

## 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. (IC §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 Interinstitutional Committee on Educational Coordination 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 a \$230 application fee for U.S. citizens or permanent residents, to the University of Iowa, Iowa State University, or Iowa State University and the University of Northern Iowa. ~~or a \$30 application fee to the University of Iowa and a~~ All three universities have a \$50 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 a \$2030 application fee for U.S. citizens or permanent residents, to ~~Iowa State University and the University of Iowa, Iowa State University, or Northern Iowa~~ or a \$30 application fee to the University of Iowa, and a the University of Northern Iowa. All three universities have a \$50 application fee for foreign international students, and 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. 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 IC §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 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

### A. Consideration of prior misconduct:

1. 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.
2. 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.
3. Transfers to Regent Universities are described in IAC 681-9.2.

## 6.03 ~~Role~~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 ~~role~~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 University of Iowa and Iowa State University ~~The state universities~~ 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 ~~role~~ mission of each university.

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

The Board of Regents, State of Iowa, is aware of the major ~~role~~ 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 elements 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. University of Iowa

RoleMission

As one of only three public universities in the State of Iowa, the university has a special ~~role~~ mission in undergraduate, professional and graduate education. This ~~role~~ 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 ~~role~~ mission, and because of the relative scarcity of opportunities for graduate and professional education within the state of Iowa, this part of the University of Iowa's mission will increase in importance over time.

Scope

As specified in its mission statement, the 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 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

ReleMission

The relemission 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 relemission 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 ~~re~~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.

In Iowa State University's professional programs, 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

ReleMission

The University of Northern Iowa, in fulfilling its tripartite relemission 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 relemission 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-impaired 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 ~~role~~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 ~~role~~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 will make its special resources available to Regent universities, area education agencies, local education agencies, and other public and private agencies. Resource services would 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.

### Iowa Braille and Sight Saving School

#### ~~Role~~Mission

The ~~mission~~ 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 ~~re~~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 education opportunities, resources, and support services.

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

#### 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 AEA 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 will be determined by the ongoing evaluation of existing programs; by environmental assessment; and by an analysis of developing needs throughout the state. Programs will 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 Missions, Visions, Values and Aspirations Culture

##### A University of Iowa

#### MISSION STATEMENT

The 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 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 University of Iowa is rooted in culture that values education. In planning, setting priorities, and making decisions, the University is guided by five interdependent commitments.

Learning — The 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 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 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 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 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 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.

~~**Mission:** The 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.~~

~~**Aspiration:** The University of Iowa aspires to become one of the ten most distinguished public research universities in the nation.~~

**B. Iowa State University**

**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 ~~role~~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<sup>2</sup>:

**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 ~~role~~mission each of us plays in working together toward our aspiration

~~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 in 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 teaching, 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 rolemission 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 research and scholarly endeavors are supported by public and private resources and are conducted in an environment of open scientific inquiry and academic freedom.~~

~~Extension, professional service and continuing education activities are conducted through innovative and effective outreach programs that provide the people of Iowa, and beyond, with practical knowledge and information derived from leading instructional and research efforts at Iowa State University and elsewhere. Through its outreach programs, 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 lifelong 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.~~

**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.

~~The University of Northern Iowa, a public institution of higher learning, embraces a tripartite mission of teaching, scholarship and professional service.~~

~~To fulfill this mission and attain greater educational distinction, the university is committed to maintaining its historical emphases on instructional excellence and faculty/student interaction, on promoting faculty development through research, creative activity and continuing scholarship, and on serving the citizens of Iowa and the nation through appropriate professional activities. In seeking to create, preserve and disseminate knowledge, the university is committed to providing an optimal level of learning opportunities for the intellectual development of its students, faculty and staff.~~

~~The University of Northern Iowa offers a broad range of degree programs and educational opportunities at the undergraduate and master's levels, and advanced study in selected practitioner-oriented doctoral programs. These academic degree programs are complemented by a range of continuing and non-traditional educational opportunities, both on and off campus.~~

~~Above all, the pursuit of excellence and distinction in all university programs and activities is critical to fulfilling the university's public responsibilities for the development of an educated and productive Iowa citizenry and for providing leadership and service to the nation and the world.~~

#### 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-handicapped 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~~ role and importance of deaf culture and heritage.

