CURRICULUM REVIEW PROCESS INFORMATION HANDBOOK

Updated Spring, 2026

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INTRODUCTION

The Curriculum Review Process Information Handbook (Curriculum Handbook) outlines the University of Northern Iowa's process for curriculum revision. The Office of the Provost and Executive Vice President for Academic Affairs is responsible for maintaining and posting the Curriculum Handbook on its website. This Handbook is updated as needed by the Provost's Office, in consultation with the University Curriculum Committee and Faculty Senate.

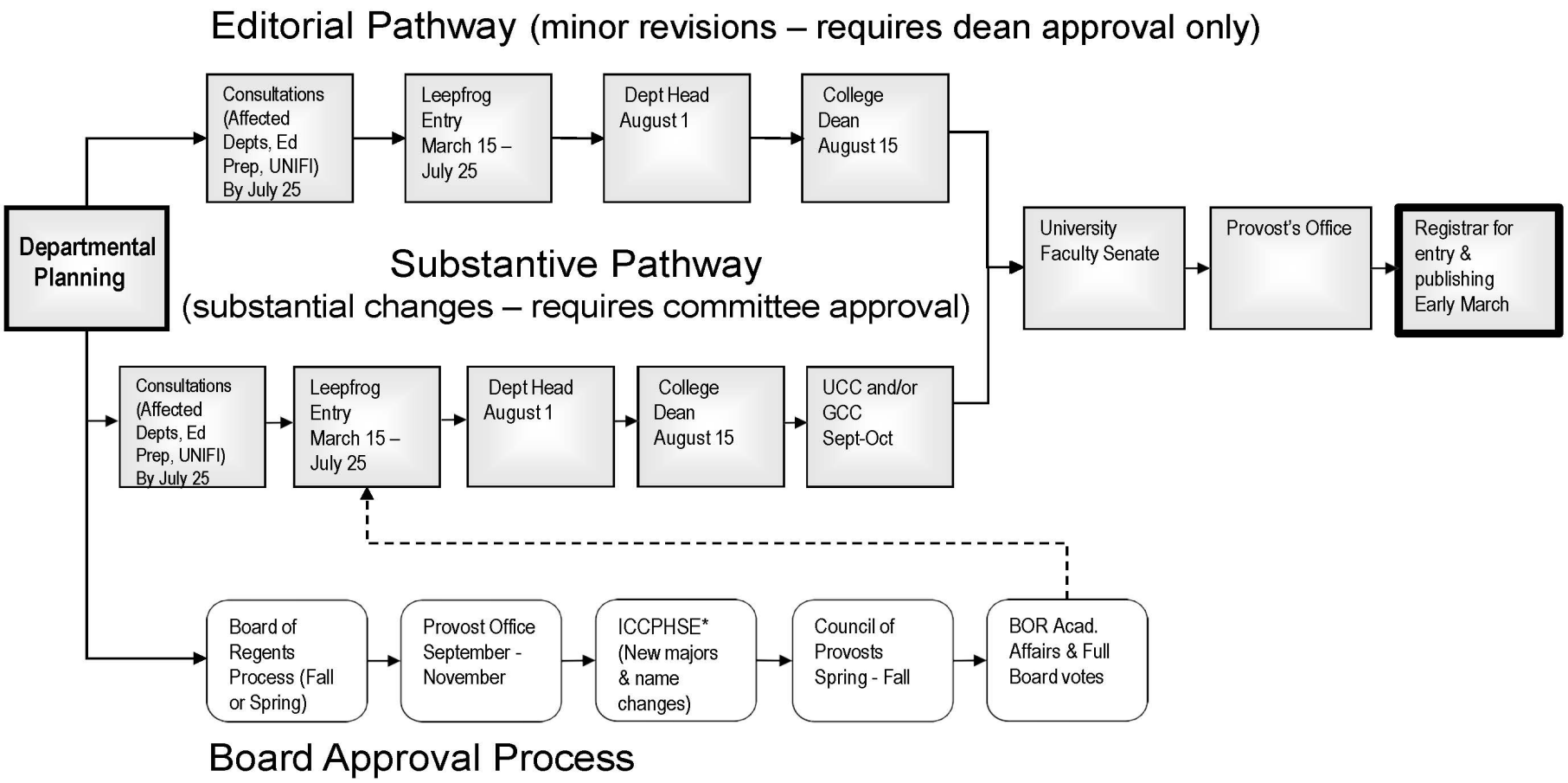
Faculty or administrators wishing to propose changes to the Curriculum Handbook may submit proposed changes, in writing, to the Associate Provost for Academic Affairs. Proposed changes are then brought to the University Curriculum Committee for discussion and approval.

All curriculum development is governed by Policy 2.04. Although curriculum proposals may originate from other sources, they most commonly begin at the departmental level. An academic department has primary authority over curriculum housed within its disciplinary sphere. The formal process begins in March and typically progresses through the following steps:

1. Departmental planning and informal conversations with the dean of the college, and dean of the Graduate College when appropriate, should happen prior to formal submission.
2. For curriculum proposals that require Board of Regents (BOR) approval, departments should contact the Associate Provost for Academic Affairs as early as possible for assistance in completing those requirements. Program titles must be posted on the BOR planning list 3 months prior to BOR approval. Per BOR Policy 3.6, the Board must approve new programs prior to on-campus curriculum development and approval.
    a. For full detail on the process, see the Required Board of Regents Approval section.
3. Entry of curricular changes into Leepfrog during the period from mid-March to July 25,
4. Dean's review and approval in Leepfrog completed by mid-August,
    a. For Editorial changes: Deans either provide approval or refer edits requiring more review to the Substantive Pathway.
    b. For Substantive changes: Deans approve or deny prior to UCC/GCC review.
5. University-level reviews through the University Curriculum Committee (UCC) and Graduate Curriculum Committee (GCC) completed in October.

The process officially concludes with the publication of the next Catalog in March, effective in May.

General Curriculum Review Process



*Iowa Coordinating Council for Post-High School Education

CURRICULUM REVIEW PROCESS

APPROVAL TIMETABLE

The timetable for the annual curriculum cycle is presented in the table below. Both pathways begin and end at the same time, but the Substantive Pathway has additional steps and may require BOR approval.

Substantive Pathway, UCC & GCC Review	
Date	**Action**
Fall & Spring semesters	Internal departmental planning and preparation can be carried out from September until the curriculum package is ready for submission (no later than July 25).
Fall or Spring Semester	Submissions of BOR form prior to on-campus review. This step takes several months so contact the Associate Provost for Academic Affairs as early as possible for assistance in developing and submitting forms.
Prior to March 15	Department heads consult with deans about upcoming curricular plans, budget implications, and whether proposals are appropriate for the editorial or substantive approval pathway.
March 15	Leepfrog opens for entry. Departments can enter packages at any time from March 15 – July 25.
Spring - Summer	Departments send consultations as needed and upload responses by July 25.
July 25	Leepfrog closes for departmental access
August 1	Deadline for Department Head approval of curriculum in Leepfrog,
August 2	Summary of all curriculum changes posted on curriculum website for campus review
August 15	Deans approve Substantive proposals to go to UCC/GCC. Heads should have already had informal conversations with deans so they are aware of proposed changes.
1st week Sept-1st week Oct	UCC/GCC reviews Substantive Pathway proposals. Detailed schedules will be sent out ahead of time.
October - November	Docket proposals with Faculty Senate
October - December	Registrar's Office entry. Consults with the department, dean, UCC/GCC as needed if questions arise.
January - February	Departments review catalog drafts

Early March	Catalog is published

APPROVAL TIMETABLE, Continued

Editorial Pathway, Departmental/Dean review	
Date	**Action**
Fall & Spring semesters	Internal departmental planning and preparation can be carried out from September until the curriculum package is ready for submission (no later than July 25).
Prior to March 15	Department heads consult with deans about upcoming curricular plans, budget implications, and whether proposals are appropriate for the editorial or substantive approval pathway.
March 15	Leepfrog opens for entry. Departments can enter packages at any time from March 15 - July 25.
Spring - Summer	Departments send consultations as needed and upload responses by July 25.
July 25	Leepfrog closes for departmental access
August 1	Deadline for Department Head approval of curriculum in Leepfrog, including referral of Editorial proposals to the Substantive Pathway
August 2	Summary of all curriculum changes posted on curriculum website for campus review
August 15	Deadline for Deans' approval of Editorial changes, or referral to Substantive Pathway (deans do not have to wait for the deadline to make approvals). Also the deadline for the Registrar's Office to refer to Substantive Pathway.
October - November	Docket proposals with Faculty Senate
October - November	Registrar's Office entry. Consults with the department, dean, UCC/GCC as needed if questions arise.
January - February	Departments review catalog drafts
Early March	Catalog is published

APPROVAL PROCESS

Proposals entered into the curriculum approval process are tracked into one of two pathways, depending on the type of edits being proposed: Editorial and Substantive.

