

## 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. (~~Code-IC §~~262.9[3])
- B. The ~~State~~ Board of Regents, State of Iowa, has adopted the following requirements governing admission of students to the three state universities.

Each university ~~is expected to~~ 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 ~~State~~ 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 \$20 application fee for U.S. citizens or permanent residents, ~~for applicants~~ to Iowa State University and the University of Northern Iowa or a \$30 application fee ~~for applicants~~ to the University of Iowa and all three universities have a \$50 application fee for ~~foreign international~~ students, ~~and have their secondary school provide a t~~ Transcripts of their students' academic records, including credits and grades, rank in class, and certification of graduation, ~~shall be provided by the appropriate secondary schools. (Board of Regents Minutes September 19-20, 1995, p. 241; March 18, 1998, p. 723)~~

Applicants must also submit scores from the ~~American College (ACT)~~ ACT Assessment (ACT) or the Scholastic Aptitude Test (~~SAT~~) (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. ~~(Board of Regents Minutes December 15-16, 1999, p. 425)~~

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 recommended 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 which 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 \$20 application fee for U.S. citizens or permanent residents, ~~for applicants~~ to Iowa State University and the University of Northern Iowa or a \$30 application fee ~~for applicants~~ to the University of Iowa and all three

universities have a \$50 application fee for foreign 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. (~~Board of Regents Minutes September 19-20, 1995, p. 241; March 18, 1998, p. 723; December 15-16, 1999, p. 425~~)

- b. Transfer students applicants with a minimum of 24 semester hours of graded 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. (~~Board of Regents Minutes December 15-16, 1999, p. 425~~)

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. (~~Board of Regents Minutes December 19, 1985, pp. 351-352; January 15, 1986, pp. 365-367; September 17-18, 1986, pp. 163-168; December 17-18, 1986, p. 544~~)

- 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. (~~Board of Regents Minutes December 19, 1985, pp. 351-352; January 15, 1986, pp. 365-367; September 17-18, 1986, pp. 163-168; December 17-18, 1986, p. 544~~)
- 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 ~~the American Association of Collegiate Registrars and Admissions Officers (AACRAO)~~, and the ACE publications ~~of the American Council on Education (ACE) of the Council on Postsecondary Accreditation (COPA)~~ 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 ~~operative~~ at each university. ~~(Board of Regents Minutes December 15-16, 1999, p. 425)~~

- 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 ~~not~~ 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. ~~(Board of Regents Minutes December 15-16, 1999, p. 425)~~

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

Credit earned at colleges and universities ~~which 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 ~~which 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 ~~which 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~~ 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 ~~which that~~ describe the educational systems and programs of individual countries. (~~Board of Regents Minutes September 18-19, 1980, pp. 284-285; December 15-16, 1999, p. 425~~)

## 6.02 ~~Policy on~~ Consideration of Prior Misconduct in Admission Procedures Relating to Campus Unrest

~~A. The Board of Regents hereby adopts the following admissions policies and procedures relating to campus unrest:~~

~~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 ~~to which the student wishes to transfer~~.
- ~~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.

23. Transfers to Regent Universities are described in (Iowa Administrative Code IAC 681-9.2). All transfer applicants from any institution of higher learning to a university governed by the Board of Regents are asked about their eligibility to return to the institution from which the applicant is transferring. If the applicants are not eligible to return, the following rules shall apply:

~~a. Transfers among Regent Institutions. Transcripts at all Regent universities now include an appropriate notation if a student is ineligible for readmission or reenrollment. Admission shall be denied if the applicant currently is under disciplinary suspension or has been dismissed from one of the other Regent universities for violation of the Regent Rules of Personal Conduct and is not eligible to reenter. Further, if such transfer applicant is currently on probation for having violated the Regent Rules of Personal Conduct at one university, the applicant, if admitted to another Regent university, shall be admitted on probation.~~

~~b. Transfers from Non-Regent Institutions. If the application for admission or the transcript from another institution shows that the applicant is not eligible to reenroll there, further inquiry will be made to determine the reason. Such inquiry may lead to admission, conditional admission, or denial of admission. Appeals from the decision will be referred to appropriate university channels.~~

~~3. Applications from "Visitors." (Iowa Administrative Code 681-9.2) Under the Regent Rules of Personal Conduct, "visitors" to the campus who are believed to have violated the rules and who later apply for admission may be denied admission because of their prior conduct, subject to a due process review if the denial is appealed by the applicant. An applicant who would be subject to such a denial and due process review at any university governed by the Board of Regents shall be subject to the same denial and review by the other two Regent universities if application for admission is made to them. The three universities shall cooperate in making known the identity of such persons among all three institutions. (Board of Regents Minutes December 9-10, 1971, p. 3112)~~

### 6.03 Role 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 ~~a major segment of~~ those seeking post-

secondary education in this state. Educational programs are designed to allow the ~~individual~~ student a wide range of subject selection and the greatest ~~freedom- latitude to fulfill potentialities~~ in pursuit of knowledge and in preparation for a role in society.

