deceased) or entities such as a business or commercial product. Examples of the categories of persons and entities eligible include:
 - a. Alumni with close ties to the institution
 - b. Distinguished Iowans
 - c. Persons who have made an outstanding contribution to a field of study, discipline, university, the State of Iowa, the nation or world.
 - d. Donors
 - e. Employees (presidents, superintendents, faculty, staff) – after two years following the end of employment/appointment or upon death. No facilities may be named for a current Regent employee.

- C. The institutional head shall keep members of the Board and the Executive Director informed of developments relating to possible naming of major facilities from the inception throughout subsequent stages of the process.

6.34 Hygienic Laboratory (Iowa Code Chapter 263)

- A. State Hygienic Laboratory - Investigations

The Hygienic Laboratory shall be a permanent part of the University of Iowa. at Iowa City. It shall make or cause to be made microbiological and chemical examinations and other necessary investigations by both laboratory and field work in the determination of causes of disease, shall suggest methods of overcoming and preventing the recurrence of disease, and shall evaluate environmental effects and other scientific needs, whenever requested to do so by any state agency, state institution, or local board of health when the investigation or evaluation same is necessary in the interest of environmental quality and public health and for the purpose of preventing epidemics of disease. (Code IC §263.7).

Charges may be assessed for transportation of specimens and cost of examination. Reports of epidemiological examinations and investigations shall be sent to the responsible agency. (Code IC §263.8).

In addition to its regular work, the laboratory shall perform, without charge, all bacteriological, serological, and epidemiological examinations and investigations that may be required by the Iowa Department of Health and said department shall establish rules therefor. The laboratory shall also provide those laboratory, scientific field measurement, and environmental quality services which, by contract, are requested by other agencies of the government. (Code IC §263.8).

The laboratory is authorized to perform such other laboratory determinations as may be requested by any state institution, citizen, school, municipality, or local board of health, and the laboratory is hereby authorized to charge fees covering transportation of samples and the costs of examinations performed upon their request. (Code IC §263.8).

The director of public health shall be the head of tThe Iowa Department of Public Health may, which shall: . . . (4) Mmake investigations and surveys in respect to the causes of disease and epidemics, and the effect of locality, employment, and living conditions upon the public health. For this purpose the department may use the services of the experts connected with the state hygienic laboratory. at the State University of Iowa. (Code IC §135.11.)

- B. General Regulations (IAC 681-5)

1. Scope of services
 - a. Scientific. The laboratory provides analytical services primarily in the areas of communicable disease control and in the assessment of environmental quality.
 - b. Consultative. The professional staff of the laboratory is available for consultative assistance to persons with interest or involvement in public health.
 - c. Training. Facilities and staff of the laboratory are available for the training of laboratorians, environmentalists, and public health specialists as the need arises, through workshops, seminars, and individualized instruction.

2. Specimens examined
 - a. Classification. This being the state public health and environmental laboratory, specimens submitted to the laboratory it should have a direct or probable significance to public health, medical management, or the quality and preservation of the environment.

 - b. Who may submit specimens?
 - 1) Licensed physicians, osteopathic physicians, and other licensed practitioners may submit specimens for the diagnosis and control of communicable or other diseases in which such tests are required by the State Department of Health.
 - 2) Veterinarians may submit specimens involving diseases of animals that are communicable to humans.
 - 3) The State Department of Health may submit specimens necessary in the conduct of its fundamental responsibilities. Other programs, services, and studies may be negotiated on a contractual basis.
 - 4) The State Department of Natural Resources may submit specimens necessary in the conduct of its fundamental responsibilities relative to municipal water supplies. Other programs, services, and studies may be negotiated on a contractual basis.
 - 5) Other state agencies, institutions, and municipalities may submit specimens, generally under a contractual arrangement if the submission is to be of a regular and routine nature.

- 6) Local departments of health may submit specimens when performing official functions of state regulatory agencies. The examination of other specimens necessary in the support of locally directed programs are provided only with prior clearance and cost negotiations.
- 7) Private individuals may submit specimens to determine the suitability and safety of private water supplies only when collected and received according to conditions prescribed by the laboratory and accompanied by the appropriate fee.
- 8) Privately owned industries and businesses may submit specimens for environmental studies by prior arrangement with the laboratory on a fee basis.
- 9) Public schools may submit specimens at the discretion of the school nurse, consulting physician, or principal or upon recommendations of the local department of health.