~~The mission of the Iowa School for the Deaf has two primary components: to provide direct educational services to hearing-impaired children of the state of Iowa and to serve a leadership and resource role in statewide efforts to meet the needs of the hearing impaired. In fulfilling its stated mission, ISD will coordinate its efforts with all appropriate state agencies, area education agencies, and local education agencies. Such coordination will be accomplished in the spirit of cooperation reflected in the agreements with these agencies.~~

~~Consistent with the various sections of the Iowa Code, the educational mission of the Iowa School for the Deaf is to provide comprehensive and appropriate educational programs and services which enable deaf and hard of hearing children to attain personal excellence.~~

**E. Iowa Braille and Sight Saving School**

**MISSION STATEMENT**

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 education 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-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.

~~Mission: 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.~~

#### **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<br>[estimated amt. & cost of<br>new and/or remodeled<br>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 template of June, 2001);
  - 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

**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. The Board of Regents shall review proposals for creating new centers or institutes at the universities, particularly those for which a new commitment of institutional resources is involved. Units that do not require major allocation of internal funds beyond cost sharing mandated by requirements of an external funding agency do not require specific approval. Typically linked to research projects, these units shall

comply with institutional review procedures. Any use of the term center or institute for such entities will, however, be both informal and temporary and will create no continuing institutional or Regent commitment. Such units must, however, be reported to the Regents for information, either by flagging the Board Office copy of the related application for external funding or by a separate notification. Furthermore, if at a later date a major budgetary commitment of institutional funds is made, the request for the unit must be submitted to the Board Office -for Board approval.

For purposes of policy interpretation, a "major commitment of funds" refers to any amount in excess of \$25,000.

C. The following review questions must be completed for centers and institutes requiring Regent approval. There must be a post-audit of such units five years after the initial approval.

1. What is the title of the proposed center or institute?
2. What is the administrative relationship of the proposed unit to other entities on campus, such as departments or colleges?
3. To whom will the administrative director of the unit report?
4. Succinctly describe the basic purposes and objectives of the unit.
  - a. How will the activities of the unit relate to the general mission and teaching programs of the university?
  - b. How do they relate to the strategic plan of the department and/or university?
5. Do similar units exist at other public or private colleges or universities in Iowa? If so, how does the proposed unit relate to them?
6. What are the proposed sources and annual amounts of funding for the unit? Please itemize. (Include faculty, staff, and clerical salaries; supplies; equipment; travel; other costs)

| Budgetary Item | Source of Funds | Annual Amount |
|----------------|-----------------|---------------|
| _____          | _____           | _____         |
| _____          | _____           | _____         |
| _____          | _____           | _____         |



Graduate  
 Majors \_\_\_\_\_  
 Nonmajors \_\_\_\_\_

- b. How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?
4. What have been the employment (placement) experiences of any graduates of this program?
    - a. List the number of graduates (completions) by year.
    - b. What has been the success rate for graduates with respect to certification and/or licensure, if applicable?
    - c. How many undergraduate completers of the program have been accepted into graduate study programs?
    - d. What has been the success rate for obtaining jobs for graduates of the program:
      - 1) in the field or a related field?
      - 2) in nonrelated fields?
      - 3) unemployed?
    - e. What has been the success rate for obtaining the preferred first job in the field by graduates of the program?
  5. Has this program been unconditionally accredited? By whom? If not, why, and when is such accreditation anticipated?
  6. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.
  7. Provide operating budget for proposed program or the unit that houses the program if an individual program budget is not available. (See categories below.)
  8. Outline the increases in expenditures that resulted in the adoption of this program, as well as estimate the increases that will occur over the next three years.

\_\_\_\_\_ Actual                  \_\_\_\_\_ Estimated

Year Year Year Year Crnt Next Sec Third

|   | <u>One</u> | <u>Two</u> | <u>Three</u> | <u>Four</u> | <u>Year</u> | <u>Year</u> | <u>Year</u> | <u>Year</u> |
|---|------------|------------|--------------|-------------|-------------|-------------|-------------|-------------|
| Faculty   | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Graduate Assistants (other staff)                             | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| General Expense (excluding computer use)                      | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Equipment   | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Library Resources   |            | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Space Needs (amt. & cost of new space and/or remodeled space) | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Computer use  | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| Other Resources (explain)                                     | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |
| TOTAL   | _____      | _____      | _____        | _____       | _____       | _____       | _____       | _____       |

b. If these expenditures were covered by reallocations, please describe the reallocations.

c. If the expenditures reported in 8 above represent an increase for expenses estimated at the time the new program was proposed, please explain.

- B. The Interinstitutional Committee on Educational Coordination shall file its written reports on proposed, new, or expanded programs with the Board Office at least 10 working days prior to the docket day which precedes the Board meeting at which action on the program is desired. The Board Office shall then review and comment on the post-audited programs.