Editorial Pathway

Curricular changes under the Editorial Pathway are relatively minor in nature and are considered primarily a departmental decision, with deans holding final approval for resource allocation purposes. The Table of Curriculum Pathways lists Editorial changes that typically need minimal review. Following the dean's approval of a proposal, it is forwarded to the Registrar's Office and will be placed on a UCC/GCC consent agenda. UCC/GCC may move any item on the Editorial Pathway to a regular meeting for review. Deans are responsible for redirecting proposals submitted as Editorial to the Substantive Pathway, if the proposal was misdirected or if they feel there are questions best resolved by UCC/GCC review. The Office of the Registrar may also refer proposals back to the dean or redirect them to UCC/GCC if errors or issues are found that require additional consideration. Deans rely on college senates to serve as consultants when needed and to arbitrate disagreements within colleges. The Faculty Senate serves as final arbitrator for disagreements that occur between colleges and that cannot be resolved at a lower level. Initiating programs are responsible for conducting campus consultations with any potentially impacted or interested programs.

Substantive Pathway

Curricular changes under the Substantive Pathway are more significant in nature and are more likely to benefit from additional review to ensure any potential issues are addressed. Substantive changes require review by heads, deans, and UCC/GCC which has final on-campus approval. The Table of Curriculum Pathways lists Substantive changes that typically need full review. The Faculty Senate serves as final arbitrator for disagreements that occur between colleges and that cannot be resolved at a lower level. Initiating programs are responsible for conducting campus consultations with any potentially impacted or interested programs.

Table of Curriculum Pathways

Curriculum additions to the catalog.

Curriculum Change Types and the Proposed Pathway for Approval, Continued	
Adding New Curriculum	**Pathway**
Add a new course	Substantive (UCC/GCC review)
Add a new certificate or other micro program	Substantive (UCC/GCC review)
Add a new minor	Substantive (UCC/GCC review)
Add a new major +	Substantive (UCC/GCC review)
+ Requires BOR approval	
Removing Items	**Pathway**
Dropping a class from the catalog	Editorial (expedited review)
Terminate a certificate/micro credential	Substantive (UCC/GCC review)
Terminate a minor	Substantive (UCC/GCC review)
Terminate a major +	Substantive (UCC/GCC review)
+ Requires BOR approval	

Changes to existing curriculum.

Changes to Existing Courses	**Pathway**
Drop a pre/co-requisite to a course	Editorial (expedited review)
Add a pre/co-requisite to a course *	Editorial (expedited review)
Change a pre/co-requisite to a course	Editorial (expedited review)
Change a course title *	Editorial (expedited review)
Change a course description * ‡	Editorial (expedited review)
Change a course number *	Editorial (expedited review)
Change a course prefix	Editorial (expedited review)
Change a course credit hours *	Editorial (expedited review)
Adding graduate-level to a course	Substantive (GCC review)
Dropping graduate-level from a course	Editorial (expedited review)
Updating terms offered	Editorial (expedited review)
* If 3 or more of these are changed at the same time, changes are Substantive	
‡ If description change is comprehensive, change is Substantive	

Changes to existing curriculum - continued.

Changes to Existing Programs	Pathway
Actions that increase the required hours of a program	
Add a required course to a certificate/micro credential	Substantive (UCC/GCC review)
Add a required course to a minor	Substantive (UCC/GCC review)
Add a required course to a major	Substantive (UCC/GCC review)
Add a track/emphasis to a major	Substantive (UCC/GCC review)
Change title of track/emphasis to a major	Editorial (expedited review)
Remove a track/emphasis to a major	Editorial (expedited review)
Restate a program in any other way that increases required hours	Substantive (UCC/GCC review)
Actions that do not increase the required hours of a program	
Add an elective option to a certificate/micro credential	Editorial (expedited review)
Add an elective option to a minor	Editorial (expedited review)
Add an elective option to a major	Editorial (expedited review)
Drop or exchange a required course to a certificate/micro credential	Editorial (expedited review)
Drop or exchange a required course to a minor	Editorial (expedited review)
Drop or exchange a required course to a major	Editorial (expedited review)
Add a track/emphasis to a major	Substantive (UCC/GCC review)
Change title of track/emphasis to a major	Editorial (expedited review)
Remove a track/emphasis to a major	Editorial (expedited review)
Change title of certificate/micro credential	Substantive (UCC/GCC review)
Change title of minor	Substantive (UCC/GCC review)
Change title of major +	Substantive (UCC/GCC review)
Restate a program in any other way that maintains or reduces required hours	Editorial (expedited review)
Changes to notes or other catalog information that affect program requirements that are reviewed under the Substantive Pathway	Substantive (UCC/GCC review)
Changes to notes or other catalog information that are purely editorial - do not change the program requirements.	Editorial (expedited review)
+ Requires BOR approval	

Required Board of Regents Approval

Curriculum changes that require BOR approval should be submitted to the BOR as early in the Spring semester as possible. The following changes require BOR approval:

- New majors
- New degree types
- Name changes to majors
- Termination/suspension/planned enrollment reductions of majors

Any new academic major being proposed by a Department(s) must be submitted to the College Dean(s) for review. The Dean(s) will submit the program to the Office of the Associate Provost for Academic Affairs as early as possible. BOR Policy 3.6 requires BOR approval for new programs prior to campus approval. New Programs must go through several steps of off-campus approval.

- New program names must be placed on the BOR planning list 3 months prior to approval
- At least 60 days prior to the review by the Council of Provosts, a BOR Form A must be completed and used in the consultation process with ISU and SUI.
- At least 30 days prior to the review by Council of Provosts, a notice form must be sent to ICCPHSE
- The Associate Provost for Academic Affairs will docket the proposal for review by the Council of Provost (COP)
- Following COP review, the proposal will be docketed for review by the BOR Academic Affairs Committee and the full Board of Regents.

Exceptions

In some instances, it may be appropriate for changes to be proposed that do not follow the typical Approval Timetable. Changes that may be submitted to the Office of the Associate Provost for Academic Affairs for consideration of approval at times other than those in the standard curricular cycle include:

- New programs (majors, minors, emphases, certificates).
- Changes necessitated by accrediting and licensing bodies, by action of the Board of Regents, by UNI curricular policies, or by other conditions.
- Errors, or other issues that impact the effective delivery of the curriculum.
- Changes in the design and/or structure of UNIFI categories and/or requirements.

SUBSTANTIVE AND EDITORIAL CHANGES: DEFINITIONS AND NOTES

For undergraduate and graduate proposals, Substantive proposals are fully reviewed by all curriculum review bodies, while Editorial proposals are eligible for a more truncated review process. **It is important to select the appropriate type of edit so the correct workflow steps for this proposal will be in place**.