3. Charges

a. Specimens examined free of charge:

- 1) Specimens submitted relating to diseases communicable from human to human or from animal to human, provided such examinations are required by rules of the State Department of Health.
- 2) Specimens submitted under statutory authority by state agencies or designees of state agencies that are involved in investigations or episodes challenging the health of the public or the quality of the environment.
- 3) Any specimen when there is probable cause that a direct threat to public health exists.

b. Specimens for which fees are charged:

- 1) Specimens submitted under no statutory authority, which are part of special investigations or surveillance programs and where there is no direct threat to the public health or environmental quality.
- 2) Specimens submitted for the submitter's private information, such as well water samples.

- 3) Specimens submitted by private concerns and municipalities that are considered to be product quality control measures and, therefore, a cost of doing business.
- 4) Specimens not covered by statute, by rules of the State Department of Health, by rules of the Department of Natural Resources, or in this subsection rule may be examined and charged for at rates to be determined by the State Board of Regents subject to any limitations imposed by law.

6.35 Oakdale Campus (IC Chapter 271)

A. Designation

The state hospital located at Oakdale shall be known as the Oakdale Campus.

B. Purposes

The Oakdale Campus shall be primarily devoted to health-related research, education, and service programs, including experimental health care delivery models. To the extent that Oakdale Campus resources are not required to meet the primary purposes, its resources shall be devoted to meeting other related needs of the State University of Iowa.

C. Governance

The State Board of Regents shall have full power to manage, control, and govern the Oakdale Campus in the same manner as other institutions under its control.

D. Patient Treatment

Oakdale Campus authorities may provide for treatment of such patients as they deem advisable and for which facilities and services are available. Except for patients admitted who are patients referred from the University Hospitals, the Oakdale Campus shall collect from the patients or a person liable for such support, such reasonable charges for care, service, and treatment as may be fixed by the State Board of Regents. Earnings shall be deposited with the treasurer of the State University of Iowa for the use and benefit of the Oakdale Campus and to supplement any other sources of income. Patient treatment and care on the Oakdale Campus shall be provided by the faculty of the health science colleges of the State University of Iowa, staff of the University Hospitals, and professional and other staff as may be employed by the Oakdale Campus.

E. Care of Patients -- Professional Services

Physicians and dentists who care for patients on the Oakdale Campus may charge for their professional services under such rules and plans as may be approved by the State Board of Regents.

F. Integrated Treatment of University Hospital Patients

The authorities of the Oakdale Campus may authorize patients for admission to the hospital on the Oakdale Campus who are referred from the University Hospitals and who shall retain the same status, classification, and authorization for care which they had at the University Hospitals. The provisions of Iowa Code Chapter 255 of the Code I.C. and operating policies of the University Hospitals shall apply to the patients and to payment for their care the same as the provisions apply to patients who are treated on the premises of the University Hospitals.

6.36 Abuse Policy and Procedure at the Iowa School for the Deaf

A. Policy Philosophy and Legal Foundations

The Iowa School for the Deaf believes child and dependent adult abuse to be inconsistent with the educational and philosophical aims of the school, and will take all reasonable measures to prevent such actions. It is always incumbent upon each employee to treat all students fairly, and with compassion and understanding.

It is the policy of the school that all cases in which there is reasonable suspicion that a child or dependent adult who is a student at the Iowa School for the Deaf has been the victim of abuse shall be reported according to Iowa Administrative Code, Section 281, Chapter 102 and the Code of Iowa., Chapter 232.68.

All procedures established by the Board of Regents will be followed.

B. Policy for Identifying, Reporting and Investigating Allegations of Abuse of Student by School Employees

It is the policy of the Iowa School for the Deaf that school employees (anyone who works for pay) or volunteers, not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge. Any employee (or volunteer) of the Iowa School for the Deaf who receives a report that a student or dependent adult (who is a student) has been abused physically or sexually by a school employee (or

volunteer) shall report that abuse pursuant to this policy, and according to Iowa Administrative Code, Section 281, Chapter 102.

