

## CHAPTER 6 - ACADEMIC POLICIES AND PROCEDURES

### 6.01 Non-Discrimination

It is the policy of the Board of Regents to provide equal opportunity to students at all Regent institutions. It is an unfair or discriminatory practice for any educational institution to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability in any program or activity. Such discriminatory practices shall include but not be limited to the following practices:

- ♦ Exclusion of a person or persons from participation in, denial of the benefits of, or subjection to discrimination in any academic, extracurricular, research, occupational training, or other program or activity except athletic programs;
- ♦ Denial of comparable opportunity in intramural and interscholastic athletic programs;
- ♦ Discrimination among persons in employment and the conditions of employment;
- ♦ On the basis of sex, the application of any rule concerning the actual or potential parental, family or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions dependent upon the physician's diagnosis and certification.

For the purpose of this section, "educational institution" includes any preschool, elementary, secondary, or community college, area education agency, or postsecondary college or university and their governing boards. This section does not prohibit an educational institution from maintaining separate toilet facilities, locker rooms or living facilities for the different sexes so long as comparable facilities are provided. (Iowa Code section 216.9)

### 6.02 Admission Requirements Common to the Three State Universities

- A. The Board shall make rules for admission to and for the government of the institutions under its control, consistent with law. (Iowa Code § 262.9(3))
- B. The Board of Regents, State of Iowa, has adopted the following requirements governing admission of students to the three state universities.

Each university shall describe in its catalog the requirements and other information necessary to make the admission process operate within the framework of these requirements.

Amendments and changes in these requirements are proposed by the universities to the Regent Committee on Educational Relations, which examines the proposals and makes specific recommendations through the Council of Provosts to the Board of Regents, State of Iowa, which is empowered by law to establish the admission requirements.

1. Admission of undergraduate students directly from high school. Students desiring admission must meet the requirements in this section and also any special requirements for the program, school, or college of their choice.
  - a. Applicants must submit a formal application for admission, together with the appropriate application fee for U.S. citizens or permanent residents, to the State University of Iowa, Iowa State University, or the University of Northern Iowa. All three universities have a separate application fee for international

students. Transcripts of students' academic records, including credits and grades, rank in class, high school grade point average, courses completed, and certification of graduation, shall be provided by the appropriate secondary schools.

Applicants must also submit SAT Reasoning Test or ACT scores. Applicants whose primary language is not English must also meet an English proficiency requirement specified by each university. Applicants may be required to submit additional information or data to support their applications.

**b. THE FOLLOWING POLICY WILL REMAIN IN EFFECT FOR THE ENTERING FRESHMAN CLASSES OF 2007 AND 2008.**

Graduates of approved Iowa high schools who have the subject matter background as required by each university and who rank in the upper one-half of their graduating class will be automatically admitted. Applicants who are not in the upper one-half of their graduating class may, after a review of their academic and test records, and at the discretion of the admissions officers: (1) be admitted unconditionally, (2) be admitted conditionally, (3) be required to enroll for a tryout period during a preceding summer session, or (4) be denied admission.

**THE FOLLOWING POLICY WILL BE EFFECTIVE FOR THE ENTERING FRESHMAN CLASS OF 2009.**

Graduates of approved Iowa high schools who have the subject matter background as required by each university and who have a Regent Admission Index of 245 or higher will be automatically admitted. Applicants with a Regent Admission Index lower than 245 or for whom a Regent Admission Index cannot be calculated may, after a review of their academic and test records, and at the discretion of the admissions officers: (1) be admitted unconditionally, (2) be admitted conditionally, (3) be required to enroll for a tryout period during a preceding summer session, or (4) be denied admission.

The primary Regent Admission Index (RAI) is calculated using the following formula:

Regent Admission Index = (2 x ACT composite score) + (1 x high school rank) + (20 x high school grade point average) + (5 x number of high school courses completed in the core subject areas)<sup>1</sup>.

The alternative Regent Admission Index which will be used for Iowa students from high schools that do not provide high school class rank is calculated using the following formula:

Regent Admission Index = (3 x ACT composite score) + (30 x high school grade point average) + (5 x number of high school courses completed in the core subject areas).

- c. Graduates of approved high schools in other states may be held to higher academic standards, but must meet at least the same requirements as graduates of Iowa high schools. The options for conditional admission or summer tryout enrollment may not necessarily be offered to these students.
  - d. Applicants who are graduates of nonapproved high schools will be considered for admission in a manner similar to applicants from approved high schools, but additional emphasis shall be given to scores obtained on standardized examinations.
  - e. Applicants who are not high school graduates, but whose classes have graduated, may be considered for admission. They shall be required to submit all academic data to the extent that it exists and achieve scores on standardized examinations that demonstrate that they are adequately prepared for academic study.
  - f. Students with superior academic records may be admitted, on an individual basis, for part-time university study while enrolled in high school or during summers prior to high school graduation.
  - g. In rare situations, exceptional students may be admitted as full-time students to a Regent university before completing high school. Early admission to a Regent university is provided to serve persons whose academic achievement and personal and intellectual maturity suggests readiness for collegiate level study. Each university shall specify requirements and conditions for early admission.
2. Admission of undergraduate students by transfer from other colleges. Students desiring admission must meet the requirements in this section and also any special requirements for the curriculum, school, or college of their choice.

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<sup>1</sup> For purposes of calculating the Regent Admission Index, ACT composite score has a top value of 36 (SAT scores will be converted to ACT composite equivalents); high school rank is expressed as a percentile with 99% as the top value; high school GPA is expressed on a 4-point scale; and number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.

- a. Applicants must submit a formal application for admission, together with the appropriate application fee for U.S. citizens or permanent residents, to the State University of Iowa, Iowa State University, or the University of Northern Iowa. All three universities have a separate application fee for international students. Applicants must request that each college they have attended send an official transcript of record to the Admissions Office. High school academic records and standardized test results may also be required. Applicants whose primary language is not English must also meet an English proficiency requirement specified by each university.
- b. Transfer applicants with a minimum of 24 semester hours of grades acceptable for transfer credit from regionally accredited colleges or universities who have achieved the grade point required by each university for specific programs for all college work previously attempted, will be admitted, subject to the limitations of 2d. Higher academic standards may be required of students who are not residents of Iowa.