Proposals to change existing courses or programs (especially when titles are involved) shall not be used to avoid the full review accorded to proposed new courses and programs. If a department is proposing several changes at once (e.g., changing title, description, AND prerequisites of a course; or major changes in requirements of a program), this may indicate that the department is not revising curriculum but is creating new curriculum. In such a case, the department should consider if the proposal is a new course/program and warrants dropping the old course/program and adding a new one, and any curriculum review body may so determine and may return proposals to originating departments with instructions to proceed in that manner. **Consultation with the Associate Provost for Academic Affairs and/or UCC/GCC prior to developing proposals may be advantageous.**

PARTICIPATING GROUPS' RESPONSIBILITIES

Academic Departments

Faculty members within academic departments are primarily responsible for initiating curriculum proposals. An academic department has primary authority over curriculum housed within its disciplinary sphere and is considered the foremost authority on curriculum design and pedagogy. In addition, several other groups may forward curriculum proposals to the appropriate curriculum review bodies, e.g., the Elementary and Secondary Teacher Education Senates, Undergraduate Studies, Online and Distance Education, the Graduate College. It is the responsibility of the department initiating the curricular change to assess the impact of the proposed change and consult with those who may be affected and initiate appropriate consultations. Curricular proposals may benefit from consultation with the Registrar's Office. Departments are encouraged to consult with the Registrar's Office as they develop proposals.

Documentation of completed consultations is required through submission of completed consultation forms. New programs and courses, program and course edits, and changes in term offerings can all impact other programs and initiating departments bear the responsibility of notifying others of changes.

For a detailed explanation of the consultation process, see Consultations in the Curriculum Development and Review Issues Section.

Academic Department detailed responsibilities include:

A. originates, with approval of departmental curriculum committee and/or faculty, all curricular proposals within the appropriate jurisdiction of the department. Interdisciplinary programs and programs of broad scope may originate with other groups with consultation with impacted departments and the Office of Undergraduate Studies. A curriculum proposal includes descriptions, curricular requirements, justifications, and implications of the changes.
B. is responsible for:
    a. the course and program description, justification, and integrity
    b. compliance with restrictions on program length and other curriculum policies
    c. explanation of any duplication
    d. an impact statement, including short- and long-term impacts on issue such as:
        i. staff and financial implications
        ii. inter-departmental implications
    e. justifying proposals, in relation to other planning efforts. Explain in detail how the curricular changes are linked to the various program assessments the Department has done (i.e., SOA, APR, Strategic Plan).
C. obtains approval by the Departmental graduate faculty for all graduate courses and programs.
D. consults with:
    a. potentially impacted programs/departments across campus who might have an interest in the proposed changes
    b. the UNIFI Committee on proposals involving UNIFI
    c. Elementary and Secondary Teacher Education Senates for proposals that involve teaching majors, teaching minors, or Educator Essentials, and specifically when

proposals require changes in the state curriculum exhibit sheets. Request a copy of the exhibit sheet from the Office of Teacher Education.

d. all other university groups affected by the department's proposals (refer to section II of this handbook).

E. identifies if proposals are Editorial or Substantive, and correctly designating within Leepfrog which review pathway the proposal should be routed.

F. must send a representative to the UCC and GCC meetings where their programs are being discussed. If a departmental representative fails to attend, the discussions of their proposals can be postponed to a later date at the discretion of the UCC and GCC.

Deans

Deans approve or deny proposals in the **Editorial Pathway** and review changes within the context of institution needs including issues like recruitment, enrollment trends, staffing abilities, and budgetary implications. Deans are responsible for redirecting proposals submitted as Editorial to the Substantive Pathway if the proposal was misdirected or if they feel there are questions best resolved by UCC/GCC review. Deans are also responsible for addressing conflicts that arise between programs within their college, and may consult with the college senate if necessary. Proposals in the Editorial Pathway that are approved by the Dean move to the Faculty Senate.

Deans also approve or deny proposals in the **Substantive Pathway** under the same guidelines as outlined for Editorial changes. If approved, proposals move to UCC/GCC for final review.

College deans' detailed responsibilities include:

A. review departmental proposals for resource implications, paying special attention to proposals for new courses and new programs
B. consult with programs as needed to help develop and shape curriculum proposals
C. provide approval of minor curricular proposals under the Editorial review pathway
D. review major curricular proposals under the Substantive review pathway for viability and resource availability prior to UCC/GCC review
E. redirect proposals in the Editorial Pathway to the Substantive Pathway if they are incorrectly routed, or if additional review is appropriate
F. consults with college senates to resolve intra-college disputes as needed.

University Curriculum Committee

The University Curriculum Committee (UCC) holds primary responsibility for examining the university-level implications of undergraduate curriculum proposals. The UCC reviews Substantive curriculum proposals. The chair and the UCC may recommend and present a consent agenda of items determined to need no committee level review. Upon request by a UCC member, academic department, or consultative body, proposals included on the consent agenda shall be removed, without second and without discussion, and placed on the normal UCC agenda for full review.

UCC detailed responsibilities include:

A. receives copies of curricular proposals that have University-wide impact which are reviewed under the Substantive Pathway
B. studies and approves or disapproves all new undergraduate degrees, majors and minors, and restatements of all majors and minors
C. studies and approves or disapproves all course and program changes that are appropriate to the Substantive Pathway
D. recommends edits or alternatives to curriculum proposals (including proposals in the Editorial Pathway) during the review process, when needed, and determines when those changes can be made in committee and when proposals should be returned to a previous group for review
E. consults with programs at any stage of the proposal development to assist in meeting university regulation
F. considers only in extraordinary circumstances proposals that have not been reviewed by pertinent departments and colleges
G. is responsible for evaluating:
    a. clarity and consistency within the catalog
    b. University impact
    c. duplication
    d. compliance with all University policy including restrictions on program length and any changes to courses with prerequisites/corequisites that will impact program length
    e. correct and full reporting of program requirements and length, including reporting of all required classes
H. hears appeals from decisions made by colleges or recommendations from university councils, committees, or commissions
I. distributes minutes and advises the GCC of program decisions which impact upon graduate courses and programs to a degree which is significantly different from past operations
J. seeks to reconcile with the GCC, through whole bodies or designated representatives, those differences pertaining to impact concerns
K. notifies the University Faculty Senate when the UCC is unable to resolve impact concerns with the GCC
L. reports to the University Faculty Senate all approved curricular proposals and all unresolved conflicts. These reports, organized by college, shall include a summary of new courses and new programs, as well as a summary of issues the UCC believes deserve Senate attention
M. at the conclusion of each curriculum cycle, recommends to the University Faculty Senate any changes to the curriculum process that it deems necessary or beneficial

Graduate Curriculum Committee

The Graduate Curriculum Committee (GCC) holds primary responsibility for examining the university-level implications of graduate curriculum proposals. The GCC reviews curriculum proposals. The chair and the GCC review committee may recommend and present a consent agenda of items determined to need no committee level review. Upon request by any GCC member, academic

department, or consultative body, proposals included on the consent agenda shall be removed, without second and without discussion, and placed on the normal GCC agenda for full review.

GCC detailed responsibilities include:

A. receives copies of graduate curricular proposals which are reviewed under the Substantive Pathway
B. studies and approves or disapproves all graduate course and program changes that are appropriate to the Substantive Pathway
C. studies and approves or disapproves all new graduate level courses and course changes (including the 3000/5000 and 4000/5000 courses), and acts upon all unresolved objections and items that differ from university curriculum structure/policy
D. considers only in extraordinary circumstances proposals that have not been reviewed by pertinent departments and colleges
E. is responsible for evaluating:
    a. clarity and consistency within the catalog
    b. University impact
    c. duplication
    d. compliance with curriculum policies
    e. correct and full reporting of program requirements and length, including reporting of all required classes
F. hears appeals from decisions made by colleges
G. distributes minutes and advises the UCC of degree and program decisions which impact upon undergraduate courses and programs to a degree which is significantly different from past operations
H. seeks to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns
I. reports to the Graduate Council all approved curricular matters and unresolved objections.
J. notifies the University Faculty Senate when the Graduate Curriculum Committee is unable to resolve impact concerns with the UCC

Graduate Council

The Graduate Council serves as the final representative for the Graduate Faculty and reviews the recommendations of the GCC and hears any appeals on proposals related to graduate courses or programs.