These universities are the primary Iowa training grounds for the professions, including medical doctors, dentists, pharmacists, nurses, lawyers, veterinarians, educators, architects, agriculturalists, engineers, and others who will achieve advanced degrees in various fields of the arts and sciences. The state universities are deeply committed to research ~~which- 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 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 in the state system of higher education.

The Board of Regents, State of Iowa, is aware of the major role 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

Role

As one of only three public universities in the ~~s~~State of Iowa, the university has a special role in undergraduate, professional and graduate education. This role 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, 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 ~~to be offered~~. Such programs will include the full panoply of undergraduate liberal arts and science courses and a variety of professional programs. However, in accord with Regents 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. ~~But 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. ~~(Board of Regents Minutes November 15, 1989, pp. 272-273)~~

### B. Iowa State University

#### Role

The role 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 role, Iowa State University contributes to the economic development of the ~~s~~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 role 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 ~~Ph.D.-~~ 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 ~~or~~ 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. ~~But if~~ 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. (~~Board of Regents Minutes November 15, 1989, pp. 272-273~~)

C. University of Northern Iowa

Role

The University of Northern Iowa, in fulfilling its tripartite ~~mission-role~~ of teaching, ~~research~~ scholarship and professional service, ~~should-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 role 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, ~~save- 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. (~~Board of Regents Minutes November 15, 1989, pp. 272-273~~)

D. Iowa School for the Deaf

Role

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 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.

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#### Scope

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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.

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The Iowa School for the Deaf also serves as a state resource and dissemination center for education of the hearing impaired. In this role, 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 affords the opportunity for the community-at-large to draw upon the specialized programs and services available at the Iowa School for the Deaf.

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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.

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

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#### Role

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The role 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 role is carried out through cooperative efforts with appropriate state agencies, area education agencies, and local education agencies.

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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.

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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

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#### Scope

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

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

Future programs of the Iowa Braille and Sight Saving School 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 **Statement of Institutional Missions, Visions, and Aspirations**

##### A. University of Iowa

~~The primary educational mission of the University of Iowa is to serve the people of the state and nation through (a) the dissemination of knowledge, (b) the development of new knowledge, and (c) the preservation of knowledge. The dissemination of knowledge occurs through strong undergraduate, professional, graduate and continuing education programs as well as through extension activities, scholarly exchanges, publications, practical applications, research utilization, health service, and other public services to the State of Iowa and beyond. The development of knowledge is accomplished through scholarship at the most advanced level and through doctoral education. It occurs in the diverse forms of research, critical inquiry, and artistic endeavor appropriate to a major research university which strives for educational excellence and intellectual leadership. The preservation of knowledge is closely related to its dissemination and development; it is accomplished through the university's libraries and collections, through the impact of its instructional programs on each new generation, and through the professional activities of its faculty and staff. Knowledge, thus preserved, is a critical resource for educational activity and public service. The development of knowledge, its dissemination, and its preservation are inextricably bound together. None of these can be outstanding without the others.~~

~~The educational mission of the university requires an environment that promotes free inquiry and ethical behavior, which fosters the qualities of mind that lead to mature, independent, informed and humane judgment. The creation and maintenance of a community of women and men that is multicultural, multiethnic, multiracial, multinational, and respectful of the dignity of all persons is essential to this environment. Within this environment, the university will maintain strong undergraduate programs and have a special role in graduate and professional education. Academic programs of the university are based on a philosophy of liberal education and include a panoply of undergraduate, professional and graduate programs. The university is characterized by a general orientation toward human growth, the health sciences, the fine arts, the humanities, the natural sciences, and the social sciences. Overall, the university has a broad mandate that obligates it to maintain and enhance its stature as a distinguished public university.~~

~~In fulfilling its teaching, research and service mission the University of Iowa will recognize its joint responsibility, along with other public institutions of Iowa, to provide a full range of high quality educational opportunities to citizens of the state. The university will cooperate with the other public institutions in the state, coordinate educational programs in order to function with maximum efficiency, and focus on its special strengths as a major research university. (Board of Regents Minutes November 15, 1989, pp. 272-273)~~