Applicants who have not maintained the grade point required by each university for specific programs or who are under academic suspension from the last college attended may, after a review of their academic and test records and at the discretion of the admissions officers: (1) be admitted unconditionally, (2) be admitted conditionally, (3) be required to enroll for a tryout period during a preceding summer session, or (4) be denied admission.

- c. Admission of students with fewer than 24 semester hours of college credit will be based on high school academic and standardized test records in addition to review of the college record.
  - d. Transfer applicants under disciplinary suspension shall not be considered for admission until information concerning the reason for the suspension has been received from the college assigning the suspension. Applicants granted admission under these circumstances shall be admitted on probation.
  - e. Transfer applicants from colleges and universities not regionally accredited shall be considered for admission on an individual basis, taking into account all available academic information. This rule is intended to implement Iowa Code § 262.9(3).
3. *Transfer Credit Practices.* The Regent universities endorse the *Joint Statement on Transfer and Award of Academic Credit* approved in 1978 by the American Council on Education (ACE) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The current issue of *Transfer Credit Practices of Selected Educational Institutions*, published by AACRAO, and the ACE publications are examples of references used by the universities in determining transfer credit. The acceptance and use of transfer credit is subject to limitations in accordance with educational policies at each university.

- a. Students from regionally accredited colleges and universities.

Credit earned at regionally accredited colleges and universities is acceptable for transfer, except that credit in courses determined by the receiving university to be of a remedial, vocational, or technical nature, or credit in courses or programs in which the institution granting the credit is not directly involved, may be accepted to a limited extent.

Of the coursework earned at a two-year college, students may apply up to one-half but no more than 65 hours of the credits required for a bachelor's degree toward that degree at a Regent university.

- b. Students from colleges and universities that have candidate status with a regional accrediting agency.

Credit earned at colleges and universities that have become candidates for accreditation by a regional accrediting association is acceptable for transfer in a manner similar to that from regionally accredited colleges and universities if the credit is applicable to the bachelor's degree at the receiving university.

Credit earned at the junior and senior classification from an accredited two-year college that has received approval by a regional accrediting association for change to a four-year college may be accepted by a Regent university.

- c. Students from colleges and universities not regionally accredited:

Credit earned at colleges and universities not regionally accredited may be validated by satisfactory academic study in residence or by examination. Each university shall specify the amount of the transfer credit and the terms of the validation process at the time of admission.

In determining the acceptability of transfer credit from private colleges in Iowa which do not have regional accreditation, the Regent Committee on Educational Relations, upon request from such institutions, shall evaluate the nature and standards of the academic program, faculty, student records, library, and laboratories.

In determining the acceptability of transfer credit from colleges that are not regionally accredited in states other than Iowa, acceptance practices indicated in the current issue of *Transfer Credit Practices of Selected Educational Institutions* shall be used as a guide. For institutions not listed in the publication, guidance is requested from the designated reporting institution of the appropriate state.

- d. Students from foreign colleges and universities.

Transfer credit from foreign educational institutions may be granted after a determination of the type of institution involved and its recognition by the educational authorities of the foreign country and after an evaluation of the content, level, and comparability of the study to courses and programs at the receiving university. Credit may be granted in specific courses, but is frequently assigned to general areas of study. Extensive use is made of professional journals and references that describe the educational systems and programs of individual countries.

### **6.03 Consideration of Prior Misconduct in Admission**

When a student wishes to transfer from one of the universities governed by the Board of Regents, State of Iowa, to another Regent institution and such student is currently charged with, or has been found to have engaged in, a violation of the Regent Rules of Personal Conduct, or a serious violation of the institutions' disciplinary rules, information concerning such charges shall be made available to the receiving Regent institution. Each Regent institution shall develop and maintain its own internal rules governing confidentiality of student records.

1. Requests for Information on Misconduct. Regent institutions may require prospective or re-entering students to disclose whether they have been arrested or convicted of a crime as part of the process for admission or readmission. They may also require disclosures of the disciplinary record at other educational institutions. The existence of a criminal or disciplinary record shall not automatically result in refusal of admission, but may be the basis for refusal to admit or for placement of conditions on admission.
2. Transfers to Regent Universities are described in 681 IAC 9.2.

### **6.04 Mission and Scope of Regent Institutions**

## 1. Universities

Universities under the control of the Board of Regents, State of Iowa, shall offer diversified and high quality programs of undergraduate, graduate, professional and post-graduate study at reasonable cost to those seeking post-secondary education in this state. Educational programs shall be designed to allow the student a wide range of subject selection and the greatest latitude in pursuit of knowledge and in preparation for a role in society.

The Regent universities are the primary Iowa training grounds for the professions, including medical doctors, dentists, pharmacists, nurses, lawyers, veterinarians, educators, architects, agriculturalists, engineers, and others who will achieve advanced degrees in various fields of the arts and sciences. The State University of Iowa and Iowa State University are committed to research that expands knowledge and benefits society. They shall make educational programs and the results of research available through extension services and shall offer services to the public appropriate to the mission of each university.

Within this framework and the availability of funds, the State University of Iowa, Iowa State University, and the University of Northern Iowa shall seek different areas of specialty and emphasis compatible with their disparate missions in the state system of higher education.

The Board of Regents, State of Iowa, shall approve the missions of the universities under its control in the framework of higher education in Iowa, which includes private colleges and universities, along with community colleges. Continuing efforts are made to cooperate with these other sectors of higher education to effect useful coordination, to avoid needless duplication, and to foster good will. This effort is illustrated by the list of questions to which the Board requires satisfactory answers before proposed new or expanded programs are adopted. (See Section 6.05)

Decisions concerning future academic programs shall be based on the continuing assessment of existing programs and developing needs. Programs shall be curtailed, suspended, or eliminated when the assessment of need and resources indicates that resources should be devoted to other programs. The universities shall continue to approach the addition of new programs with caution. Generally, new programs shall be fashioned out of existing programs in response to developing needs. If the university is to remain vital, it is necessary that it consider at appropriate times the development of new programs that fall within its general mission and that meet the needs of students and society.