Graduate Council detailed responsibilities include:

A. hears appeals and seeks to reconcile any unresolved objections.
B. receives reports from the GCC on changes and consultations as needed on curricular impacts.

College Senates

College senates may be called on by departments or the dean to review undergraduate and graduate proposals by departments within the college if consultation is needed, or if disputes arise.

College senates:

A. have access to all proposals
B. assist departments and/or deans, as requested, in resolving inter-college disputes

UNI Foundational Inquiry (UNIFI) Committee

The UNIFI committee is responsible for accepting courses into the UNIFI general education program.

UNIFI Committee detailed responsibilities include:

A. approves courses to be in the UNIFI general education program
B. receives, reviews, and responds to consultations for proposals involving existing UNIFI courses
C. initiates, receives and reviews proposals for changes in the design and structure of UNIFI categories and/or requirements
D. reports back to the originating department with its recommendations

Teacher Education

Teacher Education is responsible for ensuring programs that impact PK-12 teacher education are coordinated and meeting standards.

Teacher Education Curriculum Committee detailed responsibilities include:

A. receives, reviews, and responds to consultations on all proposals related to teaching majors, teaching minors, Educator Essentials, licensure requirements, duplication, and interdisciplinary implications.
B. receives, reviews, and responds to consultations for proposals involving existing courses that lead to teacher licensure.
C. originates, when deemed necessary, curricular proposals with appropriate departmental, library, UNIFI and affected university groups consultations.
D. after approval of both the Elementary and Secondary Senate, reports back to the originating department with its recommendations

University Faculty Senate

The University Faculty Senate, as the faculty's principal representative agency, bears ultimate responsibility for review of curriculum proposals. While UCC and GCC recommendations will usually be followed, the Senate can review any proposal it deems worthy of its attention. It also hears appeals from departments and colleges that object to decisions made at other levels.

University Faculty Senate detailed responsibilities include:

A. bears ultimate responsibility for review of curriculum proposals (barring appeals to the University Faculty); while UCC and GCC recommendations will usually be followed, the Senate can review any proposal it deems worthy of its attention
B. receives reports of all actions of the UCC and of the GCC and reviews and acts upon them at its discretion
C. reviews curricular actions of the UCC and of the GCC that have not been approved by the appropriate departments or colleges
D. acts on all new degrees and all programs which differ from existing degrees to the extent that the university faculty should be consulted
E. reviews department or college appeals, subsequent to appeals at all appropriate subordinate levels. Such appeals shall be restricted to university-level issues, such as impact on other programs. Where the Senate finds in favor of an appeal, the matter shall be returned to the appropriate jurisdiction for disposition in accordance with that finding.
F. reviews appeals, requests for reconsideration, and unresolved disagreements between the UCC and the GCC
G. reviews other issues of substantial university-wide impact when, in its judgment, important University Faculty concerns have not been adequately recognized in the decisions of subordinate bodies. This is understood to be a rare rather than a normal activity of the Senate.
H. forwards all approved curricular proposals to the Office of the Provost and Executive Vice-President for Academic Affairs

University Faculty

The University Faculty, represented by the Chair of the Faculty, acts upon any curricular matters referred by the Faculty Senate or introduced by petition.

Office of the Provost

The Provost is the Chief Academic Officer, and has a vested interest in the curriculum of the institution. The Provost and designees retain final authority on all curriculum offerings and approvals, with particular focus on institution needs, recruitment, enrollment trends, staffing and budgetary implications.

Office of the Provost detailed responsibilities include:

A. works with the Registrar's office to maintain and trouble-shoot issues in the curriculum software program
B. provides training to departments and colleges regarding curriculum process and procedures
C. approves and forwards all required proposals to the Board of Regents
    a. communicates with departments concerning any needed clarification relating to proposed changes, missing proposal materials, and similar problems requiring attention

b. informs in writing and in a timely manner the University Faculty Senate if for any reason curricular proposals approved by the Senate are rejected by the Provost and/or President
c. forwards all new program proposals to the Iowa Coordinating Council for Post High School Education (ICCPHSE)
d. dockets and presents all required proposals to the Board of Regents.

D. following approval by the full Board of Regents, forwards all approved changes to the Office of the Registrar for inclusion in the *UNI catalog*, preparatory to the printing of the next catalog edition
E. retains final authority on all curriculum approvals within the context of institution needs including issues like recruitment, enrollment trends, staffing abilities, and budgetary implications

Board of Regents, State of Iowa

The Board of Regents has broad and final statutory authority to govern the institution, including educational policy and the review and approval of academic programs.

Board of Regents detailed responsibilities include:

A. maintains a regent-wide program planning list
B. reviews pre-approval requests for new majors, degrees, programs, and suspensions/terminations
C. reviews and acts upon the University curriculum proposal that requires BOR approval.

CURRICULUM DEVELOPMENT AND REVIEW ISSUES

This section of the Handbook addresses common issues that departments should consider when developing or editing curriculum.

JUSTIFICATION: LINKS TO OTHER PLANNING EFFORTS

UNI's unifying goal is to "develop and support engaged learning experiences, dynamic and high-quality academic programs, and outstanding faculty and staff to foster student success." To support this goal, departments should link their curriculum development to their other planning processes: strategic planning, student outcomes assessment (SOA), academic program review (APR), Academic Positioning (AP), accreditation, and licensure. Each department's curriculum proposals should also consider its college's and the university's long- range plans.

FINANCIAL AND BUDGETARY CONSIDERATIONS

The development of an effective curriculum necessitates consideration of the resources required to support the initiatives. Early involvement of Deans and Department Heads in the curricular process assures that resource allocation priorities may be appropriately identified and incorporated into the curriculum development process.

An effective curriculum must be dynamic to respond to the requirements of a changing environment. However, new courses often have hidden resource implications for other services provided across campus, such as additional classroom facilities and equipment, library and educational media resources, computer services, and support services such as those provided by the Office of Placement and Career Services. New courses can also lead to small class sizes and duplication of curricular offerings, resulting in inefficient use of resources from a university perspective. **Every department and college should carefully address how to balance the need for new courses with resource constraints. When new courses are evaluated for sustainability, the committee will review whether new courses are embedded within the requirements of majors, minors, or certificates.**

The development of minor and certificate programs, especially interdisciplinary programs, can enhance student opportunities for breadth of learning without a significant increase in departmental resource requirements. This approach to curriculum development can be very attractive when administrative budget allocations are tied to enrollment patterns in departments and colleges.

CONSULTATIONS

The complexity of the curriculum development process requires consultation with all departments and other university groups that may be affected by curricular proposals and/or would have a reasonable interest to be informed of curriculum changes. Due to issues relating to planning and financial considerations, consultation with Deans and Department Heads is of paramount importance early in the curriculum development process. Once specific proposals are under development, consultation with other groups is generally necessary.

Even editing changes that reflect no substantive changes to courses or programs—changes in course numbers, course descriptions, or minor changes in course titles—may affect other programs that include that course as requirements or electives or that offer a course bearing a similar title.

Changes in an existing course —– a restructuring of course content, pedagogy, prerequisites, credit hours, or title that reflects content or pedagogical changes —– will affect other departments that: (1) have a similar course among their offerings; (2) use the course as a prerequisite to one of their courses; (3) use the course as part of one of their programs; or (4) have a course bearing a similar title.