**6.08 Accreditation Reporting**

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

- A. Administration The president, or a committee designated by the president, shall be responsible for the administration of this policy on a particular campus.
- B. Restrictions In sponsoring campus speakers and programs, recognized faculty, student, and employee organizations must comply with institutional rules on the reservation of rooms in advance, the posting of notices, and the payment of rental charges when applicable and such other rules as the institution prescribes for the use of its buildings to avoid any interference with the regular program of the institution.

C. **Sponsorship of Meeting.** In order to encourage the presentation of diverse points of view on any issue, the president or the campus committee may at any particular meeting, or from time to time, sponsor, or encourage recognized campus groups to sponsor, additional speakers or programs that will contribute to the full and frank discussion of such issue.

#### **6.12 Calendar Changes**

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

#### **6.13 Credit-by-Examination**

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

#### **6.14 Extension/Continuing Education Services**

- A. Definition

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

- B. Courses

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

C. Cooperation

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

D. New Services

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

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

E. Courses

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

**6.15 Patents and Copyrights (IC §262.9[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.

**6.16 Faculty Activity Analysis**

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

1. Faculty Activity Data to be Collected

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

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

Each institution shall report information by these categories every year.

2. Faculty Activity Report

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

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

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

A Faculty Activity Report chart shall illustrate the data classifications and provide information in a narrative form. Along with Faculty Activity Reports, the institutions shall submit descriptive interpretations of changes in activity as shown in the Faculty Activity Reports, and how those changes reflect institutional goals and plans or environmental impacts.

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

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

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

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

B. Effort Report

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

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

system includes common descriptions of teaching and research activities; service and outreach criteria vary due to the distinct missions of the three universities.

#### **6.17 Faculty Consulting Analysis**

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

#### **6.18 Withholding Student Transcripts (IAC §681-1.5)**

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

#### **6.19 Academic Program Termination and Reduced Admissions**

When a Regent institution expresses a desire to terminate an academic program, it will present its plans to the Board of Regents for approval. If an institution wishes to

limit<sup>1</sup>, suspend, or substantially reduce admission to a program, it should provide that information to the Board in advance of the implementation of the reduction and report back to the Board its intentions with respect to the program. If it has been decided to terminate the program, the institution will then request approval of its intention to terminate after the last student has completed the requirements of the program. The program will not be terminated until after the last student has completed the requirements of the program. If admissions are to be reopened, Board approval will be required.

## 6.20 Admission Requirements: ISD and IBSSS

### A. Iowa School for the Deaf

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

### B. Iowa Braille and Sight Saving School

1. All blind persons and persons whose vision is so defective that they cannot be properly instructed in the common schools, who are residents of the state and of suitable age and capacity, shall be entitled to an education in the Iowa Braille and Sight Saving School at the expense of the state. Non-residents also may be admitted to the Iowa Braille and Sight Saving School if their presence would not be prejudicial to the interests of residents upon such terms as may be fixed by the Board of Regents. (IC §269.1)
2. To be enrolled at the Iowa Braille and Sight Saving School, an individual must meet the following criteria:
  - a. Be visually impaired;

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<sup>1</sup> The term "limit" in this policy refers to the formal restriction of admission to a program of a Regent university by establishing a numerical enrollment maximum. It does not include limits placed on admissions to graduate programs, the routine reduction in the number of classes or sections offered due to staffing problems, other changes in curriculum, prerequisite changes, or changes in grade point requirements for retention or graduation.

- b. Be determined through the process established by the Rules of Special Education, to be eligible for services of the Iowa Braille and Sight Saving School.
  - c. Be under 21 years of age;
  - d. Be immunized as evidenced by a valid Iowa State Department of Health certificate of immunization; and
  - e. Be a resident of the State of Iowa. (The residency requirement will be considered on an individual basis consistent with the laws of the State of Iowa and the rules and regulations of the Board of Regents, State of Iowa.)
3. The admission guidelines include the following steps:
- a. The Area Education Agency/Local Education Agency must identify the students as being visually impaired.
  - b. Based on each individual student's needs, the Individual Education Plan (IEP) team, including a representative of the Iowa Braille and Sight Saving School, shall specify the services that the student will receive. Student needs must be related to the impact of the visual impairment in one or more of the following core skill areas:
    - 1) Skills necessary to attain literacy in reading and writing, including appropriate instructional methods;
    - 2) Skills for acquiring information, including appropriate use of technological devices and services;
    - 3) Orientation and mobility instruction;
    - 4) Independent living skills;
    - 5) Social interaction skills;
    - 6) Transition services;
    - 7) Recreation and leisure activities;
    - 8) Career education.
  - c. The IEP must specify the duration of services to be offered at the Iowa Braille and Sight Saving School by clearly defining the anticipated date for the student to return to the Local Education Agency. Although all IEPs are reviewed, and placement decisions made annually, enrollment may be for a shorter amount of time.