The universities shall maintain diverse and multicultural campuses to educate students and scholars to participate in the broader world and to strengthen the State of Iowa's connections with other states and countries.

## 1. State University of Iowa

### Mission

The university is a comprehensive AAU research university with particular distinction in the arts, humanities, and sciences, and a wide array of exceptional professional programs. In carrying out its threefold mission of teaching, research, and public service, the university seeks to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in an increasingly diverse and global environment.

### Scope

The State University of Iowa is recognized as having a broad mandate regarding the scope of its academic programs. As essential components of a distinguished state university, such programs shall include the full complement of undergraduate liberal arts and sciences courses, graduate and professional programs in law, medicine, dentistry, pharmacy, nursing, public health, engineering, and allied fields related to those professional disciplines, as well as social work, business administration, journalism, education, library science, and urban and regional planning. However, the State University of Iowa shall offer no major programs in agriculture, architecture, forestry, industrial arts, veterinary medicine, agricultural, aeronautical or ceramic engineering.

Graduate programs shall be made available in areas for which there is sufficient demand and resources and shall build on the university's strengths in the arts and humanities, life sciences, law, medicine, and international programs.

## 2. Iowa State University

### Mission

The mission of Iowa State University is defined by the institution's status as the State of Iowa's land-grant university, its status as an AAU research university, and by its relationship to other institutions of higher education within Iowa. Iowa State University is a leading higher education institution with institutional emphasis on programs in science and technology.

- ◆ Iowa State University shall provide a full range of high quality educational opportunities and shall have a statewide system for extension education and information dissemination.
- ◆ Consistent with its historic mission, Iowa State University shall contribute to the economic development of the State of Iowa by attracting public and private organizations seeking proximity to leading authorities in particular fields, by participating in technology transfer, and by assisting efforts to strengthen and diversify the economic base of Iowa.
- ◆ Iowa State University shall assume responsibility for helping to protect, maintain and improve Iowa's natural resources through the discovery and diffusion of knowledge and technology.

### Scope

Iowa State University of Science and Technology shall have sufficient scope and depth in its instruction, research, and extension and professional service functions to enable it to be a distinguished land-grant research university. In addition to its undergraduate and graduate work in engineering, agriculture, and the physical, biological, mathematical and social sciences, it shall maintain and develop strong undergraduate programs in the arts and humanities, and offer such master's and doctoral programs in this area as are justified to meet the needs of the state of Iowa and to maintain the overall strength and desirable balance of the university as a whole.

At Iowa State University, principal emphasis shall be given to the development and maintenance of strong programs in the sciences, agriculture, engineering, veterinary medicine, design, education, business, and human sciences. Interdisciplinary programs shall seek to combine the perspectives and methods of more than one discipline to address the questions and problems confronting Iowa, the nation and the world more effectively.

Iowa State University shall offer no major undergraduate or graduate programs in law, library science, human medicine, dentistry, pharmacy, nursing, hospital administration, occupational therapy, physical therapy, and speech pathology.

### 3. University of Northern Iowa

#### Mission

The University of Northern Iowa is a comprehensive university whose mission is to provide high-quality undergraduate programs founded on a strong liberal arts curriculum and selected graduate programs that meet the educational career needs of the students it serves. In fulfilling its tripartite mission of teaching, research/creative activity, and service, the University provides an educational environment with personalized learning experiences for students and a broad range of services designed to enhance the lives and livelihoods of Iowans.

- a. Consistent with its historic purpose, the University of Northern Iowa shall provide early childhood, elementary and secondary teacher preparation and educational leadership programs that prepare pre-K-12 teachers and educational leaders for service throughout Iowa and around the world.
- b. The University shall provide a broad range of undergraduate programs and selected graduate programs consistent with its missions as a comprehensive university.
- c. The University shall serve the ongoing needs of communities throughout Iowa by contributing to the provision of an educated citizenry and by providing opportunities for students, faculty, and staff to provide services to Iowa communities as part of their academic, co-curricular, and extra-curricular activities.

#### Scope

Undergraduate degree offerings shall reflect the university's purpose as a distinguished arts and sciences university with outstanding professional programs in education and business. University offerings shall extend to baccalaureate education in the applied

sciences, except in specific technical fields traditionally associated with other Regent universities.

The institution shall offer master's degrees in areas in which undergraduate instruction is offered, where there is sufficient demand and institutional resources. The university may offer a select number of practitioner-oriented doctoral programs in areas of strength where there is demonstrated need. Given its historical role in and commitment to teacher education, the university shall have a comprehensive graduate program in teacher education

## B. Special Schools

### 1. Iowa School for the Deaf

#### Mission

The educational programs of the Iowa School for the Deaf shall be consistent with the philosophy reflected in federal and state legislation that children with and without disabilities be educated together to the greatest extent possible. Thus, ISD shall provide an education for those deaf or hard of hearing students, including those with additional disabilities, for whom the comprehensive educational programs at the school are most appropriate.

The educational programs of the Iowa School for the Deaf shall be based on the premise that the school exists to serve its students by providing a learning environment which, to the greatest extent possible, maximizes each child's potential to become a contributing member of society and by enhancing the development of communication, knowledge, self-realization, human relationships, economic independence, and a sense of civic and social responsibility. The child-centered programs shall include learning activities and experiences that appropriately and specifically meet the needs of each child.

#### Scope

The scope of the educational program shall include services from infancy through secondary education for students who are deaf or hard of hearing. Program formats shall include full-time day school, dormitory, summer, and other short-term programs to meet specific needs, vocational, on and off-campus individual assessment, and evaluation services. For dormitory students, activities and experiences on a twenty-four hour basis are an integral part of the program.

