

Contact: Diana Gonzalez

REVISIONS TO CHAPTER 6 OF THE BOARD OF REGENTS POLICY MANUAL

Action Requested: Receive proposed revisions of Chapter 6 – Academic Policies and Procedures of the Board of Regents Policy Manual.

Executive Summary: Changes are proposed to the Policy Manual to conform with current practice and terminology. The process for substantive revisions involves initial review and comment by the Board (“first reading”) and final Board approval for publication at a subsequent Board meeting. The proposed changes resulted from a more than year-long review conducted by the Council of Provosts and the Board Office. This request is consistent with the Board of Regents’ strategy (4.1.1) to “pursue opportunities to realize greater efficiency in operations, consistent with best practices in the delivery of education and other services.”

Background:

The following are proposed substantive changes in Chapter 6:

- ◇ 6.01 – defines new admission requirements effective entering freshman class of 2009. §6.01 B1b will be dropped when the new policy goes into effect for the entering freshman class of 2009 and thereafter.
- ◇ 6.03 – streamlines and updates mission and scope information for the institutions.
- ◇ 6.04 – removes institutional strategic plans (not relevant in Board’s policy manual) and replaces them with strategic planning policy which defines the Board’s expectations.
- ◇ 6.05 – includes new program approval process approved by the Board in 2005 and consolidates like sections (new program approval, principles and standards for program duplication, academic program and academic department name change, and academic program reduced admissions and termination).
- ◇ 6.07 – increases the Board approval threshold to \$250,000 for new centers and institutes and defines the types of centers and institutes that require Board approval.
- ◇ 6.11 – changes approval of academic calendars from the Board to the Executive Director.
- ◇ 6.13 – includes the extension/continuing/distance education services policy adopted by the Board in 2005.
- ◇ 6.16 – changes Board requirement for tenure reports from Chapter 4 to Chapter 6.
- ◇ 6.18 – specifies special schools admission requirements for consistency with each other.
- ◇ 6.27 – clarifies naming of facilities.
- ◇ 6.28 – removes detailed description of Hygienic Laboratory and provides code citation.
- ◇ 6.29 – removes detailed description of Oakdale Campus and provides code citation.
- ◇ 6.30 – specifies abuse policy at the special schools for consistency with each other.
- ◇ 6.31 – includes the new Student Wellness Policy for the Special Schools (Agenda Item 15).
- ◇ 6.32 – defines athletic policy and procedures adopted by the Board in 2005.
- ◇ 6.33 – updates policy for statewide plan for public radio consistent with the creation of Iowa Public Radio.

Proposed revisions to Chapter 6 are provided in Attachment A; proposed new language is underlined. The current academic policies and procedures described in Chapter 6 are provided in Attachment B.

VI. ACADEMIC POLICIES AND PROCEDURES

6.01 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 AND THEREAFTER.

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

$RAI = (2 \times \text{ACT composite score}) + (1 \times \text{high school rank}) + (20 \times \text{high school grade point average}) + (5 \times \text{number of high school courses completed in the core subject areas})^1$.

- 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 suggest readiness for collegiate level study. Each university shall specify requirements and conditions for early admission.

¹ 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.

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.
 - 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.

6.02 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.

6.03 Mission and Scope of Regent Institutions

A. 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 university 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 purpose and that meet the needs of students and society.

The universities shall maintain diverse and multicultural campuses in order 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 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. To continue to be 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 all areas for which there is sufficient demand 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.

- a. 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.
- b. 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.
- c. 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 continue 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 mission, the University of Northern Iowa provides 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 provides a broad range of undergraduate programs and selected graduate programs consistent with its missions as a comprehensive university.
- c. The University serves 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 mission 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 may offer master's degrees in areas in which undergraduate instruction is offered, where there is sufficient demand and institutional strength. 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 (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. 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 21. 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.

6.04 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.

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

6.05 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 prescribed 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) the 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.

After reviewing the program proposal, the Council of Provosts shall submit a report with its recommendations to the Board Office.

6. 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.
7. The institution will implement the proposed program consistent with the approved authorization. However, the institution shall not hire any new faculty, secure facilities, 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. Enhancement of other programs already in place at the university?
- e. Consistent with the institutional mission?
- f. Availability at other colleges in Iowa at comparable quality and cost?

C. Academic Program, Academic Department, and College Name Change

Requests to change the name of an academic program, an academic department, or college shall be submitted to the Board Office for review. 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, an academic department, or college, 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 or take other action as it deems appropriate.

D. Academic Program Reduced Admissions and Termination

Requests to limit², 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. 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.

6.06 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

² 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.

one-page report on each program reviewed shall be provided to the Board Office in a format prescribed 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 for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee.

6.07 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, which require an annual institutional commitment of \$250,000 or more, 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. If the total amount of the external funding is \$1 million or more, the proposal for the center or institute shall be submitted to the Board Office as information for the Board of Regents. Information about centers or institutes which do not meet either of the thresholds shall be submitted to the Board Office at the discretion of the institution.

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 prescribed 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 prescribed 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.

6.08 Accreditation Reporting

- A. All accreditation reports on a program, department, college, or the institution, shall be submitted to the Board Office, in a format prescribed by the Board Office. The Board Office will review and summarize the documents for the information of the Education and Student Affairs Committee and the Board of Regents.
- B. 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 docket of the Board of Regents' Education and Student Affairs Committee after completion of its review.

6.09 Academic Freedom

- A. University teachers shall be entitled to freedom in the classroom in discussing the teachers' subject, but shall not introduce into the teaching controversial matters that have no relation to the subject.
- B. University teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution (AAUP policy).
- C. Regent university 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.

6.10 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.

6.11 Academic Calendars

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

6.12 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.

6.13 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 prescribed by the Board Office. The report shall be placed on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee.

6.14 Patents and Copyrights (Iowa Code § 262.9(11))

The Board shall, with consent of the inventor and at 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.

6.15 Faculty Activity Analysis

A Faculty Activities Report shall be prepared for submission to the Board of Regents biennially beginning in 2005.

The report format shall 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?

6.16 Tenure Reports

Each university shall submit annual governance 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 will ensure that the annual tenure report is placed on the agenda for the next appropriate meeting of the Board of Regents.

6.17 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.

6.18 Special Schools Admission Requirements

- 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 shall be 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 attend the Iowa Braille and Sight Saving School. 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 determined by the Board of Regents. (Iowa Code §269.1)

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

- 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 personal 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 include explicit visual representations of human sexual acts. The faculty member shall inform students at the beginning of the course about the nature of that material. If a student chooses not to view the presentation(s) and the faculty member determines that alternative assignment(s) are not feasible, the student shall be permitted to drop the

course without penalty (as an administrative drop) within seven calendar days of the class being so informed. Students shall not be penalized for not attending a specific class session when such material is to be shown, but students are responsible for learning the content of the class session.

6.25 (Reserved)

6.26 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.

6.27 Naming of Facilities, Properties, or Institutional Units

- A. Regent institutions shall have internal policies and procedures for proposing new names for facilities, properties, or institutional units.
- B. All proposed names for facilities, properties, or university units (except minor units as defined below) owned or operated by the Board of Regents, State of Iowa, shall be submitted for Board of Regents approval prior to naming.
 - 1. "Major units" include entire buildings, wings of buildings, colleges, centers, institutes, programs, and large sections of campus.