**NOTE: SECTIONS 6.21 and 6.22 WILL BE MOVED TO CHAPTER VIII, "FEES AND CHARGES"**

## ~~6.21~~ ~~Classification of Residents and Nonresidents~~

### ~~A. Graduate Assistants~~

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

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

### ~~B. Other Students~~

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

## ~~6.22~~ ~~University Provided Housing~~

~~Students may choose to live in available university residence halls, university apartments, fraternities, sororities, or off-campus housing.~~

~~The Board encourages the directors of student housing and dining services to meet regularly to exchange information and to discuss policies, practices, and procedures and for the three universities to prepare appropriate information that will enable analysis trends in occupancy by class, sex, and age, and assist the Board Office in preparation of an annual report to the Board. The Board encourages the directors to proceed in the direction of a uniform accounting system and application of principles.~~

~~The maintenance of occupancy and rental rates in university housing must be consistent with the bond covenants for outstanding dormitory bonds. (See Chapter VII – Business Procedures)~~

## 6.21 **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.

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

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

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

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

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

### **6.23 International Agreements**

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

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

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

### **6.24 Telecommunications (IAC 681-9.5(262))**

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

- D. Each Regent institution will develop specific policies for implementation of the statutory requirement and the Board's general policy.

## **6.25 Interinstitutional Cooperation**

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

~~B. —E.~~—The Regent universities will submit a list of cooperative efforts biennially to the Board Office for dissemination to the Board of Regents.

## **6.26 Strategic Planning**

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

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

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

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

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

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

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

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

**C. –Notification of Students- on Class Content**

**D. –~~A.~~—University of Iowa**

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

**E. ———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.

**F. ———2.—**The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.

**G. ———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.

**H. ———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.

**I. ———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.

J. ~~7.~~—The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, every reasonable effort should be made to see that information given to them is accurate. Progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as advisor and counselor.

K. ~~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.

L. ~~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.

M. ~~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:

N. ~~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),

O. ~~b.~~—Goals and objectives of the course,

P. ~~c.~~—Course content and schedule of topics,

- ~~Q.~~ ~~d.~~ List of readings and/or all other anticipated course materials,
- ~~R.~~ ~~e.~~ Expectations for attendance, assignments and examinations,
- ~~S.~~ ~~f.~~ Dates and times of any examinations scheduled outside of class time,
- ~~T.~~ ~~g.~~ Grading procedures including whether plus/minus grading will be used,
- ~~U.~~ ~~h.~~ Statement on the availability of modifications for students with disabilities,
- ~~V.~~ ~~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.
- ~~W.~~ ~~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.
- ~~X.~~ ~~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.

~~Y.~~ ~~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.

## **6.29** Distance Education

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

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

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

### A. Guidelines for Distance Education

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

1. Definition: Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.
2. Guidelines: Any institution offering distance education is expected to meet the requirements of its own regional accrediting body, and be guided by WICHE

principles. In addition, an institution is expected to address, in its self-studies and/or proposals for institutional change, the following expectations, which it can anticipate will be reviewed by its regional accrediting commission.

a) Curriculum and Instruction

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

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

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

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

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

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

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

b) Evaluation and Assessment

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

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

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

c) Library and Learning Resources

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

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

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

d) Student Services

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

The institution provides an adequate means for resolving student complaints.

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

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

e) Facilities and Finances

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

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

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

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

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

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

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

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

### **6.336.31 Naming Buildings Policy**

- A. All proposed names for facilities, ~~or~~ 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 ~~the naming of the property.~~ "Major facilities units" include entire buildings, wings of buildings, colleges, programs and large sections of campus." "Minor facilities units" include campus areas or sections of facilities (e.g., rooms, labs, units, open spaces, streets, structures, physical features, etc.). Naming of minor facilities 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, ~~State of Iowa,~~ approval.
- ~~B.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: only as indicated below:
- ~~1. Names of persons (living or deceased) or entities such as a business or commercial product. Examples of the categories of persons and entities eligible include:~~

- ~~a.1.~~ Alumni with close ties to the institution
- ~~b.2.~~ Distinguished lowans
- ~~c.3.~~ Persons who have made an outstanding contribution to a field of study, discipline, university, the State of Iowa, the nation or world.
- ~~d.4.~~ Donors
- ~~e.5.~~ 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 after two years following the end of employment/appointment or upon death. No facilities may be named for a current Regent employee.