The Iowa School for the Deaf shall also serve as a state resource and dissemination center for education of students who are deaf or hard of hearing. The school shall have a central and vital role in the statewide education of students who are deaf or hard of hearing and shall provide a resource center for educators, related field professionals, parents, the deaf community, and all interested citizens. Such a role affords the opportunity for the community-at-large to draw upon the specialized programs and services available at the Iowa School for the Deaf.

The Iowa School for the Deaf shall make its special resources available to Regent universities, area education agencies, local education agencies, and other public and private agencies. Resource services provide support in such activities as: (1) assessment and educational planning for students who are deaf or hard of hearing; (2) programs for development of specialized communications skills; (3) parent education;

(4) extended educational programming for young adults who are deaf or hard of hearing and are still eligible under state and federal statutes for ISD's services (up through age 21); (5) research; (6) preservice and continuing education of teachers and related professionals; (7) curriculum development and evaluation; and (8) development and dissemination of instructional materials and technology.

Within the scope of the school's mission, future programs shall be determined by the ongoing evaluation of existing programs and an analysis of developing needs. Programs shall be added, curtailed, discontinued, or eliminated based on assessment of need and the most effective use of resources. The school shall remain flexible to respond quickly and effectively to the needs of Iowa students who are deaf or hard of hearing.

## 2. Iowa Braille and Sight Saving School

### Mission

The mission of the Iowa Braille and Sight Saving School shall be to provide direct and indirect educational services in collaboration with other service providers to the children and youth of the State of Iowa who are blind or visually impaired, including those with additional disabilities. The school shall provide leadership and resources statewide to meet the needs of children who are blind or visually impaired. This mission shall be carried out through cooperative efforts with appropriate state agencies, area education agencies (AEAs), and local education agencies (LEAs).

The purpose of the Iowa Braille and Sight Saving School shall be to enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate education opportunities, resources, and support services.

The educational programs of the Iowa Braille and Sight Saving School shall be consistent with the philosophy, reflected in federal and state legislation, that children and youth with disabilities will be educated together with non-disabled peers, to the greatest extent possible and that a continuum of services must be available to children with disabilities. All programs and services provided by the Iowa Braille and Sight Saving School shall support the need for instruction for children who are blind or visually impaired in the following expanded core curriculum skill areas: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, visual efficiency skills, and self-determination.

## Scope

The scope of the educational program shall include provisions for serving children from early childhood through age twenty-one. Options available for students to receive services regionally include, but are not limited to, direct services in the local school; consultative services in local schools; summer school opportunities and extended school year services. Short-term services are available on campus in Vinton, with a dormitory program component as needed. Other resources available to children who are blind or visually impaired shall include, but not be limited to, such services as Low Vision Clinics; instructional materials production and loan; library services; and assistive device technology loan; assistance, and production.

The Iowa Braille and Sight Saving School shall provide leadership in the field of vision in the State of Iowa through collaborative efforts with the state Department of Education, Bureau of Children, Family, and Community Services, the AEAs, LEAs, the Iowa Department for the Blind, and other related service providers. Through these collaborative efforts, professional development, curriculum development, parent and family services, and other services to professionals and paraprofessionals shall be provided.

Future programs of the Iowa Braille and Sight Saving School shall be determined collaboratively and by analysis of the developing needs of students, families, and professionals throughout the state. Programs shall be developed, implemented, evaluated, modified, continued, suspended, or eliminated based on the assessed needs of students and the effective and efficient use of resources. The school shall remain flexible and will respond quickly to meet the needs of the children and youth of the State of Iowa who are blind or visually impaired.

### **6.05 Strategic Planning**

Strategic planning shall occur both at the Regent and institutional levels. The Board shall undertake an evolving, issues-oriented planning process, where it scans the environment for important issues and provides necessary strategic responses on an ongoing basis. 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 develop a strategic plan which covers a period of five years and shall define performance indicators which help the Board to monitor its strategic plan.

Each Regent institution shall develop a strategic plan which covers a period of five years and is consistent with the Board of Regents' overall strategic planning process.

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. 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.

Annual progress reports including any proposed revision of goals, strategies, action steps, mission, vision, values or culture statements shall be presented to the Board.

- A. Each of the Regent institutions shall develop, maintain, and update a Board-approved strategic plan which describes its mission, vision, values, culture, and performance indicators and is consistent with the Board's strategic plan and performance indicators.
- B. Each of the Regent institutions shall prepare and present to the Board an annual report which includes progress on its institutional performance indicators.
- C. Each of the Regent institutions shall include its current Board-approved strategic plan on its institutional website.

## **6.06 Academic Program Planning Approval**

- A. New Program Approval
  - 1. The Regent universities shall submit an annual program planning list to the Board Office in the spring of each year, which includes the name and educational level of proposed programs that are currently undergoing an institutional review and are likely to be submitted for program approval by the Board of Regents within the year.
  - 2. The Council of Provosts shall review the proposed program planning list before it is reported to the Education and Student Affairs Committee of the Board of Regents.
  - 3. An institution planning a new or expanded academic program shall submit the program proposal to the Board Office using the format developed by the Board Office (Form A).
  - 4. An institution planning a new or expanded academic program shall submit the appropriate information to the Iowa Coordinating Council for Post High School Education (ICCPHSE) using the prescribed format. All proposals submitted to the Board Office shall include the action taken by the ICCPHSE.
  - 5. The Board Office will ensure that the program proposal is on the agenda for the next appropriate meeting of the Council of Provosts. The proposal shall be reviewed by the Council of Provosts considering the following key criteria:
    - a. need/demand in Iowa for the proposed offering;
    - b. duplication/unnecessary duplication resulting from implementing the proposed offering;
    - c. costs, reallocations, long-term resource needs of the proposed offering;
    - d. quality of the proposed offering; and
    - e. alignment with the university's mission and the Board's and the institution's strategic plans of the proposed offering.
  - 6. After reviewing the program proposal, the Council of Provosts shall submit a report with its recommendations to the Board Office.