6.37 Reporting Child Abuse and Dependent Adult Abuse, and Policies and Procedures for Charging and Investigating Allegations of Abuse of Students by Iowa Braille and Sight Saving School Employees

A. Policy and Procedures for Reporting Child and Dependent Adult Abuse

1. Mandatory Reporters

It is the policy of the Iowa Braille and Sight Saving School that any licensed employee who has a reasonable belief that a child under the age of 18, or a dependent adult, has been abused by a person responsible for the care of the child, as defined by law, shall report the suspected abuse verbally to the Department of Human Services (DHS) within twenty-four hours, and follow the verbal report with a written report within forty-eight hours on appropriate forms. Persons responsible for the care of a child include the child's parent or guardian.

It is also the policy of the Iowa Braille and Sight Saving School that any licensed employee who has a reasonable belief that a child under the age of 18 or a dependent adult has been sexually abused by anyone, shall report the suspected sexual abuse verbally to the Department of Human Services (DHS) within twenty-four hours, and follow the verbal report with a written report within forty-eight hours on appropriate forms.

Mandatory Reporters are defined according to Iowa Code I.C. §§232.69 and 235B.3(2). In all cases in which there is reasonable suspicion that a child or dependent adult, who is a student at Iowa Braille and Sight Saving School has been the victim of abuse, shall be reported according to the Iowa Administrative Code 281 Chapter 102 and the Iowa Code §232.68.

All procedures established by the Board of Regents, State of Iowa, will be followed.

6.38 Athletics

A. Policy Statement

Integrity in the administration of intercollegiate athletic programs is one of the highest priorities of the Board of Regents, State of Iowa. In July 1991, the Board of Regents adopted the "one plus three" concept of intercollegiate athletics that asserts

presidential control of athletics at the institutions, as well as academic integrity, financial integrity and accountability through certification. The Board now wishes to provide additional policy emphasis on integrity in athletics by clarifying the Board's position on the consequences for serious infractions of the rules and regulations of the NCAA, athletic conference or institution and adopting a reporting procedure. All violations of NCAA, conference or institutional rules that could result in punitive, corrective or disciplinary action will be reported to the Board Office. Sanctions, including but not limited to, reprimand, suspension, and/or termination of employment (following due process) will be given in response to significant violations.

B. Procedure

1. Notification of Possible Violation

The Board Office will be notified of all violations that could result in corrective, punitive or disciplinary action by the NCAA, athletic conference or institution. The form of the notification will be as follows:

- a. if the NCAA has initiated an investigation, a copy of the letter from the NCAA, and a letter of explanation will be forwarded to the Board Office.
- b. if the institution is self-reporting an alleged violation to the NCAA, a copy of the letter will be forwarded to the Board Office.
- c. if conference or institutional rules are at issue, the Board will be notified as soon as a factual basis for the rule violation is known.

The Board Office will be notified of the nature of the alleged violation; the NCAA, conference, or the institutional rule involved; and the plan for investigating the allegation.

2. Notification of Status of Investigation

The Board will be notified periodically of the status of the institution's investigation. The form of notification will be a letter to the Board Office from the institutional official charged with overseeing the investigation.

3. Notification of Outcome of the University Investigation

The Board Office will be notified of the outcome of the University's investigation, including its factual conclusions and sanctions (if any). A summary of reports and documents submitted to NCAA, athletic conference or institutional officials will be provided to the Board Office.

4. Notification of Outcome of NCAA, Athletic Conference or Institutional Investigation

The Board Office will be notified of the results of any investigation undertaken by NCAA, athletic conference or institutional officials. This notification will include the conclusions and sanctions (if any).

C. Additional Actions

1. Clauses shall continue to be included in all coaches and athletic administrators contracts that will provide that significant violations of NCAA, conference or institutional rules will result in sanctions including, but not limited to, reprimand, suspension, and/or termination of employment (subject to the Board of Regents procedures in due process).
2. Future contracts for appropriate athletic department officials shall include reference to this policy.
3. In cases where this policy is not followed, the institutional president is to request an executive session with the Board of Regents to discuss the situation.