2. "Minor units" include campus areas or sections of facilities (e.g., rooms, labs, open spaces, streets, physical features, etc.). Naming of minor units or functional names of major units (e.g., Physics Building, Chemistry Building) may be approved by the institutional head and does not require Board of Regents approval.
- C. The Board shall consider names of persons (living or deceased) or entities such as a business or commercial product. Examples of the categories of persons and entities eligible include:
1. Alumni with close ties to the institution.
 2. Distinguished Iowans.
 3. Persons who have made an outstanding contribution to a field of study, discipline, university, the State of Iowa, the nation or world.
 4. Donors who have made significant contributions to the institution generally, to a college or major unit, or to a related program.
 5. Donors who have made significant contributions toward construction, renovation, and/or the critical programmatic, annual operating, or future capital renewal costs of new, renovated or other existing facilities.
 6. Employees (presidents, superintendents, faculty, staff) – no earlier than two years following the end of employment/appointment or upon death. No unit may be named for a current Regent employee.
 7. Combinations of the above.
- D. Institutional heads shall submit proposals requesting Board of Regents approval for a naming change for a facility, property, or institutional unit to the Board Office in a format prescribed by the Board Office.
- E. The Board Office shall review the proposals and include them as agenda items for consideration at the next appropriate Board of Regents meeting.
- F. Education agenda items shall include those academic buildings and other facilities used primarily for instructional and research purposes, including libraries, as appropriate.
- G. Institutional heads shall keep the Board Office informed of developments relating to possible naming of major units throughout the entire internal process.

6.28 Hygienic Laboratory

- 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 of same is necessary in the interest of environmental quality and public health and for the purpose of preventing epidemics of disease.

- 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.

6.29 Oakdale Campus

- A. The Oakdale Campus shall be primarily devoted to health-related research, education, and service programs, including experimental health care delivery models.
- B. Description of the Oakdale Campus in contained in Iowa Code 271.

6.30 Abuse Policy and Procedure 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 suspicions 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.

- 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 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.

Mandatory reporters are defined according to Iowa Code 232.69 and 235B.3(2). Any licensed 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.

6.31 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.

6.32 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 shall 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 shall 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 shall develop a common statement of recruiting philosophy.

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

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

Each Regent institution shall establish and administer policies addressing entertainment of prospective student-athletes which shall make clear that any use

of gambling, drugs, alcohol or sex-related activities as a recruiting device is prohibited.

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

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

Each Regent institution shall 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.

6.33 Statewide Plan for Public Radio

Iowa Public Radio was established by the Board of Regents to oversee public radio operations at the three Regent universities. Iowa Public Radio is governed by a board of directors consisting of one appointee of the president of each of the Regent universities and two community representatives appointed by the Board of Regents. The terms of appointment of the board of directors shall be determined by the Iowa Public Radio by-laws. Iowa Public Radio shall operate the radio stations on behalf of the Board of Regents as described by a public service operating agreement between the Board of Regents and Iowa Public Radio.

VI. ACADEMIC POLICIES AND PROCEDURES

6.01 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, not inconsistent 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 normally 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 curriculum, 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, and certification of graduation, shall be provided by the appropriate secondary schools.

Applicants must also submit scores from the ACT Assessment (ACT) or the Scholastic Aptitude Test (SAT I), or the equivalent as determined by each university. The Test of English as a Foreign Language (TOEFL) or the equivalent as determined by each university is required of foreign students whose first language is not English. Applicants may be required to submit additional information or data to support their applications.

- b. 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 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.
- c. Graduates of accredited 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 will 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 will be required to submit all academic data to the extent that it exists and achieve scores on standardized examinations that will 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 clearly suggest readiness for collegiate level study. Each university will 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.
- 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. The Test of English as a Foreign Language (TOEFL) or the equivalent as determined by each university is required of foreign students whose first language is not English.
 - 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 for all college work previously attempted the grade point required by each university for specific programs, 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 will 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 will be admitted on probation.
 - e. Transfer applicants from colleges and universities not regionally accredited will 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:

When students are admitted from colleges and universities not regionally accredited, they may validate portions or all of their transfer credit by satisfactory academic study in residence or by examination. Each university will 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, evaluates the nature and standards of the academic program, faculty, student records, library, and laboratories.

In determining the acceptability of transfer credit from colleges in states other than Iowa that are not regionally accredited, acceptance practices indicated in the current issue of Transfer Credit Practices of Selected Educational Institutions will 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.

6.02 Consideration of Prior Misconduct in Admission

Consideration of prior misconduct:

3. Confidentiality of Records: Each Regent institution shall continue to develop its own internal rules governing confidentiality of student records. 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.
4. 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.

5. Transfers to Regent Universities are described in 681 IAC 9.2.

6.03 Mission and Scope of Regent Institutions

Universities under the control of the Board of Regents, State of Iowa, strive to 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 are designed to allow the student a wide range of subject selection and the greatest latitude in pursuit of knowledge and in preparation for a mission in society.

These 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 deeply committed to research that expands knowledge and benefits society. They will make educational programs and the results of research available through extension services and will 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 will seek different areas of specialty and emphasis compatible with their disparate mission in the state system of higher education.

The Board of Regents, State of Iowa, is aware of the major mission 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)

The Board of Regents, State of Iowa, requires that each institution maintain a current, approved, strategic plan that represents its goals for the current year and five years into the future.

A. State University of Iowa

Mission

As one of only three public universities in the State of Iowa, the university has a special mission in undergraduate, professional and graduate education. This mission is likely to become more critical in the years ahead, given the growing necessity of a college background for occupations of the future, and the increasing importance of and demand for lifelong learning. The four-year undergraduate degree is increasingly becoming a first step toward post-graduate education, and the demand for graduate and professional education is likely to grow. In the knowledge-intensive world of the future, graduate and professional education will play a central mission, and because of the relative scarcity of opportunities for graduate and professional education within the

state of Iowa, this part of the State University of Iowa's mission will increase in importance over time.

Scope

As specified in its mission statement, the State University of Iowa is recognized as having a broad mandate in regard to the scope of its academic programs. Such programs will include the full panoply of undergraduate liberal arts and science courses and a variety of professional programs. However, in accord with Regent policy, the State University of Iowa will offer no major programs in agriculture, architecture, forestry, industrial arts, veterinary medicine, agricultural, aeronautical or ceramic engineering.

Decisions concerning future academic programs will be based on the continuing study of existing programs and developing needs. Programs will be curtailed or eliminated when the assessment of need and resources indicates that resources should be devoted to other programs. The university will continue to approach the addition of new programs with considerable caution. Generally, new programs will 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 some new programs that fall within its general mission and that meet the needs of students and society.

B. 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 and by its relationship to the other institutions of higher education within Iowa.

- * Iowa State University must strive to develop and maintain instruction, research, extension, and professional service programs that fulfill the responsibilities of a major land-grant institution.
- * Iowa State University shares with the other public institutions of higher education within Iowa the joint responsibility of providing a full range of high quality educational opportunities. Coordination among these institutions with respect to programs, clientele, and geographic areas is necessary to ensure that the priority needs of all Iowans are addressed and to avoid unnecessary duplication.
- * Iowa State University has a statewide system for extension education and information dissemination.
- * Iowa State University continues to be a leading higher education institution with institutional emphasis on science and technology.
- * Consistent with its historic mission, Iowa State University contributes 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 assumes responsibility for helping to protect, maintain and improve Iowa's natural resources through the discovery and diffusion of knowledge and technology.