7. With a favorable recommendation from the Board Office and the Council of Provosts, the Board Office will ensure that the program proposal is placed on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee. The Committee shall review the proposal and recommend action by the Board of Regents or take other action as it deems appropriate.
8. The institution will implement the proposed program consistent with the approved authorization. However, the institution shall not hire any new faculty, secure facilities, develop curriculum, or advertise the program until it has been approved by the Board of Regents.

B. Principles and Standards for Program Duplication

1. The Board of Regents, State of Iowa, recognizes that program overlap or duplication cannot be evaluated in absolute terms. Some duplication is desirable, appropriate, and essential. Other duplication is inappropriate.
2. Policy decisions concerning the appropriateness of new programs or the expansion of existing programs that appear to duplicate activities in other institutions shall be based on such considerations as the following:
  - a. Personnel, facilities, and equipment adequate to establish and maintain a high quality program
  - b. Student demand
  - c. Adequate employment opportunities for graduates
  - d. Collaboration with another Regent university already offering the same program
  - e. Enhancement of other programs already in place at the university.
  - f. Consistency with the institutional mission
  - h. Availability at other colleges in Iowa at comparable quality and cost?

C. Academic Program and Academic Department Name Change

Requests to change the name of an academic program or an academic department shall be submitted to the Board Office for review (Form G). The request shall include justification for the proposed change, including information relating to similar programs or departments and the effect of change on existing students. Following review by the Board Office and approval by the Council of Provosts of a university's request to change the name of an academic program or an academic department, the Board Office shall place the request on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee. The Committee shall review the request and recommend action by the Board of Regents or take other action as it deems appropriate. The institution shall not announce the name change until it has been approved by the Board of Regents.

#### D. Academic Program Reduced Admissions and Termination

Requests to limit<sup>2</sup>, suspend, substantially reduce admission, or terminate a program shall be submitted to the Board Office with justification for such a request before any action is implemented at the institution.(Form F). Following review by the Board Office and approval by the Council of Provosts, the request shall be placed on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee by the Board Office. The Committee shall review the proposal and recommend action by the Board of Regents or take other action as it deems appropriate. The program shall not be terminated until after the last student has completed the requirements of the program. Board approval shall be required to reopen admissions.

#### 6.07 Academic Program Review

- A. The institutions shall conduct a review of all academic programs on a seven-year cycle and shall provide the Board Office with an annual list of programs reviewed. Newly initiated programs will need to demonstrate that the program has met the goals and objectives for the program at the time that it was initially proposed. A one-page report on each program reviewed shall be provided to the Board Office in a format developed by the Board Office (Form B).
- B. The Board Office shall prepare an annual report to the Board with emphasis on exemplary or particularly noteworthy features of the academic program review.
- C. The Board Office shall periodically and selectively identify programs from the reports submitted by the institutions to be audited on site. The following are examples of programs that might be audited - (a) newly initiated programs, (b) programs with negative review recommendations and (c) those with significant enrollment declines. The Board Office shall determine if any matters resulting from the audits need Board action and place them on the agenda of the Board of Regents' Education and Student Affairs Committee.

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<sup>2</sup> 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 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.

## 6.08 Approval of New Centers and Institutes

- A. Centers, institutes, and similar organizational units can make a major contribution to a university. Such units, if well organized, adequately funded, and appropriately integrated into the university, can support the mission of the university, particularly in the areas of research and public service. On the other hand, a center or institute can detract from the teaching commitment of the institution by siphoning off faculty resources or by otherwise diverting attention and money from more appropriate purposes. Furthermore, such units are often easier to create than to discontinue, particularly when an ongoing commitment of internal financial resources is involved.
- B. Proposals to create new centers or institutes at the universities shall be submitted to the Board Office. Following review by the Board Office and approval by the Council of Provosts, the request shall be placed on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee. The Committee shall review the proposal and recommend action by the Board of Regents or take other action as it deems appropriate.

In general, the type of center or institute that requires Board approval shall be the one that focuses on faculty-driven research and that is expected to leverage individual research grants into larger institutional projects.

- C. The proposals shall be submitted in a format developed by the Board Office (Form C).
- D. The institutions shall conduct a review of Board-approved centers and institutes on a seven year cycle and shall provide the Board Office with an annual list of centers and institutes that have been reviewed. A one page report on each center or institute reviewed shall be provided to the Board Office in a format developed by the Board Office (Form D).
- E. The Board Office shall periodically and selectively identify centers and institutes from the reports submitted by the institution to be audited on site. The Board Office shall determine if any matters resulting from the audits need Board action and place them on the agenda of the Board of Regents' Education and Student Affairs Committee.
- F. The name of a proposed center or institute typically follows the function of the unit. However, from time to time, the university desires to honor an individual by naming a center or institute for that individual. All proposed honorary names of centers and institutes at the Regent universities, including UIHC, shall obtain specific Board of Regents approval prior to naming.
  - a. Before proceeding with any naming, all circumstances surrounding the naming must be carefully considered, including the overall benefit to the institution, whether the name is and will continue to be a positive reflection on the institution, and whether the name is consistent with the purpose and mission of the Board of Regents and its institutions.
  - b. The Board may name centers and institutes in honor of persons (living or deceased) or entities, such as a business or foundation. The following are examples of the categories of persons and entities eligible for naming:
    - i. Alumni with close ties to the institution.
    - ii. Distinguished Iowans.

- iii. Persons who have made an outstanding contribution to a field of study, discipline, university, the State of Iowa, the nation, or the world.
  - iv. Donors who have made significant contributions to the institution, especially to the college that houses the center or institute or to the center or institute.
  - v. Employees (president, superintendents, faculty, staff). However, no center or institute may be named for a current Regent employee. Naming cannot occur earlier than two years following the end of employment/appointment or upon death.
- c. A center or institute cannot be named for an elected official until that individual is no longer in office.
- G. Institutional responsibilities regarding due diligence concerning the proposed naming are described in §1.11E in the Board of Regents Policy Manual.

## **6.09 Accreditation Reporting**

All accreditation reports on a program, department, college, or the institution, shall be submitted to the Board Office, which will review and summarize the documents for the information of the Board of Regents.