~~C.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 facilities units throughout the entire process. from the inception throughout subsequent stages of the process.

### 6.32 Hygienic Laboratory (Iowa Code Chapter 263)

#### A. State Hygienic Laboratory - Investigations

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

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

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

The laboratory is authorized to perform such other laboratory determinations as may be requested by any state institution, citizen, school, municipality, or local board of health, and the laboratory is hereby authorized to charge fees covering transportation of samples and the costs of examinations performed upon their request. (IC §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. (IC §135.11.)

B. General Regulations (IAC 681-5)

1. Scope of services

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

2. Specimens examined

- a. Classification. This being the state public health and environmental laboratory, specimens submitted to the laboratory it should have a direct or probable significance to public health, medical management, or the quality and preservation of the environment.
- b. Who may submit specimens?
  - 1) Licensed physicians, osteopathic physicians, and other licensed practitioners may submit specimens for the diagnosis and control of communicable or other diseases in which such tests are required by the State Department of Health.
  - 2) Veterinarians may submit specimens involving diseases of animals that are communicable to humans.

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

### 3. Charges

#### a. Specimens examined free of charge:

- 1) Specimens submitted relating to diseases communicable from human to human or from animal to human, provided such examinations are required by rules of the State Department of Health.
- 2) Specimens submitted under statutory authority by state agencies or designees of state agencies that are involved in investigations or episodes challenging the health of the public or the quality of the environment.

- 3) Any specimen when there is probable cause that a direct threat to public health exists.
- b. Specimens for which fees are charged:
- 1) Specimens submitted under no statutory authority, which are part of special investigations or surveillance programs and where there is no direct threat to the public health or environmental quality.
  - 2) Specimens submitted for the submitter's private information, such as well water samples.
  - 3) Specimens submitted by private concerns and municipalities that are considered to be product quality control measures and, therefore, a cost of doing business.
  - 4) Specimens not covered by statute, by rules of the State Department of Health, by rules of the Department of Natural Resources, or in this subsection rule may be examined and charged for at rates to be determined by the State Board of Regents subject to any limitations imposed by law.

**6.33 Oakdale Campus (IC Chapter 271)**

A. Designation

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

B. Purposes

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

C. Governance

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

D. Patient Treatment

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

E. Care of Patients -- Professional Services

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

F. Integrated Treatment of University Hospital Patients

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

**6.34 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 IAC 281-102 and IC

~~§262.68.Iowa Administrative Code, Section 281, Chapter 102 and the Code of Iowa, Chapter 232.68.~~

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

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

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

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

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

1. Mandatory Reporters

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

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

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

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

## **6.36** Athletics

### A. Policy Statement

Integrity in the administration of intercollegiate athletic programs is one of the highest priorities of the Board of Regents, State of Iowa. In July 1991, the Board of Regents adopted the "one plus three" concept of intercollegiate athletics that asserts presidential control of athletics at the institutions, as well as academic integrity, financial integrity and accountability through certification. The Board now wishes to provide additional policy emphasis on integrity in athletics by clarifying the Board's position on the consequences for serious infractions of the rules and regulations of the NCAA, athletic conference or institution and adopting a reporting procedure. All violations of NCAA, conference or institutional rules that could result in punitive, corrective or disciplinary action will be reported to the Board Office. Sanctions, including but not limited to, reprimand, suspension, and/or termination of employment (following due process) will be given in response to significant violations.

### B. Procedure

#### 1. Notification of Possible Violation

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

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

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

2. Notification of Status of Investigation

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

3. Notification of Outcome of the University Investigation

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

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

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

C. Additional Actions

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

D. Statement of Principles

The Board of Regents is committed to a philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of the athletics programs, and to the accountability of the athletics departments to the values and

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

deficiencies and will conduct the athletics programs in a manner worthy of this distinction.

### **6.39 6.37 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 served<sup>1</sup> 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.

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<sup>1</sup> 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.

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- a. The institution should explain how the proposed expansion serves the mission of the institution.
  - b. The institution should describe the demand or need for the service in the area to be served.
  - c. The institution should describe the additional programming which would be provided by the proposed new signal that is not being provided by the existing station.
  - d. The institution should describe the details related to financing the service from private gifts.
3. Regent institutions must receive Board approval prior to submitting an application for expansion to the FCC.

A. Operating Public Radio Stations

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

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