~~**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 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 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 role 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 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. (~~Board of Regents Minutes November 15, 1989, pp. 272-273~~)

C. University of Northern Iowa

The University of Northern Iowa, a public institution of higher learning, embraces a tripartite mission of teaching, ~~research~~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. (~~Board of Regents Minutes November 15, 1989, pp. 272-273~~)

D. Iowa School for the Deaf

Role

The ~~mission role mission~~ of the Iowa School for the Deaf has two primary components: to provide direct educational services to hearing-impaired children ~~and youth~~ 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 ~~Code of Iowa I.C., 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. ~~provide an appropriate individual education program for hearing-impaired children and youth who require the comprehensive programs provided by the school. enable deaf and hard of hearing children to attain personal excellence by providing comprehensive and appropriate educational programs and services.~~

~~The educational programs of the Iowa School for the Deaf will be consistent with the philosophy reflected in federal and state legislation that handicapped and nonhandicapped children and youth be educated together to the greatest extent~~

~~possible. Thus, ISD assumes responsibility for providing an education for those hearing-impaired children and youth, including those with additional handicaps, 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 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, not restricted to the traditional academic day, 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, 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 affords the opportunity for the community at large to draw upon the specialized programs and services available at ISD.~~

~~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 so as to respond~~

~~quickly and effectively to unmet needs of hearing impaired children and youth of Iowa. (Board of Regents Minutes September 16-17, 1987, p. 96, [amended December 3, 1998, p. 416])~~

E. Iowa Braille and Sight Saving School

Role

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.

~~The mission role of the Iowa Braille and Sight Saving School is to provide direct educational services to visually impaired children and youth of the state of Iowa as well as to serve a leadership and resource role in statewide efforts to meet the needs of all visually impaired children in the state. This role is carried out through cooperative efforts with all appropriate state agencies, area education agencies, and local education agencies. It is recognized that t~~The mission of the Iowa Braille and Sight Saving School is a part of the continuum of services in the state delivery system.

~~Consistent with all appropriate sections of the Code of Iowa I.C. and the policies of the Board of Regents, of the State of Iowa, the educational mission of the Iowa Braille and Sight Saving School is to provide an appropriate individual education program for visually impaired children and youth who require the comprehensive programs provided by the School, whether enrolled as residential students or as part of the outreach program of the school.~~

~~The educational programs of the Iowa Braille and Sight Saving School will be consistent with the philosophy, reflected in federal and state legislation, that handicapped and nonhandicapped children and youth be educated together to the greatest extent possible. IBSSS assumes responsibility for providing an education for the visually impaired, including those with additional handicaps, for whom the comprehensive educational programs of the School are most appropriate. The programs at the School are consistent with the philosophy of a continuum of services to handicapped children and youth as mandated by federal and state law.~~

~~The educational programs of the Iowa Braille and Sight Saving School are based on the premise that the school exists to serve its students by providing a learning environment which maximizes each child's potential to become a contributing member of society. Enhancing development of communication skills, knowledge, self-realization, human relationships, economic independence, and a sense of civic and social responsibility are among the many programmatic areas of the School. The needs of each child are determined individually by a team approach which includes~~

~~appropriate professional staff, school leadership personnel, parents, and others working with the child.~~

### Scope

~~The scope of the educational program includes provisions for the visually impaired from early childhood through secondary education. Among the options available for any student enrolling are full-time residential placement, day placement, summer programming, and other short-term residential programs to meet specific needs. Residential students also have available activities and experiences on a 24-hour basis as an integral part of their programs.~~

~~The Iowa Braille and Sight Saving School also recognizes its role in providing services to visually impaired children throughout the state of Iowa. The School serves as a state outreach and demonstration center for the education of the visually impaired. In this role, the School has a central and vital mission in the statewide education of the visually impaired and provides outreach services to other educators, related field professionals, parents, and all interested citizens of the state. This role affords the opportunity for the community at large to draw upon the specialized program and services available from IBSSS. These services are also available to all other Regent schools and universities, area education agencies, local education agencies, and all other public and private agencies.~~

~~Specific resource services are available to support such activities as the assessment, counseling, and educational planning for visually impaired children and youth. The development, use, and dissemination of instructional materials and technological advances are part of the outreach services available from IBSSS. Other services included in the outreach program of the School are assistance with the development of programs to teach specialized skills and parent education. In addition, the School will provide research, preservice, and continuing education for teachers and related professionals in conjunction with selected universities within Iowa.~~