Scope

Consistent with the university's mission and mission statements, the current scope of Iowa State University is described below.

Iowa State University of Science and Technology, a broad-based university with an orientation toward science and technology, has sufficient scope and depth in its instruction, research, and extension and professional service functions to enable it to continue to be a distinguished land-grant university. In addition to its undergraduate and graduate work in the physical, biological, mathematical and social sciences, it will maintain and develop strong undergraduate programs in the arts and humanities, and will 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 will be given to the maintenance and development of strong programs in the sciences, agriculture, engineering, veterinary medicine, design, education, business, and family and consumer sciences. Interdisciplinary programs are offered that seek to combine the perspectives and methods of more than one discipline to better address the questions and problems confronting Iowa, the nation and the world. The international efforts of Iowa State University are to be expanded and enhanced.

Iowa State University will 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.

Future programs will be determined by the continuing assessment of existing programs and of developing needs. Programs will be curtailed or eliminated when the assessment of need and resources dictates that the resources could be better used for other programs. The university approaches the addition of new programs with considerable caution. Generally, new programs are fashioned out of existing programs in response to developing needs. If the university is to remain vital, it must be prepared and able to develop, at appropriate times, new programs that are within its general mission and that meet the changing needs of the students and society.

C. University of Northern Iowa

Mission

The University of Northern Iowa, in fulfilling its tripartite mission of teaching, scholarship and professional service, offers a strong program of undergraduate education, including a broad array of majors to meet the educational and career needs of the students it serves.

Scope

These undergraduate degree offerings should reflect the university's mission as a distinguished arts and sciences university with outstanding professional programs in education and business. University offerings should extend to baccalaureate education in the applied sciences, except in specific technical fields traditionally associated with other Regent universities.

At the graduate level, the institution is authorized to offer master's degrees in most areas in which undergraduate instruction is offered, provided there is sufficient demand and institutional strength to fulfill quality expectations. The university will offer a select number of practitioner-oriented doctoral programs in areas of strength where there is demonstrated need.

Given its historical roots in and commitment to teacher education, the university is expected to have a comprehensive program in teacher education

D. Iowa School for the Deaf

Mission

The educational programs of the Iowa School for the Deaf will 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 assumes responsibility for providing an education for those deaf and hard of hearing children, 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 are 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 include learning activities and experiences that appropriately and specifically meet the needs of each child.

Scope

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

The Iowa School for the Deaf also serves as a state resource and dissemination center for education of the hearing impaired. In this mission, the school has a central and vital mission in the statewide education of the hearing impaired and provides a resource center for educators, related field professionals, parents, the deaf community, and all

interested citizens. Such a mission 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 hearing-impaired youth; (2) programs for development of specialized communications skills; (3) parent education; (4) extended educational programming for hearing-impaired adults; (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 will be determined by the ongoing evaluation of existing programs and an analysis of developing needs. Programs will be added, curtailed, or eliminated based on assessment of need and the most effective use of resources. The school remains flexible to respond quickly and effectively to the needs of hearing-impaired children of Iowa.

E. Iowa Braille and Sight Saving School

Mission

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

Consistent with all appropriate sections of the Iowa Code and the policies of the Board of Regents, State of Iowa, the purpose of the Iowa Braille and Sight Saving School is 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. The programs provided by the school are consistent with the philosophy that a continuum of services must be available to children with disabilities, as mandated by federal and state law. All programs and services provided by the Iowa Braille and Sight Saving School are consistent with and support the need for instruction for children who are blind in the following extended core curriculum skill areas:

1. Skills necessary to attain literacy in reading and writing, including appropriate instructional methods;

2. Skills for acquiring information, including appropriate use of technological devices and services;
3. Orientation and mobility instruction;
4. Independent living skills;
5. Social interaction skills;
6. Transition services;
7. Recreation and leisure activities;
8. Career education

Scope

The scope of the educational program includes provisions for serving children from early childhood through age twenty-one. Among options available for students are direct services in their local school; consultative services in their local schools; summer school opportunities on campus in Vinton; extended school year services in local schools; and short-term placement, day placement and residential placement on campus in Vinton.

The Iowa Braille and Sight Saving School also provides leadership in the field of vision in the State of Iowa through the position of the State Consultant for Visual Impairments located in the state Department of Education, Bureau of Children, Family, and Community Services. Through this position the school has a central and vital mission in the statewide education of children who are blind and visually impaired including collaborative efforts with AEAs and LEAs for professional development for all Supervisors of AEA vision programs, AEA Special Education Directors, Teachers of the Visually Impaired, Orientation and Mobility Specialists, para-professional serving children who are visually impaired, parents, and other related service providers. Other resources available to the state include but are not limited to such services as Low Vision Clinics, instructional materials production and loan, assistive device instruction and loan, and technology assistance and leadership.

Future programs of the Iowa Braille and Sight Saving School shall be determined by the ongoing evaluation of existing programs; by environmental assessment; and by an analysis of developing needs throughout the state. Programs shall be developed, modified, or eliminated based on the assessed needs and the effective use of resources. The school remains flexible to enable it to respond quickly and effectively to the needs of the children and youth of the State of Iowa who are blind or visually impaired, including those with additional disabilities.

6.04 Institutional Mission, Vision, Values and Culture

State University of Iowa

MISSION STATEMENT

The State University of Iowa 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 conduct these activities in a culturally diverse, humane, technologically advanced, and increasingly global environment.

**VISION STATEMENT
(Aspiration)**

The State University of Iowa aspires to become one of the ten most distinguished public research universities in the nation.

VALUES STATEMENT

Founded by Iowa's first legislature in 1847, and entrusted with a threefold mission of teaching, research, and public service, the State University of Iowa is rooted in a culture that values education. In planning, setting priorities, and making decisions, the University is guided by five interdependent commitments.

Learning - The State University of Iowa is dedicated to discovering, disseminating, and preserving knowledge and to the development of an educated citizenry. Through teaching, research, scholarship, creative endeavor, clinical practice, and public outreach, the University develops ideas, enlarges understanding, and extends its resources to society. Recognizing the need for constant inquiry and continuous reinterpretation of knowledge, the University vigilantly protects free expression of thought, respects difference and diversity, and fosters opportunities for all members of the community to generate and discuss ideas and contribute to the vitality of the educational environment.

Community - The State University of Iowa recognizes that its students, faculty, staff, and alumni are the source of its strength: Collectively, they determine the institution's character, quality, and effectiveness. On a safe and well-maintained campus, the University offers a supportive and humane environment in which people from a wide variety of backgrounds and traditions may encounter each other in a spirit of cooperation, openness, and mutual respect, to form a richly diverse and intellectually stimulating community.

Responsibility - The State University of Iowa is obligated to exercise responsible stewardship over the intellectual and material resources entrusted to it. As a public institution, the University aims for accessibility, affordability, and quality, so that a broad array of qualified students from Iowa and elsewhere may obtain an excellent education

at reasonable cost. The University recognizes the responsibility of its faculty to determine what students should learn and to shape the body of knowledge that will be passed on to future generations. It is also the University's obligation to engage all members of its community in collective reflection on their responsibilities not only to their disciplines and professions but also to the institution and to society.

Integrity - In fulfilling all areas of the University's mission, members of the State University of Iowa community hold themselves to the highest criteria of honesty, fairness, and professional and scholarly ethics.

