

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-handicapped 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.

6.05 Academic Review and Program Approval

- A. New Program Approval All new or expanded programs, majors, ~~certificates~~ and minors shall be reported to the Board Office for approval by the Board of Regents, State of Iowa.

New or expanded program proposals are routinely referred to the Interinstitutional Committee on Educational Coordination and the Board Office for review and recommendation. (See § Chapter 1 of this Manual for Committee on Educational Coordination.)

All new programs referred to the Interinstitutional Committee on Educational Coordination and the Board Office shall be submitted to the Iowa Coordinating Council for Post High School Education for appropriate action in accordance with ICCPHSE policy. The Regent institutions are encouraged to submit their new

programs to the ICCPHSE well in advance of the Board meeting where it will be considered.

All new or expanded programs submitted to the Board Office for approval by the Board of Regents, State of Iowa, shall include, along with the complete original institution internal approval documents, a complete response to the following program review questions. For proposed minors ~~and certificates~~, questions 3 - 6 may be omitted, but additional resource needs should be reported.

List contact person for new or expanded programs.

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?
- b. How does it further the educational and curriculum needs of other units in the college or university?

2. Duplication and Collaboration

- a. What programs in this field of study are available in other colleges and universities in Iowa?

(Identification of other programs available in this field at other institutions should be made within a broad definitional framework. For example, such identification should not be limited to programs bearing the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

- b. With what representatives of these programs has there been consultation in developing this proposal? Provide a summary of the responses of each institution consulted.

(The complete text of responses should be included.)

- c. In what ways is this proposed program similar to those mentioned in 2a? In what ways is it different or does it have a different emphasis?

(In describing program similarities and differences, consider such factors as curriculum, prospective student groups to be served, and career or other types of goals to be emphasized.)

- d. How does the proposed program supplement the current programs available?

(In some instances, this question should go beyond how the program will supplement others within the state. If the justification for the program involves special regional or national needs, a description of existing

programs within the region or the nation and the relation of the proposed program to these should be provided.)

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

(Consider not only the possibility of a formally established interinstitutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at this institution.)

- f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program (NOTE: This applies only to community college degree programs which may transfer students to this program).
- g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

3. Please estimate the enrollment in this program for the next five years as follows:

- a. Undergraduate
Majors _____
Nonmajors _____
- b. Graduate
Majors _____
Nonmajors _____

- c. On what basis were these estimates made?
- d. What are the anticipated sources of these students?

(For example, persons currently enrolled in other programs within the institution; persons currently attending other institutions, in state or out of state; persons not currently enrolled in institutions of higher education.)

4. Please provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

(Such information is available from U.S. government labor sources as well as many professional associations.)

5. Are there accreditation standards for this program?

- a. What is the accreditation organization?
- b. What accreditation timetable is anticipated?

(Please provide a copy of the accreditation standards.)

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?
7. Please report any reactions of the Iowa Coordinating Council for Post-High School Education. List date that the program information was submitted to the Council.

Additional Resource Needs

Either question one or question two requires a "yes" answer. In addition to a "yes" response to one of the first two questions, question three and question four should be answered. If applicable, question five should be answered.

1. Will the program require new resources? Yes ___ No ___
If "yes," what is the plan to obtain new resources?
2. Will the program require reallocated resources? Yes ___ No ___
If "yes," what is the university's reallocation plan to fund this program?
3. At what level of enrollment will additional resources be required for the program?
4. Estimate the total costs (or *incremental increases in expenditures*) that may be necessary as a result of the new program for the next three years.
5. For programs planning to use external grants, what would be the effect of the grant termination?

	First Year	Second Year	Third Year
a. Faculty			
b. Graduate Assistants			
c. General Expense			
d. Equipment			
e. Library Resources			
f. New Space Needs [estimated amt. & cost of new and/or remodeled space)			
g. Computer use			
h. Other resources			
TOTAL(S)			

6. How does this program relate to the college's/university's strategic plan?

New program proposals for programs that are currently offered at one or more Regent university must also complete the Board of Regents questions on potential program duplication contained in §6.09 of this Policy Manual.

B. Academic Program Review

Reports- shall be made on an annual basis to provide the Board with more frequent exposure to institutional efforts that improve academic program quality and effectiveness. The purpose of these reviews is to meet the Regents' responsibility for accountability and to provide the maximum utility to the institutions in improving teaching and student learning. Reports on institutional reviews shall contain the following elements:

1. Institutional review policies and procedures. A copy of the current policies and procedures utilized by the institution for review of all programs in the report.
2. Collegiate review policies and procedures. A copy of collegiate review policies and procedures (if any
3. Summary Reports. Each year approximately one-seventh of the institution's academic departments, units, or colleges are to be reviewed. The summary report on each unit shall contain:
 - a. an outline of the review process (using current template of June, 2004);
 - b. sections on the program background, key trends, student outcomes, actions proposed or being implemented as a result of findings, recommendations, and outcomes assessment; and
 - c. appendixes. This section shall include departmental or unit academic review processes, if applicable; collegiate and university academic review processes, and institutional calendar of reviews.

Guidelines for items that may be included as supplemental materials:

- a. A copy of the self-study of each unit. [Note: Accreditation reports are submitted to the Board separately.] Accreditation studies cannot be substitutes for academic program reviews, but may be combined with the academic review process so as to complement the academic review process. In such instances the report shall specify the components of each study and explain how they are complementary
- b. Internal and external reviewer comments. Depending upon institutional policy, internal reviewers (faculty and staff from within and/or outside the unit) may be utilized. If so, their comments and recommendations should be included. Normally there should be at least two external reviewers. At least one of the reviewers should be from off-campus.

C. Procedure for Academic Program Name Changes

Following review and approval by the Interinstitutional Committee on Educational Coordination and the Board Office of a university's request to change the name of an academic program, the item will be placed on the consent docket for Board of Regents, State of Iowa, approval at its next monthly meeting