D. Statement of Principles

The Board of Regents is committed to a philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of the athletics programs, and to the accountability of the athletics departments to the values and goals befitting higher education. In support of that commitment, the Board has adopted the following general principles as a guide to participation in intercollegiate athletics:

1. The educational values, practices and missions of the institutions determine the standards by which intercollegiate athletics programs are conducted.
2. The responsibility and authority for the administration of the athletics departments, including all basic policies, personnel and finances, are vested in the presidents.
3. The welfare, health and safety of student-athletes are primary concerns of athletics administration on the campuses. The institutions will provide student-athletes with the opportunity for academic experiences as close as possible to the experiences of their classmates.
4. Every student-athlete – male and female, majority and minority, in all sports – will receive equitable and fair treatment.

5. The admission of student-athletes – including junior college transfers – will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree. That judgment will be made by admissions officials.
6. Continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of their enrolling. Students who do not pass this test will not play.
7. Student-athletes, in each sport, will be graduated in at least the same proportion as non-athletes who have spent comparable time as full-time students.
8. All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institutions' general treasury, not through independent groups, whether internal or external. The athletics department budgets will be developed and monitored in accordance with general budgeting procedures on the campuses.
9. All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the universities. In cases where the income involves the university's functions, facilities or name, contracts will be negotiated with the institution.
10. Annual academic and fiscal audits of the athletics programs will be conducted. Moreover, the universities will seek NCAA certification that the athletics programs comply with the principles herein. The institutions will promptly correct any deficiencies and will conduct the athletics programs in a manner worthy of this distinction.

6.39 Statewide Plan for Public Radio

As an outgrowth of their educational and service missions, Regent universities have developed and operated public radio stations for many years for the benefit of the citizens of Iowa. Within the unique environment of contemporary radio, the stations present material that challenges, provokes, broadens, and educates listeners. The stations strive to provide programming which enriches and gives meaning to people's lives, recalls and transmits the history of people and explores and analyzes the problems and experiences of contemporary society.

The Board of Regents has approved the following Regents Statewide Plan for developing and operating public radio stations. One goal of this plan is to provide at least one high quality public radio signal to all Iowans.

A. Development of New Stations

1. Prior to preparing an application to the Federal Communications Commission (FCC) for a new license, the Regent institutions must consult with one another. Regent institutions are expected to provide documentation of such consultation to the Board.
2. The first priority for expansion should be to areas currently unserved by public radio.
 - a. The use of public funds to provide a signal to an unserved area may be appropriate should the Board determine that it is justified by the potential audience.
 - b. Public funds should not be used to extend a signal to an area already served by at least one Iowa public radio station.
3. Provision of an FM radio signal to an area already served¹ by at least one Iowa public radio station may be appropriate if it is in the interest of the mission of the institution, if it is not inappropriately duplicative in programming, and if it is financed by private funds.
 - a. The institution should explain how the proposed expansion serves the mission of the institution.
 - b. The institution should describe the demand or need for the service in the area to be served.
 - c. The institution should describe the additional programming which would be provided by the proposed new signal that is not being provided by the existing station.
 - d. The institution should describe the details related to financing the service from private gifts.
3. Regent institutions must receive Board approval prior to submitting an application for expansion to the FCC.

A. Operating Public Radio Stations

¹ An area is considered "served" by an FM radio station if it is within the 1 millivolt per meter contour of a radio station signal, as defined by FCC, Corporation for Public Broadcasting, and National Public Radio.

1. Regent institutions should foster communication and cooperation among their public radio stations to meet the diverse needs of the Iowa audience in the most effective fashion and to make the best use of limited resources.
 2. Management of the stations should explore joint ventures in news, public affairs, live events, and other regional programming. Cooperative efforts in fund raising, promotion, and personnel training should be considered and employed where it can be effective.
 - a. The Iowa Communications Network will significantly expand opportunities to extend a variety of public radio signals to all Iowans and use of the network should be vigorously explored.
-