Accreditation reports shall be sent to the Board Office as soon as possible after final agency action and institutional response, if required. The institutions shall submit complete documentation of the accreditation process, specific program(s) accredited, accreditation standards, site team report including strengths, concerns, weaknesses, and recommendations, institutional responses to the team's recommendations, and the final letter of approval or reaccreditation. The Board Office shall schedule the accreditation report on the agenda of the Board of Regents' Education and Student Affairs Committee after completion of its review.

#### **6.10 Academic Freedom**

- A. University teachers shall be entitled to freedom in the classroom in discussing the teachers' subject, but should not introduce into the teaching controversial matters that have no relation to the subject.
- B. University faculty are also citizens. When they speak or write as citizens, they should be free from institutional censorship or discipline, but they should remember that the public may judge their institution by their public utterance. Thus, they should make every effort to indicate that they are not speaking for the institution.
- C. Regent universities shall not be or become an instrument of partisan political action. The expression of political opinions and view points shall be those of individuals, not of institutions, because 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**

The institutions of higher education under the control of the Board of Regents shall encourage students and staff to hear diverse points of view from speakers and programs sponsored by recognized student, faculty, and employee organizations. This policy, consistent with the aims of higher education, 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.

- 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 shall 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. 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 Academic Calendars**

- A. Academic calendars for all Regent institutions shall be submitted to the Board Office for review. The Board of Regents shall delegate approval of academic calendars to the Executive Director. In addition, major proposed calendar changes and the consequences of such changes shall be submitted with recommendations to the Board Office for approval by the Executive Director. Substantive changes approved by the Executive Director on behalf of the Board shall be reported to the Board president and at the Board president's discretion may be reported to the Board.
- B. Institutional heads may cancel classes or close the institution temporarily because of an emergency situation such as extreme weather conditions or an epidemic. Such action shall 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/ Distance Education Services**

### **A. Extension**

Extension constitutes the engagement and outreach activities of the universities by which they interact with constituent groups of the state of Iowa and throughout the country and the world. Extension also describes any of the following activities:

- a. the activities of "cooperative extension"; these are state and federally-funded research and services provided by land-grant institutions including Iowa State University;
- b. "university extension" activities which are educational programs offered to participants not enrolled as regular on-campus degree-seeking students. "University extension" may include for-credit courses and degree programs, noncredit courses and programs, and conferences and other professional education programs.

The universities shall provide efficient and affordable extension services. The three universities shall seek to cooperate and collaborate in providing extension services.

### **B. Continuing Education Services**

Continuing education services are those activities by which the instruction, research, and service functions of an institution are provided to participants statewide, throughout the nation and the world. Continuing education is generally not for academic degree-program credit. Continuing education includes professional education programs, workshops, other non-credit education, and may also describe such things as conferences, off-campus lectures, consultant services, surveys, publications, and radio and television broadcasts.

The universities shall provide efficient and affordable continuing education services. The three universities shall seek to cooperate and collaborate in providing continuing education services.

### C. Distance Education

Distance education is a formal educational process in which instruction occurs (1) when student and instructor are not in the same location, or (2) when in-person instruction is provided at off-campus locations. Distance education may employ guided independent study, or audio, video, or computer technologies. Instruction may be synchronous or asynchronous.

Distance education initiatives are included within the missions of the Regent Institutions and shall be undertaken to the extent that resources allow. The Regent Institutions shall seek to anticipate and respond to educational needs, especially those of individuals who may not be able to attend classes on campus.

Programs offered by the Regent Universities shall be of high quality regardless of where offered and the methodology or technology used. Similarly, the Regent Universities shall seek to undertake high-quality cooperative and collaborative efforts with both Regent and non-Regent Institutions of higher education where such cooperation will benefit citizens.

### D. Annual Distance Education Report

The institutions shall submit an annual distance education report to the Board Office in a format developed by the Board Office. The report shall be placed on the agenda for the next appropriate meeting of the Board of Regents.

## **6.15 Patents and Copyrights (Iowa Code § 262.9(11))**

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.

The Board strongly encourages faculty, students, and employees of Regent institutions to seek to retain intellectual property rights to the articles and reports that they publish in scholarly journals and equivalent types of publications where feasible and appropriate without detriment to publishing agreements. Doing so on a systematic basis will ensure the widest possible dissemination at the lowest cost. Each institution shall be responsible for providing information, advice, and assistance to faculty, students, and employees to achieve this aim.

## **6.16 Faculty Activity Analysis**

A Faculty Activities Report shall be prepared for submission to the Board of Regents biennially in odd-numbered years.

The report format will be developed by the Board Office and will focus on responses to the following questions:

- a. What do faculty do? This will allow institutions to describe their differences regarding teaching, research/scholarship, and service.

- b. How many hours per week do faculty work?
- c. Who is actually teaching the students?
- d. Are tenured faculty teaching the undergraduate students?
- e. How much time do faculty spend on teaching students relative to doing research?
- f. Why do our universities engage in activities besides teaching?
- g. How do we know our universities are doing a good job?

### **6.17 Tenure Reports**

Each university shall submit annual reports on the operation of tenure policies that include methods of evaluation of teaching performance and post-tenure review. The format for such reports shall be developed by the Board Office. The Board Office shall ensure that the annual tenure report is placed on the agenda for the next appropriate meeting of the Board of Regents.

### **6.18 Withholding Student Transcripts (681 IAC 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 Distribution of Information**

The institutions governed by the Board of Regents, State of Iowa, shall 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 shall employ a variety of 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.

**6.20 Iowa Coordinating Council for Post-High School Education - 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 shall 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 shall 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.

**6.21 Telecommunications (681 IAC 9.5(262))**

- A. The Regent institutions shall cooperate with the Iowa Telecommunications Network by seeking opportunities for access to its various delivery systems. Each institution shall assign the responsibility for coordinating such access to a specific agency on campus. The Regent institutions shall 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 shall 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 institution's policies and procedures governing the planning and offering of courses shall apply to utilization of delivery systems available through statewide and other telecommunication networks. In such applications, each institution's colleges and departments shall 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 shall develop specific policies for implementation of the statutory requirement and the Board's general policy.