~~Future programs of IBSSS will be determined by the ongoing evaluation of existing programs and an analysis of developing needs, both within the School and throughout the state of Iowa. Programs will be developed, modified, or eliminated based on the assessed needs and the most effective use of resources. The School remains flexible so as to respond quickly and effectively to the needs of visually impaired children and youth of the state of Iowa. (Board of Regents Minutes April 12-13, 1989, p. 769)~~

## **6.05 Academic Review and Program Review Approval (Board of Regents Minutes November 14, 1974, p. 374)**

- A. ~~Review Process for New or Expanded Academic Programs at Regent Universities~~New Program Approval: All new or expanded programs, majors, certificates and minors ~~are to be~~ 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 ~~Section~~§ 1.07A, Chapter 1 of this Guide Manual for Committee on Educational Coordination.)

~~All matters of major importance referred to the Committee on Educational Coordination and the Board Office by the Board shall be referred automatically to the Iowa Coordinating Council for Post High School Education for review and recommendation.~~ All new programs referred to the Interinstitutional Committee on Educational Coordination and the Board Office ~~by the Board~~ shall be referred automatically 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 ~~being~~ submitted to the Board Office for approval by the Board of Regents, State of Iowa, ~~should~~ 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 ~~and 4~~ - 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

- ~~2.~~ 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?~~have you consulted in developing this proposal?~~ Provide a summary of the ~~reactions~~ 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 ~~your~~ 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

~~1a. Please estimate the probable marginal increases in expenditures that may be necessary for the next three years as a result of the adoption of this program for the next three years.~~

~~Estimated (incremental) costs~~

~~\_\_\_\_\_ First Year Sec. Year Third Year~~



	<u>First Year</u>	<u>Sec. Year</u>	<u>Third Year</u>
<del>H8). Other Resources (Please explain)</del>			
<del>TOTAL</del>			

~~2b. Describe the nature and justification for the additional resource needs.~~

~~3c. How is it anticipated that the additional resource needs will be provided? (For programs planning to use external grants, what would be the effect of the grant termination?)~~

~~d. If additional costs will be provided through reallocation, please describe how this will occur.~~

~~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?~~

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

<u>TOTAL(S)</u>			
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e. 8. 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 Section §6.09 of this Procedural Guide Policy Manual.

B. Institutional Reports on Academic Program Review

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

1. Institutional review policies and procedures. A copy of the current ~~policy 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). ~~(Board of Regents Minutes April 21, 1993, p. 717.)~~
3. ~~Summary reports on individual reviews for the previous academic year, separating program reviews from other actions such as accreditations, which are reported 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 should specify the components of each part and explain how they are complementary. (Board of Regents Minutes April 21, 1993, p. 717.)~~ 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 ~~should~~ 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 reported- 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 ~~should shall~~ specify the components of each ~~part- study~~ and explain how they are complementary. ~~(Board of Regents Minutes April 21, 1993, p. 717.)~~~~

~~b)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.~~

~~Process Description. A description of the review process utilized for each program area (if different from university policy), a list of the recommendations, and the follow-up efforts at the collegiate and university level to respond to the recommendations being provided.~~

~~Student Outcomes Assessment. The report of each academic unit shall include a description of the unit's instruments and processes used to measure student outcomes, the findings from such assessments, and most importantly, examples of changes in programs made as a result of such outcomes.~~

- ~~4. A description of the review process utilized for each program area (if different from university policy), a list of the recommendations and the follow-up efforts at the collegiate and university level to respond to the recommendations being provided.~~
- ~~5. In-depth reports on 2-3 of the reviews to provide the Board with information on a complete review and the results. (Board of Regents Minutes March 11-12, 1987, pp. 715-719; March 21, 1990, p. 486; April 15, 1992, p. 771~~2~~; April 21, 1993, p. 717.)~~

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. ~~(Board of Regents Minutes June 19, 1991, p. 696)~~

**6.06 ~~Review~~ 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. ~~It is therefore reasonable that t~~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. ~~Such u~~Units, if that do not require, requiring no 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, Tthese ~~latter~~ units are ordinarily closely akin to research projects, and approval will, in such instances, follow institutional review procedures already in place shall comply with institutional review procedures. Any use of the term center or institute for such entities ~~will will~~, however, be both informal and temporary and will create no continuing institutional or Regental 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 brought to the Board for Board-approval.