Adding new courses or adding courses to programs, may increase demand for library resources, educational technologies, computer resources, and other support services provided by the university. They may also affect other departments who are offering similar courses/programs or would like to consider including your new course in their programs. Likewise, **deleting a course from the catalog** will impact all programs that use the course.

The **addition or deletion of courses to a program** will affect departments whose courses are being added or deleted, as well as other departments whose courses are prerequisites for the course being added or deleted. Some majors require students to also have a minor. In such cases, when a change is made to a minor that may be used to satisfy the major requirement, the department offering the major must be consulted.

Creation of new programs may have significant resource allocation issues, may impact enrollments in other areas of campus, and may affect existing programs at the other Regents' Universities.

Any changes that impact **UNIFI** require consultation with the UNIFI Committee. Additions, deletions or changes in courses related to teaching majors, minors, or professional education requirements require consultation with the **Teacher Education** Senates.

CONSULTATION PROCESS

It is the responsibility of those initiating a change to assess the potential impact of the proposed changes and consult widely with those who may be affected. Furthermore, consultations should be completed during the academic year unless prior arrangements are made to ensure the appropriate faculty are available for consultation during the summer.

Departments initiating curriculum proposals are strongly urged to consult with their college representatives on the UCC and GCC throughout the curricular development process. Formal consultations are initiated using the online form provided by the Office of the Provost, and must clearly identify the nature of the proposed change. Once consultation responses are received, the PDF result of each consultation must be uploaded to the Leepfrog system. Completed consultations must be attached to proposals even if the party consulted has no objections.

If the recipients have objections to the change, it is their responsibility to notify the originating department promptly of the reasons for the objection. Both parties are then expected to work together to attempt to find a solution to their differences. College deans and college senates may be asked to assist in reviewing such cases, and ultimately facilitating a resolution.

Outcomes of disputes involving proposals reviewed under the Editorial Pathway are ultimately decided by the deans and/or college senates of affected colleges (see Participating Groups' Responsibilities). If proposals with objections in the Substantive Pathway are unresolved within a college(s), the UCC and/or GCC must be notified of the unresolved objections. The UCC/GCC provide forums for the parties with unresolved objections when such objections are philosophical, rather than financial, in nature. As part of its deliberations, the UCC/GCC look for evidence of the willingness of both parties to reach reasonable solutions to their differences.

Consultations do not have to be sent to the Rod Library. Library staff are notified of all curriculum changes proposed in a cycle and will reach out to programs if they have questions or concerns. **When curriculum changes involve teacher education courses, consultation initiators must select that option on the form** which will forward the consultation to the appropriate teacher education bodies.

In addition to the consultation process that is initiated by the department proposing a curricular change, all departments have the opportunity to review the curriculum changes submitted by a department into the Leepfrog system. In the event a department has not been consulted about a change which affects them, or the department has other types of concerns about the proposed changes, the department should bring these issues to the attention of the proposing department as soon as possible. It is hoped that such discussions among departments will resolve any problems before the proposals are reviewed by the UCC and GCC, but if they are not, the department is welcome to contact the Office of the Provost and Executive Vice President for Academic Affairs to let them know that the UCC and/or GCC should consider their objection or concern.

PREREQUISITES, COREQUISITES, AND HIDDEN PREREQUISITES

Prerequisites are courses or other requirements that must be completed prior to enrolling in a course. Prerequisites should be used in situations where the knowledge and skills acquired in the preceding course are essential to the success in the subsequent course. Prerequisites are used to structure sequential knowledge growth and should not be used as a mechanism to manage enrollment patterns.

Corequisites are courses or other requirements that must be completed at the same time as a course. Corequisites should be used only when two courses have complementary material that must be taken at the same time to ensure academic success, such as when a lecture and lab are linked.

Hidden prerequisites are not allowed. **All required courses, including prerequisites to required courses, must be listed and counted as part of the program's credit hours** requirement. If a course with a prerequisite or corequisite is required in a major, minor, or certificate program, the pre- or corequisite is also required.

TRUTH IN ADVERTISING

It is important that the information appearing in the *UNI Catalog* be as complete and accurate as possible. When a student officially enters a program of study, the information in the catalog in force at that time defines the student's and the university's official obligations and requirements. The UCC and GCC cooperate with the Office of the Registrar to ensure that all program and course information appearing in the *UNI Catalog* is correct. As part of this effort, all departments and colleges should continuously review their programs, courses, and other narratives in the Catalog for completeness and accuracy. Truth in advertising also refers to verification that the program length is accurately represented, including the representation of required program hours of any "hidden" prerequisites of courses listed which are not represented in program length and resolution of any issues with double counting of courses.

If a program offers multiple options for completing its requirements, at least one pathway must include all prerequisite courses within the required program hours. If other pathways include courses with additional prerequisites not counted in the program hours, those prerequisites must be identified in a footnote.

UNDERGRADUATE PROGRAM AND COURSE STRUCTURES

This section of the Handbook addresses common rules and issues around basic program structure including degree types, GPA requirements, program lengths, and course nomenclature.

DEFINITIONS

Program

Any organized combination of coursework designed for the achievement of specific learning outcomes that is approved through the curriculum process and has a designated Classification of Instructional Program (CIP) code.

Major (33-80 Credits)

Comprehensive program defined around larger disciplinary or multidisciplinary themes. Majors must range between 33 - 80 credits with an exception for the BAS degree. Major requirements may only exceed the maximum if the extension is due to overlapped courses between the major and the General Education requirements AND if required due to program accreditation/certification requirements.

Minor (18-24 Credits)

Organized coursework in a subject to create a secondary academic focus, without the time commitment of an additional major. Minors may only exceed 24 credits if necessary to meet licensure or accreditation requirements.

Certificate (2-18 Credits)

Organized coursework focused on thematic connections that is available as a stand-alone credential beyond taking a single course. A certificate may surpass the 18 credit limit (up to 24 credits for undergraduates; 27 credits for graduates) only if it contains a specialized combination of courses tightly focused on a specific set of skills or knowledge that are aligned with industry standards in which the length is necessary to meet licensure or accreditation requirements.

Degree

A qualification awarded to students upon successful completion of a course of study in higher education.

UNDERGRADUATE DEGREE PROGRAMS

For a complete description of the undergraduate degree programs available at UNI and graduation requirements, refer to the UNI Catalog:
https://catalog.uni.edu/generalinformation/undergraduateinformation/

Bachelor Degrees Offered at UNI

UNI offers the following undergraduate degree programs:

- Bachelor of Arts
- Bachelor of Arts — Teaching
- Bachelor of Science
- Bachelor of Music
- Bachelor of Fine Arts
- Bachelor of Social Work
- Bachelor of Nursing
- Bachelor of Liberal Studies
- Bachelor of Applied Science

All bachelor degrees require a minimum of 120 semester credit hours for graduation, with the exception of the B.F.A. which requires 122 semester credit hours. To graduate, students must also meet the foreign language proficiency requirement as identified in the *UNI Catalog*. All undergraduate degree programs require the successful completion of the UNIFI component. The BAS degree is a degree completion program; hence students are required to transfer in a completed AAS degree from an accredited institution and complete a minimum of 60 semester credit hours.

There are some limitations on the number of credit hours for certain types of work which may be applied towards graduation, including: ungraded coursework, non-resident credit (including correspondence study, extension courses, and telecourses), workshop credit, and credit earned by open credit or examination (including CLEP and Advanced Placement). The Catalog contains information throughout.

Grade and GPA Requirements

To graduate, students must also meet minimum grade point requirements. The university minimum cumulative GPA for graduation is 2.0. A student seeking the bachelor's degree with licensure to teach must successfully complete student teaching and have a minimum cumulative grade point average of 2.5 for all coursework attempted at UNI and elsewhere.