Quality - As a center of learning, the State University of Iowa measures itself by exacting standards, honors high aspiration and achievement, and expects all persons associated with the University to strive for excellence.

CULTURE STATEMENT

The culture of the State University of Iowa has been formed through historic adherence to core values. The culture is characterized by decentralized, collaborative decision making within a community that fosters open and consultative communication.

B. Iowa State University

MISSION STATEMENT

Iowa State University of Science and Technology is a public land-grant institution serving the people of Iowa, the nation, and the world through its interrelated programs of instruction, research, extension, and professional service. With an institutional emphasis upon areas related to science and technology, the University carries out its traditional mission of discovering, developing, disseminating, and preserving knowledge.

Iowa State University provides high quality undergraduate programs across a broad range of disciplines, as befits the institution's stature as a university. In its dedication to excellence in learning, the University strives to instill in its students the discernment, intellectual curiosity, knowledge and skills essential for their individual development and their useful contribution to society. A common goal of undergraduate education is to assure that all students, regardless of disciplinary major, acquire literacy in science and technology, an understanding of humane and ethical values, an awareness of the intellectual, historical, and artistic foundations of our culture, and a sensitivity to other cultures and to international concerns. Consonant with its mission as a teaching and research institution, Iowa State University has a strong commitment to graduate education that, at both the master's and doctoral levels, emphasizes the development of professional, research, and scholarship skills.

As an integral part of the learning process, Iowa State University fosters the discovery and dissemination of new knowledge by supporting research, scholarship, and creative activity. The University also uses existing knowledge to address problems and issues of concern to the State of Iowa in particular, as well as to the national and global community. The University's endeavors in discovery and innovation are supported by public and private resources and are conducted in an environment of open scientific inquiry and academic freedom.

Engagement through extension, professional service, and continuing education activities is achieved through innovative and effective outreach programs that provide the people of Iowa, and beyond, with practical knowledge and information derived from leading discovery, innovation, and learning/instructional efforts at Iowa State University and elsewhere. Through engagement, the University stimulates and encourages progressive change.

Iowa State University enrolls academically qualified students who represent diverse age groups, socio-economic levels, racial ancestries, ethnic heritages, and international cultures, and who provide a gender balance. Through the use of a variety of educational opportunities, advanced instructional technologies, and student services, the University supports the development of both traditional and non-traditional students, preparing them for citizenship and life-long learning in a rapidly changing world.

Finally, Iowa State University participates in international efforts to alleviate world hunger and poverty, to prepare students and faculty to be productive and responsible citizens of the world, and to contribute to increased cultural, educational, economic, scientific, and socio-political interchange and understanding between and among Iowans and other members of the world community.

VISION STATEMENT (Aspiration)

The aspiration to become the nation's premier land-grant institution was set forth in the strategic plans for Iowa State that guided the University's development from 1990 to 1995, and from 1995 to 2000. This aspiration will continue to guide our development during 2000-2005 (i.e., fiscal years 2000-2001 through 2005-2006). The people of Iowa expect Iowa State University to become the nation's premier land-grant university, and Iowa State is committed to fulfilling that expectation. Over the past 10 years, Iowa State has made considerable progress toward this aspiration, and the new plan enables us to build on this progress.

To fully realize our aspiration through this new plan, we will embrace the concept of:

A responsible *Engaged Institution* characterized by:

- Responsiveness to our clients and stakeholders
- Respect for partners in education
- Academic neutrality in serving as a resource
- Accessibility for all of our constituencies
- Integration of our mission with our responsibilities
- Coordination among university entities working in concert with each other
- Resource partnerships with government, business, and the non-profit world

By embracing these special characteristics of an Engaged Institution, Iowa State will more effectively fulfill its mission and responsibilities.

With a tripartite mission - learning, discovery, and engagement - the premier land-grant university achieves quality and balance of efforts in overall performance in these three areas through efficient and accountable resource allocation. For Iowa State University to be the premier land-grant university in the nation, it must be superior in fulfilling its mission for the state of Iowa.

As an Engaged Institution, Iowa State's tripartite functions will become more responsively and productively involved with our constituent communities; and we will represent the ideals of sharing and partnership by recognizing and respecting what our partners bring to the table. We will work in collaboration with others and expand partnerships with other educational institutions, government, and the private sector, building upon each others' strengths and focusing on what each can do best.

Publicly stating our aspiration expresses our willingness, desire, and commitment to stretch ourselves in our effort to continuously improve what we do as individuals and as a University community. How we work toward our aspiration is as important as achieving it.

Aspiring to be the premier land-grant university in the nation also implies that we strive for excellence as measured by national standards. There is no single measure by which we can track our progress. Instead, there are multiple indicators representing all aspects of our mission that we will examine over time.

Our commitment to accountability and rigorous assessment of progress toward our aspiration to become the best, as Iowa's Engaged land-grant university, will be further recognized when the national educational community looks to Iowa State as the model of excellence to be emulated by other land-grant universities.

VALUES STATEMENT

As we work toward creating an environment where continual learning serves the promises of a better world, all members of the Iowa State University community are called upon to act in harmony with our core values.

Land-Grant Values: Reflecting our heritage and in achieving our aspiration, we embrace and operationalize our land-grant values of access to education and success, learning (encompassing practical and liberal education), discovery (encompassing basic and applied research), and engagement with society (encompassing service and outreach).

Excellence: We strive to continuously improve in the areas of learning, discovery, and engagement. Excellence embraces creativity, change, and innovation in order to engage and serve all stakeholders, including students, faculty, staff, administration, alumni, families, state and federal government, business, industry, communities, and citizens.

Quest for Knowledge: Through diverse perspectives, questioning, and discovery, we challenge ourselves to create new knowledge; and transmit, preserve, and apply our knowledge for life-long learning, and the promises of a better world.

Shared Leadership: In a community based on shared responsibilities and decision-making, we are empowered to take responsibility for continuous learning, and are mutually accountable to our stakeholders.

Integrity: Trust and trustworthiness, together, must characterize our words and our actions - as individuals and as a University. We expect that our actions will be consistent with our words; that we will demonstrate honesty and ethical behavior, and will address the needs of others.

Commitment: We enthusiastically strive to improve our University, and we eagerly accept diverse challenges and opportunities both at work and in the community. We

pledge to make wise use of resources available to us, including financial resources, time, ability, and facilities that the institution provides.

Collaboration: We work with a broad range of constituencies to bring synergy and diverse viewpoints to the University. Sharing and dialogue foster two-way learning within the University, and with other academic institutions, business, industry, government, communities, families and citizens. We first listen and then respond to the needs of a broad range of constituents, providing opportunities for collaborative knowledge creation.

Mutual Respect: Genuine caring among individuals fosters diverse viewpoints and opinions, and shows that the skills and capabilities of all stakeholders are valued. We value community and continuous learning in the interest of civility, social justice, and upholding shared decision-making.

Inclusiveness: As a land-grant university, we are committed to the principles of equal access and opportunity. We constantly challenge ourselves to be proactive in protecting and advancing the interests of diverse populations and cultures, disenfranchised populations, and in breaking the barriers due to gender, race, physical abilities, economic level, and social status. We are committed to going outside our traditional constituent populations, to make higher education at Iowa State financially affordable, and geographically accessible.