For purposes of policy interpretation, a "major commitment of funds" refers to any amount in excess of \$25,000. ~~(Board of Regents Minutes June 18-19, 1986, pp. 728-730; July 16, 1986, pp. 1-2)~~

C. The following review questions must be completed for centers and institutes requiring Regental approval. There and 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)~~
- ~~5. How will the activities of the unit relate to the general mission and teaching programs of the university? How do they relate to the strategic plan of the department and/or university?~~
- ~~6. Do similar units exist at other public or private colleges or universities in Iowa? If so, how does the proposed unit relate to them?~~
- ~~7. 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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

87. Which of the costs in item 76 represent new financial obligations to the general fund of the university?

**6.07 Post-Audit of New or Expanded Programs**

A. All new or expanded programs, excluding minors, ~~will be shall submit a subject to~~ a post-audit after five years of existence. These post-audits ~~will~~ must include, but are not limited to, responses to the questions below. Recommendations for approval of new programs will include the following statement:

The university is reminded that a post-audit report will be due on this program on [ date ]. ~~Further, the university is reminded to begin to collect data immediately, which will be needed to complete the post-audit review questions in five years, as noted below; such data include the number of students enrolled, dropouts, number of majors and graduates, employment placement, FTE staffing, and resources and costs of the program. It is requested that t~~ The university shall implement set in place mechanisms for accumulating the appropriate information necessary to complete the Regents' post-audit review questions, so that each question can be fully responded to on ~~this date~~ the appropriate forms.

~~1. Contact person for post-audit.~~

~~1.2.~~ Is this program now available in other Regent colleges and universities ~~or in private other colleges and universities~~ in Iowa? Where? If so, d Describe need for program.

~~2.32.~~ Date program was approved by Board of Regents and date program was implemented.

43. Projected Enrollments

a. List actual headcount enrollments and credit hours generated by majors and ~~separately for all others-nonmajors~~ in this program for the last five years and estimate these items for the next three years.

	Year One	Year Two	Year Three	Year Four	Crnt Year	Next Year	Sec Year	Third Year
<u>Undergraduate</u>								
<u>Majors</u>								
<u>Nonmajors</u>								
<u>Graduate</u>								
<u>Majors</u>								

\_\_\_\_\_ Nonmajors \_\_\_\_\_

b. How many dropouts of this program can be identified over the last five years? What reasons were given for leaving the program?

354. What have been the employment (placement) experiences of any graduates of this program?

a. ~~How many students have~~ List the number of graduated graduates (completed completions) this program (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?

465. Has this program been ~~fully~~ unconditionally accredited? By whom? If not, why, and when is such accreditation anticipated?

576. Outline the current FTE staffing of the program and estimate future staffing needs for the next three years.

~~87. 6a.~~ Outline the increases in expenditures that resulted from the adoption of this program, as well as estimate the increases which will occur over the next three years. 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 \_\_\_\_\_

	<u>Year</u> <u>One</u>	<u>Year</u> <u>Two</u>	<u>Year</u> <u>Three</u>	<u>Year</u> <u>Four</u>	<u>Crnt</u> <u>Year</u>	<u>Next</u> <u>Year</u>	<u>Sec</u> <u>Year</u>	<u>Third</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-a 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 ~~proposed new, expanded, or~~ post-audited programs. ~~(Board of Regents Minutes November 12-13, 1970, p. 16970; September 9-10, 1971, p. 1025; February~~

~~13-14, 1975, p. 506; June 25-26, 1975, pp. 799-804-805; September 18-19, 1980,  
pp. 184-185)~~

## 6.08 Accreditation Reporting

All self-studies developed by the institutions, and all accreditation reports on programs or elements of the institutions, ~~and all Integrated Postsecondary Education Data System (IPEDS) reports~~ shall be submitted to the Board Office, which will review and summarize the documents for the information of the Board. ~~(Board of Regents Minutes November 15, 1989, p. 296)~~

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~~Accreditation reports are to shall be sent to the Board Office as soon as possible after final agency action. -as possible- The institutions shall submit~~ are reminded that they are to 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.

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~~Institutions should inform the Board Office if a unit's accreditation should be scheduled separately, or included in a group report.~~

## 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 ~~should~~ 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 ~~development program~~ enhance other programs already in place at the university?
7. Is the proposed program consistent with the institutional mission statement?
8. ~~Has it been determined that independent colleges~~ Do other colleges in Iowa ~~do not~~ offer programs similar to these the one proposed and at comparable quality and cost? ~~(Board of Regents Minutes December 19-20, 1984, pp. 264-265)~~