Departments may impose higher GPA requirements for their programs. All coursework attempted is used to determine a student's cumulative grade point average with the following exceptions:

- if a student successfully repeats a course previously failed, only the grade received for the successful completion will be used
- if a student repeats a course that was previously successfully completed, the grade received the last time the student takes the course will be used

However, the student's transcript will show every time a course was taken and the grade received each time. *Further information is provided in the UNI Catalog.*

NEW DEGREES

All program proposals that include the creation of a new degree must be accompanied by a statement of degree requirements similar to the catalog statement summarizing requirements of existing degrees. This statement must be approved at each step of the process. All new programs must adhere to the standard program length.

MAJOR PROGRAMS

The current structure for undergraduate programs and degrees defines the Standard Program as the university norm. While some Extended undergraduate degree programs currently exist, no new such programs may be proposed, and no existing standard programs may become Extended programs without extenuating rationale. See Extended Programs for more information. The requirements for Standard and Extended programs are stated below.

Standard Programs:

The Standard Program must be possible to complete in 8 semesters without exceeding 18 credit hours per semester. The following table summarizes the maximum required hours for standard programs at UNI. Extended programs are all those programs which exceed these limits.

STANDARD PROGRAMS

Degree Program	Maximum Required Hours in Major*
B.A.S.	30
Non-teaching B.A, B.L.S	62
B.S.	68
B. Music	80
B.F.A.	80
Teaching B.A.	**
* Not including Double-Counting of UNIFI Courses. Note that all “degrees” require at least 120 total hours.	
**Teaching BA programs include Educator Essentials (18 hours) and Professional Experiences (typically 19-24 hours) and specific major requirements. The number of required hours combined with the UNIFI requirements must not exceed 120 hours.	

- For the purpose of determining whether the length of the major (or emphasis) meets the requirements of a Standard Program or is an Extended program, the hours from Educator Essentials and some UNIFI courses may be double-counted. Double-counting is permitted for any

courses from the required UNIFI categories and up to three courses from elective UNIFI categories ("Connect" electives).

- When a major (or emphasis) has a range of hours, if the minimum hours in the range meet the requirement for a Standard program, the major (or emphasis) is considered to be a Standard program, even though the maximum hours may exceed the requirement for a Standard program.

When developing or revising a program, the program should indicate a frequency of offering, so that the program can be completed within a reasonable amount of time. The specification of program completion within a given number of semesters requires that a department consider the following issues in the management and development of their courses and programs:

- ensuring quality and consistency in the student advising process (advisory statements are not printed in the *UNI catalog*, so the burden for dissemination of such advice lies with the department offering the program)
- clearly identifying any restrictions on enrollment, retention, and/or satisfactory completion of the program
- developing course prerequisites and/or co-requisites which minimize sequencing problems as much as possible and are capable of being enforced in the electronic enrollment process
- scheduling course offerings carefully, especially when a program requires the completion of a sequence of courses

Extended Programs:

Any program that exceeds the maximum hours allowed for a major in the Standard Program (excluding any allowable double-counting of Educator Essentials and UNIFI courses) is considered an Extended Program. An Extended Program must be so labeled in the *UNI catalog*. In 2007, the Faculty Senate placed a moratorium on new extended programs. Exceptions to the moratorium on new extended programs are rare and require documented proof of the need for extended hours, such as but not limited to, explicit external accreditation requirements.

Some majors may have a range of hours, especially those in which emphases or options exist or a minor or endorsement area is required. If the minimum hours in the major meets the requirement for a Standard Program, but the maximum hours exceed this requirement, the program is still considered to be a Standard Program. However, any emphasis or option which exceeds the standard program length changes the designation of the major to "Extended Program."

Any UNIFI courses used in a program (including courses used as prerequisites to other courses) must be identified and their hours counted in the total hours of the major for catalog publication purposes. However, for the purpose of determining whether the length of the major meets the requirements of a Standard Program or must be labeled as an Extended Program, the hours from some UNIFI courses may be double-counted.

The UCC encourages departments with lengthy majors (even lengthy Standard programs) to consider restructuring such majors to better enable students to graduate in a timely manner as well as to take more elective courses and thereby broaden their educational experience.

When developing programs, departments should carefully consider the frequency in which courses are offered to support completion within the timeframe for a Standard Program.

MINOR PROGRAMS

There are currently no specified limits on the number of hours for minors. However, the UCC encourages departments with lengthy minors to consider restructuring such minors to enable students to broaden their educational experience.

CERTIFICATE PROGRAMS

Program Certificates were instituted to allow increased flexibility in program offerings. The UCC specifies the following guidelines concerning the creation of new Certificates or the revision of any existing ones:

- The purpose of a Certificate is to provide an alternative to the more traditional minor. Certificates should provide a brief but coherent experience in a set of curricular offerings in an academic discipline or a combination of more than one discipline.
- Standard certificates should range between 2-18 credits with a minimum of 2 courses. However, a certificate may surpass the 18-credit limit (up to 24 credits for undergraduates; 27 credits for graduates) only if it contains a specialized combination of courses tightly focused on a specific set of skills or knowledge with an emphasis on professional-based requirements.
- To be a certificate at any level, the requirements must have a minimum of 2 courses.
- Multiple certificates may contribute to a major or degree although this structure must demonstrate intentional integrated design through the combination that ties the certificates together as a program, OR require an additional course, project, paper, or other culminating experiences that draws the certificates together as a cohesive program. Students are responsible for declaring their intent to combine certificates by formally declaring the program in addition to completing the certificates.
- Certificates that link to a particular major cannot be required in a way that circumvents the maximum credit hour limits of a major.
- Certificates that bundle towards another credential must follow the credit hour limits for each program type.
- New Certificates or revisions of existing Certificates should be proposed by a department or jointly by several departments in the regular curricular process using designated curricular forms.
- An academic office must be identified which will be responsible for maintaining and publicizing the program.

COURSES

Courses are designated by an alpha subject field (up to 8 characters) and 4-digit course number. The alpha subject field, or "prefix" refers to the department or subject area of the course. The prefix used is at the discretion of the home department, in consultation with the Office of the Registrar. The prefix itself is not considered a curriculum topic and may be changed for a variety of reasons such as departmental/program name change or departmental mergers. The 4-digit number refers to the specific course, the academic level of which is denoted by the first digit.

- **Courses numbered 0000 through 0999:** Non-credit courses and courses that are offered to non-matriculated students (such as CIEP).
- **Courses numbered 1000 through 1999:** Introductory, elementary, and general education courses that are appropriate for first year students and others with no special background. A course in this series will have few if any prerequisites.
- **Courses numbered 2000 through 2999:** Lower level undergraduate courses; those that ideally are taken by second and perhaps third year students. These courses might build on materials and knowledge from the 1000 series courses and may have prerequisites.
- **Courses numbered 3000 through 3999:** Upper level undergraduate courses, courses for majors, courses which require significant prerequisites. If the course is cross-listed to the 5000 (graduate) level, it must include the prerequisite, "junior standing." If consent of instructor is also required, the prerequisite must read "junior standing and consent of instructor."
- **Courses numbered 4000 through 4999:** Advanced upper level undergraduate courses including seminars, advanced independent study courses, honors thesis work, etc. If the course is cross-listed to the 5000 (graduate) level, it must include the prerequisite, "junior standing." If consent of instructor is also required, the prerequisite must read "junior standing and consent of instructor."
- **Courses numbered 5000 through 5999:** Introductory graduate or first year graduate courses, always cross-listed to a 3000 or 4000- level course of the same number (e.g. 4256/5256). The 3000 or 4000 level course number is taken by undergraduates, and the 5000-level course number is taken by graduate students. In all 3000/5000 and 4000/5000 courses, greater academic achievement, both qualitative and quantitative, is expected of those receiving graduate credit (those in the 5000-level course) than those receiving undergraduate credit (those in the 3000 or 4000- level course). All courses cross-listed to the 5000-level must include the prerequisite, "junior standing." If consent of instructor is also required, the prerequisite must read "junior standing and consent of instructor."
- **Courses numbered 6000 through 6999:** Upper level graduate courses. Not for undergraduates.
- **Courses numbered 7000 through 7999:** Doctoral-level courses.