Global Perspective: In today's fast-paced and ever-changing world, higher education must become a network that links students, faculty, business, industry, government, and community. We think globally to shape our actions, in order to better serve our constituencies in their quest to realize the promises of a better world.

CULTURE STATEMENT

Iowa State University is committed to its core values and believes that "people"-students, faculty, staff, administrators, and other constituencies-are the lifeblood of the University. Together with diversity among people and the values, cultures, knowledge, expertise, and commitment they bring, we develop, enrich, and implement our strategic plan with a common vision and common goals. Through our culture:

- We demonstrate our commitment to the land-grant values, and our connectedness to the land and the citizens of our state. We demonstrate our sensitivity and responsiveness to the needs of our state, the nation, and the world.
- We value, embrace, and reflect human and intellectual diversity, inclusivity, and dignity in the environments we create, nurture, or influence to fulfill our mission and realize our aspiration.
- We safeguard academic freedom by nurturing an environment that encourages critical thinking, free inquiry, open communication, collaboration, and life-long learning.
- We empower all of our constituent interests in endeavoring to become the best, and we expect to be accountable to ourselves, our stakeholders, our Board of Regents, and the public.
- We recognize shared responsibilities among our various constituencies and benefit from shared decision-making and governance.
- We draw from our state a strong work ethic and we demonstrate prudence in resource allocation.

- We constantly develop and implement best ideas and best practices, in support of our aspiration to become the best.
- We recognize individual and collective contributions and the mission each of us plays in working together toward our aspiration mission.

C. University of Northern Iowa

MISSION STATEMENT

The University of Northern Iowa is a comprehensive institution committed to providing a diverse, dynamic learning environment, founded on a strong liberal arts curriculum and characterized by excellence in teaching, scholarship and service. The university focuses both on undergraduate education that emphasizes a personalized learning environment and on selected masters, doctoral and other graduate programs that provide students with specialized educational experiences. UNI programs incorporate scholarship and service to individuals, communities and organizations throughout the state, the nation and the world.

VISION STATEMENT

The University of Northern Iowa will be the nation's finest public comprehensive university, known for high quality learning environments and a genuine sense of community.

VALUES STATEMENT

The University of Northern Iowa community values:

- Excellence in all its endeavors
- Intellectual vitality
- Intellectual and academic freedom, dialogue and the free exchange of ideas
- Individualized learning
- An ethical, caring and diverse community
- The well being of its students, faculty and staff
- Service to the citizens of the State of Iowa, the nation and the world

CULTURE STATEMENT

The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

D. Iowa School for the Deaf

MISSION STATEMENT

The mission of the Iowa School for the Deaf is to enable deaf and hard of hearing children to attain personal excellence by providing comprehensive and appropriate educational programs and service.

VISION STATEMENT

The Iowa School for the Deaf will be one of the best educational settings for deaf and/or hard of hearing youngsters in the United States. The school will develop measurable standards to assess its effectiveness. It will utilize multiple criteria to demonstrate its accountability and progress toward attaining its goals and objectives.

VALUES STATEMENT

The Iowa School for the Deaf values the pursuit of optimal educational opportunities and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of Iowa School for the Deaf affirm their quest for a comprehensive educational program that values:

- Excellence in academics.
- Integrity in facing challenges.
- Honesty in all endeavors.
- Civility toward all people.
- Compassion for others.
- Commitment to serve the community.

The goal of Iowa School for the Deaf is to aid students in developing the skills of communication, a life-long love of learning and problem solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

CULTURE STATEMENT

Iowa School for the Deaf seeks to provide a safe, relaxed educational environment in which the deaf and hard-of-hearing child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day. This means that students are trained in reading, writing, the use of sign language, oral speech, residual hearing, and speech-reading.
- Offers a supportive residential program.
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for ISD students to attend classes in public schools and students from Iowa school districts to attend classes in ISD's vocational department.

- Works in collaboration with the Iowa Department of Education, Vocational Rehabilitation Division, to help place students in college, advanced trade schools, and industry upon completion of the ISD curriculum.
- Recognizes and fosters the role and importance of deaf culture and heritage.

E. Iowa Braille and Sight Saving School

MISSION STATEMENT

The mission of the Iowa Braille and Sight Saving School is 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 educational opportunities, resources and support services.

The mission of the Iowa Braille and Sight Saving School is to provide direct and indirect educational services to the children and youth of the State of Iowa who are blind or visually impaired, including those with additional disabilities. The school provides leadership and resources statewide to meet the needs of children who are blind or visually impaired, including those children with additional disabilities. This mission is carried out through cooperative efforts with appropriate state agencies, area education agencies, and local education agencies.

Consistent with all appropriate sections of the Iowa Code and the policies of the Board of Regents, State of Iowa, the purpose of the Iowa Braille and Sight Saving School is 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 educational opportunities, resources, and support services.

VISION STATEMENT

The educational programs of the Iowa Braille and Sight Saving School will 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. The programs provided by the school are consistent with the philosophy that a continuum of services must be available to children with disabilities, as mandated by federal and state law. All programs and services provided by the Iowa Braille and Sight Saving School are consistent with and support the need for instruction for children who are blind in the following extended core curriculum skill areas:

1. Skills necessary to attain literacy in reading and writing, including appropriate instructional methods;
2. Skills for acquiring information, including appropriate use of technological devices and services;
3. Orientation and mobility instruction;
4. Independent living skills;
5. Social interaction skills;

6. Transition services;
7. Recreation and leisure activities;
8. Career education.

VALUES STATEMENT

The Iowa Braille and Sight Saving School values the pursuit of optimal educational opportunities and personal growth experiences for each student, so that each one may become a contributing member of society.

Toward that end, the administration, faculty, staff, and students of Iowa Braille and Sight Saving School affirm their quest for a comprehensive educational program that values:

- Excellence in academics
- Integrity in facing challenges
- Honesty in all endeavors
- Civility toward all people
- Compassion for others
- Commitment to serve the community

The goal of Iowa Braille and Sight Saving School is to aid students in developing the skills of communication, a life-long love of learning and problem solving, a positive sense of self-realization, economic independence, and a sense of civic and social responsibility.

CULTURE STATEMENT

Iowa Braille and Sight Saving School seeks to provide a safe, relaxed educational environment in which the visually impaired child has access to opportunities that are at least equal to those of non-disabled peers. Such a culture:

- Allows access to meaningful communication throughout the day.
- Offers a supportive residential program.
- Promotes frequent and in-depth contacts with families of students.
- Engages in partnerships with area schools to provide opportunities for IBSSS students to attend classes in public schools.
- Recognizes and fosters the mission and importance of visually impaired culture and heritage.

6.06 Academic Review and Program Planning Approval

B. New Program Planning Approval

An institution planning a new program shall first submit the planning proposal early in the program development process to the Council of Provosts for qualitative and duplication review and discussion. The Council of Provosts shall consider the principles and standards for Program Duplication found in policy 6.09 in its review. The Council of

Provosts shall make a determination to either approve or disapprove. If the Council of Provosts disapproves a planning proposal, that decision may be appealed to the Education and Student Affairs Committee.