## **6.22 Interinstitutional Cooperation**

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 shall 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.

## **6.23 College-Bound/IMAGES Program (Iowa Code § 681 –1.6(262))**

- A. The Iowa Minority Academic Grants for Economic Success (IMAGES) program was established to encourage resident minority students to remain in Iowa to attend a Regent university and to assure that a limited family income will not be a barrier for a minority person to pursue a postsecondary education.
- B. The College Bound Program was established to ensure that the Regent universities become involved early in a student's life by promoting and informing students about the opportunities in higher education, so that lack of adequate person resources is not a barrier to attending college for young Iowans.
- C. Description of the College-Bound/IMAGES Program is contained in Iowa Code §262.92 and §261.101 and 681 IAC 1.6(262).

## **6.24 Notification of Students on Class Content**

For sound pedagogical reasons, a faculty member may decide to use course materials that students find objectionable. In order for students to make knowledgeable choices about whether to take a particular course, it is the faculty member's responsibility to inform students on the first day of class of the goals and objectives of the course, the course content, and list of readings and/or other anticipated course materials. Learning involves students in free and open discussion of all content and issues relevant to the course. While faculty should respect reasonable decisions by students not to attend part or all of a particular class session, students are responsible for learning class material

and completing course requirements, as well as required courses for the completion of the major. 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.

**6.25 English Language Proficiency (Oral Communication Competence)  
(Iowa Code § 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 shall 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 shall incorporate a mechanism for evaluation by students.

Each institution's provost 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.

**6.26 Naming Policy (MOVED TO 1.11)**

**6.27 Hygienic Laboratory (Iowa Code § 263)**

- A. The Hygienic Laboratory shall be a permanent part of the State University of Iowa. 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. (Iowa Code § 263.7).
- B. Description of the State Hygienic Laboratory is contained in Iowa Code §263.7, §263.8, and §135.11 as well as 681 IAC 5.

## **6.28 Oakdale Campus (Iowa Code §271)**

- A. 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.
- B. Description of the Oakdale Campus is contained in Iowa Code 271.

## **6.29 Admission Requirements for the Special Schools**

- A. Iowa School for the Deaf

Any resident of the state under 21 years of age who has educational needs as a result of deafness or hearing loss that are too intensive to be met in a general education environment is eligible to attend the School for the Deaf. Non-residents also may be admitted to the Iowa School for the Deaf if their presence would not be prejudicial to the interests of residents upon such terms as may be determined by the Board of Regents (Iowa Code § 270.3)

- B. Iowa Braille and Sight Saving School

Any resident of the state under 21 years of age who has educational needs as a result of a visual disability that are too intensive to be met in a general education environment shall be entitled to an education at 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. (Iowa Code § 269.1)

## **6.30 Abuse Policy at the Special Schools**

- A. Philosophy and Legal Foundations

Child and dependent adult abuse is inconsistent with the educational and philosophical aims of the special schools, and the schools shall take all reasonable measures to prevent such actions. All cases where there is reasonable suspicion that a child or dependent adult who is a student at the Iowa School for the Deaf or the Iowa Braille and Sight Saving School has been the victim of abuse shall be reported according to 281 IAC 102 and/or Iowa Code §232.68-70.

- B. Identifying, Reporting and Investigating Allegations of Abuse of Students by School Employees or Volunteers

School employees (anyone who works for pay) or volunteers, shall 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) who has a reasonable suspicion or 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 281 IAC 102 and/or Iowa Code §232.68-70.

Mandatory and permissive reporters are defined according to Iowa Code 232.69 and 235B.3(2). Any employee who has 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 24 hours and follow the verbal report with a written report with 48 hours on appropriate forms.

C. Child Abuse Reporting to the Board Office

Allegations of abuse of students at the special schools shall be reported to the Executive Director on a timely basis. The Executive Director shall be kept informed during the investigation of allegations of abuse of students at the special schools. The Executive Director shall be informed of the disposition of the investigation. The Executive Director shall keep the Board of Regents informed as appropriate.

D. Child Abuse Identification and Reporting Training

All special school employees and volunteers shall be provided with training regarding their responsibilities.

E. Child Abuse Identification and Reporting Requirements for Employee Handbook

Employee handbooks at the special schools shall include information about identifying, reporting, and investigating allegations of abuse of students at the special schools.

**6.31 Reserved**

**6.32 Student Wellness Policy for the Special Schools**

- A. The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, such as Type 2 diabetes. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, because school staff can be daily role models for healthy behaviors.
- B. All students at the Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall possess the knowledge and skills, to the best of their ability, necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff members at the special schools are encouraged to model healthful eating and physical activity as a valuable part of daily life.

To meet this goal, the Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall adopt this student wellness policy with the following commitments to nutrition, physical activity, comprehensive health education, and implementation. This policy is designed to utilize school and community resources effectively and to serve the needs and interests of all students and staff equitably, taking into consideration differences in culture.

1. The Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity procedures.
  2. All students in grades K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis.
  3. Foods and beverages sold or served at the special schools shall meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans published jointly by the Department of Health and Human Services and the Department of Agriculture.
  4. Qualified child nutrition professionals shall assist food service personnel with providing students access to a variety of nutritious and appealing foods that meet the health and nutrition needs of students; shall accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and shall provide clean, safe, and pleasant settings and adequate time for students to eat.
  5. The Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs and related community services.
- C. Each school shall develop a student wellness implementation policy that addresses the Student Wellness Policy and all of the requirements of the federal legislation.

### **6.33 Anti-Bullying/Harassment at the Special Schools**

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or designee will be responsible for handling all complaints by students alleging bullying or harassment. The superintendent or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the board. The superintendent shall report to the board on the progress of reducing bullying and harassment in the board.