Courses may be **listed under more than one department,** if they are essentially the same and may be taught by faculty in either department.

Prerequisites, corequisites, and any other course enrollment restrictions must be clearly identified for all courses and should be enforceable in the electronic enrollment process.

Courses which have not been offered within the previous four-year period will automatically be dropped from the *UNI Catalog*. A course dropped from the catalog may be reinstated within a subsequent four-year period by notifying the Office of the Registrar. After eight years of not having offered this course, reinstatement will require resubmission as a new course. To avoid being surprised by automatic course drops, it is suggested that each department keep track of its course offerings.

Several course numbers, identified in the Common Course Numbers list below, are reserved for specific purposes and apply to all departments. Refer to the *UNI Catalog* for additional information.

Common Course Numbers

Following are course numbers which are common to departments across campus. These common numbers may be used under named conditions by prefixing with the department subject prefix:

- **1059, 2059, 3159/5159, 4159/5159, 6259, 7359**: Courses ending in "59" are reserved for temporary courses of a special or experimental nature. May be repeated on different topics. **Courses may be taught experimentally only three time**s prior to review for a permanent catalog number.
- **3133 (133), 4133/5133 (133g), 6233 (233) Workshop:** Courses offered for special groups as announced in advance. Lecture workshops require 16 classroom contact hours for every one hour of credit. Activity workshops require 30 classroom contact hours for every hour of credit. Students may take work in one or more workshops. Undergraduates may not use more than 6 hours toward graduation. Graduate workshops may be used toward the completion of a graduate program with departmental approval, not to exceed 15 credit hours.
- **3179 Cooperative Education:** 1-6 hrs. For students who wish to apply classroom learning to field experience. Requires approval by the faculty supervisor, the head of the academic department granting credit, and Cooperative Education/Internship staff for placement agreement, project, and credit arrangements. Credit may not be applied to a major or minor without approval by the department offering the major or minor. Co-op/Internship staff assist in developing placements and arranging student interviews with employers and maintain contact with student and employer during the co-op/internship experience. May be repeated for a maximum of 12 hours credit.
- **1086, 2086, 3186/5186, 4186/5186, 6286, 7386 Studies in "_____":** - Courses to be offered by departments for specialized work not covered by regular courses. Credit and topic for "study" to be given in the Schedule of Classes. May be repeated on different topics.
- **109C, 319C, 519C Credit for Prior Learning (CPL):** Undergraduate students 0-6 hrs; graduate students 0-15 hrs.
- **319P Presidential Scholars Research:** 1-3 hrs. For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours.
- **4198 Independent Study:** Hours to be arranged in advance. A provision for undergraduate students to do work in a special area not offered in formal courses. (Does not provide graduate

credit.) Permission of the head of the department offering the work is required. Projects must be approved well before the beginning of the semester in which the work is to be done.

- **4199 Study Tour:** 1-12 hrs. Offered as announced in the Schedule of Classes. See Summer Bulletin for general description and consult appropriate department for specific information.
- **6285 or 7385 Readings:** Offered as needed in the various disciplines - not offered as a class. Independent readings from a selected list as approved in advance by department head. Credit to be determined at time of registration. May be repeated.
- **6289 or 7389 Seminar**: Offered as needed in the various disciplines. Credit and topic to be given in the Schedule of Classes. May be repeated on different topics.
- **629C Continuous Registration:** Graduate students who have completed all of their program but not all of their graduation requirements, e.g. comprehensive exams, thesis, paper/project, recitals, etc., must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered in the course XXXX:629C, Continuous Registration, and assessed the appropriate tuition. Continuous registration ensures that students can access their university email accounts and utilize library services through graduation. May be repeated.
- **629R Directed Research:** 1-6 hrs. Course is available to thesis and non-thesis students on a credit/no credit basis. Students may enroll in the course following enrollment in all allowable hours of XXXX:6299 (6-9 hours for thesis students and 3 hours for non-thesis students). Students may take this course for a maximum of 6 hours per semester. Please refer to individual programs for possible exceptions. May be repeated to maximum of 12 hours.
- **6297 or 7397 Practicum:** 1-4 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching. May be repeated.
- **6299 or 7399 Research:** See details for approval and registration. Repeatable to the maximum credits for a student's degree.
- **7300 Post-Comprehensive Registration:** Doctoral students who have completed all of their program but not all of their graduation requirements, e.g. dissertation, etc., must be continuously enrolled in XXXX:7300, Post Comprehensive Registration, until all degree requirements have been met to ensure continued access to their university email accounts and library services. May be repeated.

Individual Studies Program and UNIV

Courses offered in the Individual Studies Program may have a prefix of INDIVSTU xxxx instead of a department number. These include:

- **4192 Exploratory Seminar:** 1-3 hrs.
- **4196 Interdisciplinary Readings:** 1-3 hrs.
- **4197 Undergraduate Thesis:** 3-6 hrs.
- **4193 Individual Study Project:** Hours arranged by Individual Studies Program Coordinator.

Courses using the prefix UNIV are university courses housed and managed in Undergraduate Studies.

GRADUATE PROGRAM AND COURSE STRUCTURE

GRADUATE DEGREE PROGRAMS

For a complete description of the graduate degree programs available at UNI refer to the UNI Catalog.

UNI offers the following graduate degree programs:

- Master of Accounting
- Master of Arts
- Master of Arts in Athletic Training
- Master of Arts in Education
- Master of Business Administration
- Master of Music
- Master of Public Policy
- Master of Science
- Professional Science Master's
- Master of Social Work
- Master of Arts in Teaching
- Specialist in Education
- Doctor of Education (Ed.D.)

All master's degrees require a program of study with a minimum of thirty (30) semester hours of graduate credit. The required hours of graduate credit beyond 30 varies depending on the major and the selection of the Thesis or Non-Thesis option.

The Specialist in Education degree is designed to serve a qualitative need for highly trained specialists in a professional area where the master's degree is not sufficient, but in which the rigorous research emphasis of the doctorate is not necessary. Coursework requirements for the Specialist in Education degree are defined in terms of a two-year graduate program. A minimum of 68 semester hours beyond the bachelor's degree is required for completing the program.

The Doctor of Education (Ed.D.) degree requires a minimum of 48 semester hours of credit beyond the master's degree.

GRADUATE DEGREE STATEMENTS

The degree statement for graduate programs must contain the following elements:

- Whether the GRE (or another standardized test) is required for admission

- Whether the degree is available both in thesis/recital and non-thesis/half-recital option, or thesis/recital only, or non- thesis/half-recital only.
- The minimum credit hours required for the degree, including variation in this number for thesis and non-thesis options, or for different emphases.
- The minimum number of 6000-level credit hours (or 6000/7000-level credits for doctoral degrees) required for the degree, including variation in this number for thesis and non-thesis options, or for different emphases. See the Core Requirements section below for the minimum requirement for each degree type.
- Required courses for the degree. See the Core Requirements section below for requirements and limits on 6299 and 7399 Research hours, as well as minimum hours for courses that are not 6299 and 7399.
- Required elective credits, if any. It is strongly recommended that the department make every effort to avoid the need for department approval of routine electives so that courses automatically apply to the degree whenever possible. Possible ways to accomplish this are
    - Specify wildcards (example: Include the statement, “All 6000-level courses (or 5000- and 6000-level courses) in [a certain subject area or areas] that aren’t applying to a requirement will apply as an elective.”)
    - Specify a list of approved electives. This list can be as long or as short as the department wishes, and can be different for different emphases or for thesis and non-thesis options. End the list with “or other course as approved by the department” to leave the flexibility for students to take electives that aren’t on the list.
- Any additional graduation or exit requirements, such as comprehensive examinations, research paper, portfolio, etc. All graduate degrees must require some sort of culminating document/project that is documentable in some permanent form and approved by the department and permanently archived either in the department or in the Rod Library.
- Any other statements or requirements that affect the academic experience of a student pursuing the degree.