The proposing institution shall submit an intent to plan proposal to the Board of Regents using the format prescribed by the Board Office. All planning proposals submitted to the Board Office shall include the Council of Provosts report and recommendation and the action taken by the ICCPHSE. The planning proposal shall be submitted to the Board Office early in the institutional program development process (i.e. before faculty hired, facilities built, curriculum changes made, etc.) The supporting material furnished will include consistency with the institutional mission and strategic plan and potential unnecessary duplication with other higher education institutions in Iowa, proposed costs, sources of funds, and the need and demand for the program. The Board Office will ensure that the planning proposal is on the agenda for the next appropriate meeting of the Board of Regents' Education and Student Affairs Committee.

The Education and Student Affairs Committee shall review the proposal and approve the development of the program or take other actions as it deems appropriate. A summary of the Committee's action on the proposed program will be included with the Committee's report to the full Board.

The institution will develop and initiate the proposed program consistent with the approved planning authorization; however, the date can be no sooner than one year after Board approval of the intent to plan unless otherwise specifically authorized. No further Board approval is needed unless the program is sufficiently altered such that it must be re-categorized in the Classification of Institutional Programs (CIP) codes. In such cases the program shall be resubmitted for new program planning approval.

C. Academic Review

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 prescribed by the Board Office.

The Board Office shall periodically and selectively, identify programs from the reports submitted by the institutions to be audited on site. It is the intent of the Board that all newly initiated programs, programs with negative review recommendations and those with significant enrollment declines would be specifically audited. The Board Office shall determine if any matters need Board action and place them on the agenda of the Education and Student Affairs Committee.

C. Procedure for Academic Program Name Changes

Following review and approval by the Council of Provosts and the Board Office of a university's request to change the name of an academic program, the item will be placed on the agenda for Board of Regents, State of Iowa, approval at its next monthly meeting.

6.06 Criteria for New Centers and Institutes

- A. Centers, institutes, and similar organizational units can make a major contribution to a modern university. Such structures, if well organized, adequately funded, and appropriately integrated into the parent institution, 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 for creating new centers or institutes at the universities, which require an annual institutional commitment in excess of \$200,000, shall be submitted to the Council of Provosts for qualitative and duplication review. The Council of Provosts shall make a determination to either approve or disapprove. If the Council of Provosts disapprove the creation of a new center or institute, that decision may be appealed to the Education and Student Affairs Committee.
- C. The proposals shall be submitted in a format prescribed by the Board Office.
- D. The proposing institution shall submit the proposal together with the Council of Provosts report and recommendation to the Board Office who will ensure that the proposal is on the agenda for the next appropriate meeting of the Education and Student Affairs Committee.
- E. The Education and Student Affairs Committee shall review the proposal and approve the creation of the center or institute or other action as it deems appropriate. The Board of Regents, State of Iowa, will act to receive the report or take other action as it deems necessary.
- F. 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 prescribed by the Board Office.
- G. The Board Office shall periodically and selectively, identify centers and institutes from the reports submitted by the institution to be audited on site.

6.07 (Reserved)

6.08 Accreditation Reporting

All accreditation reports on programs or elements of the institutions, shall be submitted to the Board Office, which will review and summarize the documents for the information of the Board.

Accreditation reports shall be sent to the Board Office as soon as possible after final agency action. The institutions shall submit complete documentation of the

accreditation process, site team report, institutional responses regarding strengths, concerns, weaknesses, and recommendations, and the final letter of approval or reaccreditation. The Board Office will schedule the accreditation report on the docket of the Education and Student Affairs Committee after completion of its review.

6.09 Principles and Standards for Program Duplication

- A. 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.
- B. 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:
 - 1. Does the institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program or should the program be located in another institution where adequate resources are available?
 - 2. Does student demand for the proposed program justify its development or expansion?
 - 3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?
 - 4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?
 - 5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?
 - 6. Would the proposed program enhance other programs already in place at the university?
 - 7. Is the proposed program consistent with the institutional mission statement?
 - 8. Do other colleges in Iowa offer programs similar to the one proposed and at comparable quality and cost?

6.10 Academic Freedom

- A. The teacher (faculty member) is entitled to freedom in the classroom in discussing the teacher's subject, but should not introduce into the teaching controversial matters that have no relation to the subject.
- B. The protection of the prerogatives of academic freedom requires a conscientious, responsible staff. Specifically, each staff member shall uphold the dignity of the

university in all of the staff member's activities; set for students an example of integrity, tolerance, and decency; and maintain high standards of scholarship within the staff member's field.

- C. No Regent university shall be or become an instrument of partisan political action. The expression of political opinions and view points will be those of individuals, not of institutions, since the official adoption of any political position, whether favored by majority or minority, tends to substitute one-sided commitment for the continuing search for truth.

6.11 Campus Speakers and Programs

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

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

6.12 Calendar Changes

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

6.13 Credit-by-Examination

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

6.14 Extension/Continuing/ Distance Education Services

A. Definition of Extension/Continuing Education Services

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

B. Courses

Courses approved by the Board for on-campus instruction may be offered off campus through extension/continuing education without additional approval by the Board. Proposals for new centers for off-campus extension/continuing education activities shall be submitted to the State Extension/Continuing and Distance Education Council for review and comment. The institution proposing such a center will submit its proposal and the report of State Extension, Continuing and Distance Education Council to the Council of Provosts. The Council of Provosts will proceed consistent with the provisions of policy 6.05.

C. Cooperation

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

D. Distance Education

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

The Board directs Regent institutions to offer courses and programs of the same high quality as those courses and programs offered on Regent campuses. The Board urges its institutions to cooperate and collaborate with both Regent and non-Regent institutions

of higher education where such cooperation will benefit consumers without a diminution in quality.

The Board directs Regent institutions to: (1) report all new distance education degree program proposals to the Board Office for referral to the Council of Provosts; (2) present to the Council of Provosts an annual comprehensive report on distance education; (3) report all new programs delivered by web/internet and other technologies to the Council of Provosts for one-time approval; and (4) provide timely reports, for information purposes only, on all new locations for existing programs. The Council of Provosts will include this information in its reports to the Education and Student Affairs Committee.

1. Guidelines for Distance Education

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

Definition: Distance education is defined as a formal educational process in which the instruction occurs (1) when student and instructor are not in the same place, or (2) when face-to-face instruction is provided at off-campus locations, including when students and instructors are in the same place. Distance education may employ guided independent study, or audio, video, or computer technologies. Instruction may be synchronous or asynchronous.

2. Guidelines: Any institution offering distance education is expected to meet the requirements of its own regional accrediting body, and be guided by WICHE principles. In addition, an institution is expected to address, in its self-studies and/or proposals for institutional change, the following expectations, which it can anticipate will be reviewed by its regional accrediting agency.

a. Curriculum and Instruction

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

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

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

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

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

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

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

b. Evaluation and Assessment

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

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

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

c. Library and Learning Resources

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

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

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

d. Student Services

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

The institution provides an adequate means for resolving student complaints.

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

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

e. Facilities and Finances

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

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

6.15 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 is 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 will be prepared for submission to the Board of Regents biennially. The first year of the report will be May 2005.

The report format will focus on responses to the following questions:

- What do faculty do? This will allow institutions to describe their differences regarding teaching, research/scholarship, and service.
- How many hours per week do faculty work?
- Who is actually teaching the students?
- Are tenured faculty teaching the undergraduate students?
- How much time do faculty spend on teaching students relative to doing research?
- Why do our universities engage in activities besides teaching?
- How do we know our universities are doing a good job?

6.17 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.