The board shall annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school's or board's web site,
- Provision of a copy to any person at the central administrative offices at the following addresses:
  - Iowa School for the Deaf (3501 Harry Langdon Blvd.; Council Bluffs, IA. 51503
  - Iowa Braille and Sight Saving School (1002 G Avenue; Vinton, IA 52349

#### **6.34 Illegal Items at the Special Schools or in a Student's Possession (Iowa Code §280.21B)**

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, or being under the influence of alcohol, drug paraphernalia, drugs, or look-alike substances; and possessing or using tobacco, tobacco products, or look-alike substances on school grounds, in school facilities, or at school activities at home or away and shall be subject to disciplinary action including suspension or expulsion.

Weapons are not allowed on school grounds, in school facilities, or at school activities at home or away with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the administration. Students bringing firearms or weapons (knife, club, look-alike weapons and/or dangerous objects, etc.) to school or possessing either at school or school-sponsored activities shall be subject to disciplinary action including suspension or expulsion.

Parents of students found to possess a weapon, other dangerous objects, or look-alikes on school property shall be notified of the incident. Confiscation of weapons, other dangerous objects or look-alikes shall be reported to law enforcement officials, and the student shall be subject to disciplinary action including suspension or expulsion.

A student who is determined to have brought a firearm to school or knowingly possessed a firearm at school shall be expelled for not less than 12 months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of the policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary, or poison gas.

#### **6.35 Athletics**

##### **A. Policy**

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 provides 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 shall be reported to the Board Office. Sanctions, including but not limited to, reprimand, suspension, and/or termination of employment (following due process) shall be given in response to significant violations.

## B. Procedure

### 1. Notification of Possible Violation

The Board Office shall 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 shall be as follows:

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

The Board Office shall 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 shall 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 shall 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 shall be provided to the Board Office.

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

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

#### C. Additional Actions

1. Clauses shall be included in all coaches and athletic administrators contracts that shall provide that significant violations of NCAA, conference or institutional rules will result in sanctions including, but not be 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 shall 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 consistent with the Knight Commission, 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 shall provide student-athletes with the opportunity for academic experiences as close as possible to the experiences of their non-athlete classmates.
4. Every student-athlete – male and female, majority and minority, in all sports – shall receive equitable and fair treatment.
5. The admission of student-athletes – including community college transfers – shall be based on their showing reasonable promise of being successful in a course of study leading to an academic degree. That judgment shall be made by admissions officials.
6. Continuing eligibility to participate in intercollegiate athletics shall 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 shall not play.

7. Student-athletes, in each sport, shall 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 shall be channeled through the institutions' general treasury, not through independent groups, whether internal or external. The athletics department budgets shall 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 shall be reviewed and approved by the universities. In cases where the income involves the university's functions, facilities or name, contracts shall be negotiated with the institution.
10. Annual academic and fiscal audits of the athletics programs shall be conducted. Moreover, the universities shall seek NCAA certification that the athletics programs comply with the principles herein. The institutions shall promptly correct any deficiencies and shall conduct the athletics programs in a manner worthy of this distinction.

E. Principles for Recruitment of Prospective Student-Athletes

Iowa Regent institutions have a heritage of being some of the most prestigious and acclaimed institutions of higher education in the country. Recruiting visits should provide prospective students with an opportunity to explore the academic, athletic and social opportunities our institutions provide.

In light of recent national incidents of excessive entertainment in the recruitment of prospective student-athletes, the following overriding principles have been developed for Iowa Regent institutions. The purpose of these principles is to ensure that all Regent institutions operate their recruiting activities within applicable NCAA, conference and institutional guidelines.

Recruiting Principles:

The Regent institutions will develop a common statement of recruiting philosophy.

Each Regent institution will implement recruiting guidelines pursuant to NCAA guidelines.

Each Regent institution's recruiting activities will occur in a regulated environment governed by Board of Regents, NCAA, conference and University rules.

Each Regent institution will establish and administer policies addressing entertainment of prospective student-athletes which will make clear that any use of gambling, drugs, alcohol or sex-related activities as a recruiting device is prohibited.

Each Regent institution will establish a method of pre-communicating recruiting guidelines to prospective student-athletes, parents or legal guardians.

Each Regent institution will insure that head coaches assume a vital role in the communication of and adherence to the institution's recruiting policies as a condition of the coach's continued employment.

Each Regent institution will educate all student-athlete hosts that they are official representatives of the institution and that the hosting of prospective student-athletes must be conducted in a manner consistent with the institution's recruiting guidelines.

Each Regent institution will provide an opportunity for the prospective student to experience the educational offerings of the institution.

Each Regent institution will develop a system of regular auditing and enforcement of its recruiting practices.

F. Iowa Regent Institutions Philosophy for Recruitment of Prospective Student-Athletes

The State of Iowa and the Iowa Regent Institutions are committed to recruiting in an appropriate and ethical manner. The goal of the Iowa Regent Institutions is to provide a safe and healthy environment for prospective students. A prospective student's visit should provide that prospect an opportunity to see our universities as institutions where they can develop their individual talents and reach their full potential as student-athletes and citizens. A visit to our university campuses is a chance for prospects to focus on the academic and athletic missions and culture of the respective institution. These visits are also tremendous opportunities for the institutions to evaluate the potential academic and social success of the prospect, thus enabling all parties to make a clear and informed decision.

**6.36 Statewide Plan for Public Radio**

Iowa Public Radio was established in December 2004 by the Board of Regents to oversee public radio operations at the three Regent universities. In March 2005, the Board of Regents established the Iowa Public Radio Executive Council whose membership included one appointee of the president of each of the Regent universities and two community representatives appointed by the Board of Regents. The purpose of the Executive Council is to make recommendations to the Board of Regents regarding all facilities and operations of the Regent universities' public radio stations.

In February 2006, Iowa Public Radio, Inc. was incorporated as a non-profit corporation whose primary purpose is to support and promote the welfare and growth of the network of public radio stations owned by and licensed to the Board of Regents. Iowa Public Radio, Inc. is governed by a Board of Directors whose composition and terms of appointment shall be determined by its bylaws. Iowa Public Radio, Inc. shall operate the Regent universities public radio stations on behalf of the Board of Regents under the terms of a public service operating agreement between the Board of Regents and Iowa Public Radio, Inc.