6.18 Academic Program Termination and Reduced Admissions

If an institution intends to limit¹, suspend, or substantially reduce admission to a program, it shall provide that information to the Council of Provosts, the Board Office, and the Education and Student Affairs Committee in advance of the implementation of the reduction. If an institution intends to terminate a program, the proposal to terminate shall be submitted to the Council of Provosts for review and a recommendation to approve or disapprove. The decision of the Council of Provosts will be reported to the Education and Student Affairs Committee who shall take such action as it deems appropriate. The program will not be terminated until after the last student has completed the requirements of the program. If admissions are to be reopened, Board approval will be required.

6.19 Admission Requirements: Iowa School for the Deaf and Iowa Braille and Sight Saving School

- A. Iowa School for the Deaf

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

- B. Iowa Braille and Sight Saving School

- 1. All blind persons and persons whose vision is so defective that they cannot be properly instructed in the common schools, who are residents of the state and of suitable age and capacity, shall be entitled to an education in the Iowa Braille and Sight Saving School at the expense of the state. Non-residents also may be admitted to the Iowa Braille and Sight Saving School if their presence would not

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

be prejudicial to the interests of residents upon such terms as may be fixed by the Board of Regents. (Iowa Code § 269.1)

2. To be enrolled at the Iowa Braille and Sight Saving School, an individual must meet the following criteria:
 - a. Be visually impaired (as defined by the rules of Special Education),
 - b. Be determined through the process established by the Rules of Special Education, to be eligible for services of the Iowa Braille and Sight Saving School;
 - c. Be under 21 years of age;
 - d. Be immunized as evidenced by a valid Iowa State Department of Health certificate of immunization; and
 - e. Be a resident of the State of Iowa. (The residency requirement will be considered on an individual basis consistent with the laws of the State of Iowa and the rules and regulations of the Board of Regents, State of Iowa.)
 - f. Participate in the Iowa Braille and Sight Saving School's Evaluation/Enrollment Process.

3. The following describes the Evaluation/Enrollment Process:

- Step 1: A student of legal age, parent(s), LEA, AEA, or other service providers, including Iowa Braille and Sight Saving School staff, may initially inquire about the services provided at IBSSS.
- Step 2: Prior to enrollment, an application packet is sent to the student's parent(s) and the LEA/AEA.
- Step 3: The completed application packet must be returned to: Center-Based Services; Iowa Braille and Sight Saving School; 1002 G Avenue; Vinton, IA 52349.
- Step 4: The material returned in the application packet is reviewed by the Iowa Braille and Sight Saving School Child Study Team, who will determine the completeness of the information received and determine the type of evaluation necessary for the student. The parents and/or LEA/AEA will be contacted if additional information is required prior to the beginning of the evaluation process.
- Step 5: The student's current IEP team, including an Iowa Braille and Sight Saving School representative, will convene to discuss the proposed evaluation process.
- Step 6: If the IEP Team determines that it is necessary and appropriate, an on-campus evaluation may be scheduled for the student. A typical evaluation may run from 5 – 30 days. When this occurs, the IEP team will draft the student's interim IEP, which will define specific conditions and timelines for the on-campus evaluation and may include any of the expanded core curriculum areas noted below.

Expanded Core Curriculum

- 1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods
- 2) Technology skills (acquiring information, including appropriate use of assistive technological devices and services)
- 3) Orientation and mobility skills
- 4) Independent living skills
- 5) Social interaction skills
- 6) Transition services
- 7) Recreation and leisure skills
- 8) Career education/vocational/work experience
- 9) Self determination

Step 7: Following the evaluation process, a student evaluation profile will be written by the members of the Evaluation Team. The evaluation team will be comprised of IBSSS faculty members assigned to evaluate the student, based on the student's individual evaluation needs. The profile will serve as the basis for future deliberations and decisions regarding the student's IEP.

Step 8: The student's IEP team, including members from the local school district and Iowa Braille and Sight Saving School, will convene to review and interpret the student evaluation profile and the information collected during the evaluation process. The team will also consider whether the student is intellectually and physically capable of benefiting from the educational programs offered by Iowa Braille and Sight Saving School.

Step 9: At this meeting the IEP team will recommend service delivery options appropriate to the student's intellectual and physical capabilities, as well as the location and duration of services, and will revise the IEP accordingly. If the IEP team determines that the Iowa Braille and Sight Saving School should be the location of the student's services and program, an official enrollment date will be set at the meeting.

6.20 Distribution of Information

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

To convey such information to the public, the institutions are expected to employ all channels open to them for dissemination, e.g., news stories, public service

announcements, and through space and time made available by public-spirited organizations in their own information media. While free dissemination is the preferred means of informing; reasonable paid announcements may be used as appropriate for the intended audience.

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

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

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

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

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

6.22 Telecommunications (681 IAC 9.5(262))

- A. The Regent institutions will cooperate with the Iowa Telecommunications Network by seeking opportunities for access to its various delivery systems. Each institution will assign the responsibility for coordinating such access to a specific agency on campus. The Regent institutions will collaborate, as appropriate, in research efforts and pilot projects designed to explore innovative and cost-effective ways to utilize telecommunications as an instructional tool for the benefit of education in Iowa.

- B. Each institution will encourage its colleges and departments to consider appropriate uses for instructional applications of telecommunications and related technology, as well as to encourage its faculty, staff, and administration to consider telecommunications for the distribution and reception of educational communications as, for example, professional development seminars and workshops.
- C. Each institution's policies and procedures governing the planning and offering of courses will apply to utilization of delivery systems available through statewide and other telecommunication networks. In such applications, each institution's colleges and departments will retain all prescribed autonomy in the choice of subject matter content, faculty, credit, and student requirements, as well as the right to withdraw a course in the interests of accuracy and currency.
- D. Each Regent institution will develop specific policies for implementation of the statutory requirement and the Board's general policy.

6.23 Interinstitutional Cooperation

- A. All centers, institutes, and major research facilities shall establish and maintain mechanisms for interinstitutional cooperation and collaboration whenever an overlap in research interests exists. These mechanisms should include provisions to inform persons at other Regent institutions of research being undertaken, to promote collaboration, and to stimulate the shared use of research equipment. Depending on the institute's or center's governing structure, representation on advisory/controlling bodies shall be tendered to persons in the other Regent institutions if research overlap exists. Faculty members doing research in related areas at other Regent institutions should be offered adjunct appointments or associate memberships in the center or institute.

6.24 Strategic Planning

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

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

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

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

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

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

6.25 College-Bound/IMAGES Program (Iowa Code § 681 –1.6(262))

Description of the College-Bound/IMAGES Program is contained in 681 IAC 1.6(262)

6.26 Notification of Students on Class Content

A. State University of Iowa

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

1. The faculty member must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.
2. The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.

3. The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course. He or she must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.
4. In order to facilitate student learning, faculty members should present the appropriate context for course content. While challenge is essential to good teaching, challenge is most ordinarily effective when students are adequately prepared to deal with course materials. On controversial issues within the scope of the course a reasonable range of opinion should be presented. When the faculty member presents his or her own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.
5. The faculty member owes to the student and the university a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political views, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.
6. Every student is entitled to the same intellectual freedom which the faculty member enjoys. The faculty member must respect that freedom. Restraints must not be imposed upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action. The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, not to attend part or all of a particular class session.
7. The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, reasonable efforts should be made to see that information given to them is accurate. Progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as advisor and counselor.
8. The faculty member should conduct himself or herself at all times so as to demonstrate respect for the student. He or she should always respect the confidence derived from the faculty-student relationship.
9. The faculty member must avoid exploitation of students for personal advantage. For example, in writings or oral presentations, due acknowledgment of students' contributions to the work should be made.

10. In order that students can make knowledgeable choices about whether to take a particular course, it is the faculty member's responsibility to provide, on the first day of class, a course syllabus containing the following information:
 - a. The instructor's name, office, office hours and telephone number (if the instructor is a teaching assistant, the syllabus should also include the course supervisor's name, office, office hours and telephone number),
 - b. Goals and objectives of the course,
 - c. Course content and schedule of topics,
 - d. List of readings and/or all other anticipated course materials,
 - e. Expectations for attendance, assignments and examinations,
 - f. Dates and times of any examinations scheduled outside of class time,
 - g. Grading procedures including whether plus/minus grading will be used,
 - h. Statement on the availability of modifications for students with disabilities,
 - i. Resources for obtaining additional help, such as tutors or teaching assistants,
 - j. Any changes in information about the course from that which appears in the *Schedule of Courses* or other official university publications.
11. At the beginning of each course students should be informed of departmental and collegiate complaint procedures. Complaints should be initiated at the faculty or departmental level. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in IAC 681-20.26.

B. Iowa State University

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

C. University of Northern Iowa

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

attending a specific class session if such material is to be shown, but students are responsible for learning the content of the class session.

6.27 (Reserved)

**6.28 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 will be evaluated for oral communication competence by the end of each academic period in which he or she has sufficient direct contact with students to render such evaluation meaningful. This policy does not mandate evaluation for persons whose instructional responsibilities do not involve enough direct oral communication with students to provide a basis for meaningful evaluation of oral communication competence. The nature and scope of the evaluation of oral communication competence may vary with the discipline, instructional setting, and material being communicated. In all cases, however, the evaluation procedure will incorporate a mechanism for evaluation by students.

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

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

6.29 Naming Policy

A. All proposed names for facilities, properties, or university units (except minor facilities as defined below) owned or operated by the five Regent institutions or the Board of Regents, State of Iowa, must have specific Board of Regents approval prior to naming. "Major units" include entire buildings, wings of buildings, colleges, programs and large sections of campus." "Minor units" include campus areas or sections of facilities (e.g., rooms, labs, open spaces, streets, structures, physical features, etc.). Naming of minor units or functional names of major units (e.g., Physics Building, Chemistry Building) may be approved by the institutional head and does not require Board of Regents approval.

B. The Board will normally approve names of persons (living or deceased) or entities such as a business or commercial product. Examples of the categories of persons and entities eligible include:

1. Alumni with close ties to the institution.
 2. Distinguished Iowans.
 3. Persons who have made an outstanding contribution to a field of study, discipline, university, the State of Iowa, the nation or world.
 4. Donors who have made significant contributions to the institutions generally, to a college or major unit, or to a related program.
 5. Donors who have made significant contributions toward construction, renovation and/or the critical programmatic, annual operating, or future capital renewal costs of new, renovated or other existing facilities.
 6. Employees (presidents, superintendents, faculty, staff) – no earlier than two years following the end of employment/appointment or upon death. No unit may be named for a current Regent employee.
 7. Combinations of the above.
- C. The institutional head shall keep members of the Board of Regents and the Executive Director informed of developments relating to possible naming of major units throughout the entire process.

6.30 Hygienic Laboratory (Iowa Code § 263)

A. State Hygienic Laboratory - Investigations

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).

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

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

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

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

B. General Regulations (681 IAC 5)

1. Scope of services

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

2. Specimens examined

- a. Classification. This being the state public health and environmental laboratory, specimens submitted to the laboratory should have a direct or probable significance to public health, medical management, or the quality and preservation of the environment.
- b. Who may submit specimens?
 - 1) Licensed physicians, osteopathic physicians, and other licensed practitioners may submit specimens for the diagnosis and control of communicable or other diseases in which such tests are required by the State Department of Health.
 - 2) Veterinarians may submit specimens involving diseases of animals that are communicable to humans.
 - 3) The State Department of Health may submit specimens necessary in the conduct of its fundamental responsibilities. Other programs, services, and studies may be negotiated on a contractual basis.

- 4) The State Department of Natural Resources may submit specimens necessary in the conduct of its fundamental responsibilities relative to municipal water supplies. Other programs, services, and studies may be negotiated on a contractual basis.
- 5) Other state agencies, institutions, and municipalities may submit specimens, generally under a contractual arrangement if the submission is to be of a regular and routine nature.
- 6) Local departments of health may submit specimens when performing official functions of state regulatory agencies. The examination of other specimens necessary in the support of locally directed programs are provided only with prior clearance and cost negotiations.
- 7) Private individuals may submit specimens to determine the suitability and safety of private water supplies only when collected and received according to conditions prescribed by the laboratory and accompanied by the appropriate fee.
- 8) Privately owned industries and businesses may submit specimens for environmental studies by prior arrangement with the laboratory on a fee basis.
- 9) Public schools may submit specimens at the discretion of the school nurse, consulting physician, or principal or upon recommendations of the local department of health.

3. Charges

a. Specimens examined free of charge:

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

b. Specimens for which fees are charged:

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

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

6.31 Oakdale Campus (Iowa Code § 271)

A. Designation

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

B. Purposes

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

C. Governance

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

D. Patient Treatment

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

E. Care of Patients -- Professional Services

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

F. Integrated Treatment of University Hospital Patients

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

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

A. Policy Philosophy and Legal Foundations

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

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

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

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

It is the policy of the Iowa School for the Deaf that school employees (anyone who works for pay) or volunteers, not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge. Any employee (or volunteer) of the Iowa School for the Deaf who receives a report that a student or dependent adult (who is a student) has been abused physically or sexually by a school employee (or volunteer) shall report that abuse pursuant to this policy, and according to 281 IAC 102.

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

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

Mandatory Reporters

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

eight hours on appropriate forms. Persons responsible for the care of a child include the child's parent or guardian.

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

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

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

6.34 Athletics

E. Policy Statement

Integrity in the administration of intercollegiate athletic programs is one of the highest priorities of the Board of Regents, State of Iowa. In July 1991, the Board of Regents adopted the "one plus three" concept of intercollegiate athletics that asserts presidential control of athletics at the institutions, as well as academic integrity, financial integrity and accountability through certification. The Board now 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 will be reported to the Board Office. Sanctions, including but not limited to, reprimand, suspension, and/or termination of employment (following due process) will be given in response to significant violations.

F. Procedure

1. Notification of Possible Violation

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

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

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

2. Notification of Status of Investigation

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

3. Notification of Outcome of the University Investigation

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

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

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

G. Additional Actions

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

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

6.35 Statewide Plan for Public Radio

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

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

A. Development of New Stations

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

B. Operating Public Radio Stations

1. Regent institutions should foster communication and cooperation among their public radio stations to meet the diverse needs of the Iowa audience in the most effective fashion and to make the best use of limited resources.
2. Management of the stations should explore joint ventures in news, public affairs, live events, and all other programming. Cooperative efforts in fund raising,

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

promotion, engineering services, personnel and personnel training should be considered and employed where it can be effective.

The Iowa Communications Network will significantly expand opportunities to extend a variety of public radio signals to all Iowans and use of the network should be vigorously explored.