COURSES

Courses which will count for graduate credit are 5000, 6000, or 7000 level courses.

- **Courses numbered 5000 through 5999:** Introductory graduate or first year graduate courses, always cross-listed to a 3000 or 4000- level course of the same number (e.g. 4256/5256). The 3000 or 4000 level course number is taken by undergraduates, and the 5000-level course number is taken by graduate students. In all 3000/5000 and 4000/5000 courses, **greater academic achievement, both qualitative and quantitative, is expected of those receiving graduate credit** (those in the 5000-level course) than those receiving undergraduate credit (those in the 3000 or 4000- level course). All courses cross-listed to the 5000-level must include the prerequisite, "junior standing." If consent of instructor is also required, the prerequisite must read “junior standing and consent of instructor.”
- **Courses numbered 6000 through 6999:** Upper level graduate courses. Not for undergraduates.
- **Courses numbered 7000 through 7999:** Doctoral-level courses.

Courses may be **listed under more than one department,** if they are essentially the same and may be taught by faculty in either department.

Prerequisites, corequisites, and any other course enrollment restrictions must be clearly identified for all courses and be capable of being enforced in the electronic enrollment process.

Courses which have not been offered within the previous four-year period will automatically be dropped from the *UNI Catalog*. A course dropped from the catalog may be reinstated within a subsequent four-year period by notifying the Office of the Registrar. After eight years of not having offered this course, reinstatement will require resubmission as a new course. To avoid being surprised by automatic course drops, it is suggested that each department keep track of its course offerings.

Several course numbers, identified in the Common Course Numbers list below, are reserved for specific purposes and apply to all departments. Refer to the *UNI Catalog* for additional information.

CORE REQUIREMENTS

- The master's programs of study may or may not have core requirements, depending on the degree.
- The Master of Arts and Master of Science degrees do not have a common core. Degree requirements are specified in the UNI Catalog.
- Master of Arts in Education has some core requirements as specified in the UNI Catalog. Master of Music has a common core for all majors as specified in the UNI Catalog.
- Master of Accounting, Master of Business Administration, Master of Public Policy, Master of Social Work, and Professional Science Master's degrees have requirements as specified in the UNI Catalog.
- The Specialist in Education program has requirements specified in the UNI Catalog.
- The Ed.D. has a separate set of core requirements as specified in the UNI Catalog.

THESIS AND NON-THESIS

Master's degree programs have two options available.

Thesis Option

1. The number of hours of graduate credit required varies with the major. A **minimum of 30 semester hours of graduate credit is required for all majors**. For the Master of Arts (M.A.) thesis option, the Master of Arts in Education (M.A.E.) thesis option, and the Master of Music (M.M.) thesis/recital option, a minimum of 24 semester hours must be in course work other than xxxx 6299 Research and xxxx 629R Directed Research. For the Master of Science (M.S.) degree thesis option, a minimum of 21 semester hours must be in course work other than xxxx 6299 Research and xxxx 629R Directed Research. The remainder of the 30 semester hours will be xxxx 6299 thesis research.

2. 6000-level credits: A minimum of 9 semester hours of 6000-level credit, other than xxxx 6299 Research and xxxx 629R Directed Research, taken at the University of Northern Iowa is required. A minimum of 15 semester hours of 6000-level credits, including 6 hours of xxxx 6299, taken at the University of Northern Iowa is required for the degree. Directed Research xxxx 629R cannot be applied to the required minimum hours for the degree or the required minimum 6000-level hours.

Non-Thesis Option

1. The number of hours of graduate credit required varies with the major. **A minimum of 30 semester hours of graduate credit is required for all majors.** For the Master of Accounting (Macc), the Master of Arts (M.A.) non-thesis option, the Master of Arts in Education (M.A.E.) non-thesis option, the Master of Business Administration (M.B.A.), the Master of Music (M.M.) non-thesis/half recital option, the Master of Public Policy (M.P.P.), the Master of Science (M.S.) non-thesis option, the Master of Social Work (M.S.W.), and the Professional Science Master's (P.S.M.), a minimum of 27 semester hours must be in course work other than xxxx 6299 Research and xxxx 629R Directed Research.
2. 6000-level credits: A minimum of 12 semester hours of 6000-level credit taken at the University of Northern Iowa is required. No more than 3 semester hours of xxxx 6299 can be applied to the requirements for the degree. Directed Research xxxx 629R cannot be applied to the required minimum hours for the degree or the required minimum 6000-level hours.

The Specialist in Education program requires a minimum of 68 semester hours of graduate credit beyond the bachelor's degree, and a minimum of 36 semester hours of graduate credit beyond the Master's degree. A Specialist student must earn at least 15 semester hours of credit in 6000-level courses taken at the University of Northern Iowa for the Ed.S.

The Ed.D. program requires a minimum of 48 semester hours of credit beyond the master's degree with a minimum of 36 semester hours at the 6000/7000 level taken at UNI, including exactly 9 credits of INTDEPED 7399. Other degree requirements are specified in the UNI Catalog.

EXAMINATIONS

Master's degree programs on either the thesis or non-thesis option may or may not require the successful completion of a comprehensive examination. A formal presentation/defense of the thesis/recital is required on the thesis/recital option.

The Specialist in Education degree requires the successful completion of a comprehensive examination as specified in the UNI Catalog. A formal presentation/defense of the thesis is required on the thesis option.

The Ed.D. degree requires the successful completion of written doctoral comprehensive examination, or alternative comprehensive requirement, depending on the Intensive Study Area. A formal presentation/defense of the dissertation is required.

GRADUATE CONSULTATION CONSIDERATIONS

The complexity of the curriculum development process requires consultation with all departments and other university groups that may be affected by curricular proposals and/or would have a reasonable interest to be informed of curriculum changes. Due to issues relating to planning and financial considerations, consultation with Deans and Department Heads is of paramount importance early in the curriculum development process. Once specific proposals are under development, consultation with other groups is generally necessary. It is also recommended that drafts of new graduate degree proposals or of substantial revisions for existing graduate degrees be sent to the Chair of the GCC early in development for a preliminary review for compliance with graduate policies. Once specific proposals are under development, consultation with other groups is generally necessary. See discussion in Section II of this document. Additional detail on consultations is provided in the Consultations section earlier in this handbook.

The development of curriculum proposals by departments and other groups is effectively continuous in nature (see the Approval Timetable). The GCC meets as needed, under the direction of the Graduate Council. Following receipt of curriculum proposals each fall, the chair of the GCC will set up and announce, in a timely fashion, open meetings with the colleges for curricular review. The GCC may meet at other times to work on general review of curricular processes (including review of its own procedures) and review and help in the editing process of the catalog.

APPENDICES

Questions about completing the forms for undergraduate courses and programs should be directed to the Associate Provost for Academic Affairs in the Office of the Provost and Executive Vice President of Academic Affairs (319-273- 2518). Questions about completing the forms for graduate courses and programs should be directed to the Associate Dean of Graduate Studies in the College of Graduate, Research & Online Education (319-273-2748).

APPENDIX A: CURRICULUM PROCESS AND EDUCATOR PREPARATION

Proposals that impact Educator Preparation have additional oversight and steps. See the Educator Preparation Governance website for more information.

APPENDIX B: WHO APPROVES PROPOSALS

Approvals Needed for Changes in Curriculum/Catalog at UNI

Action Item	Consultations required*	Department or Interdepartmental Program**	GCC/Graduate Council	UCC	Faculty Senate	Dean(s)	Provost/ President	Board of Regents
Majors								
New Major***	Yes	Yes	Yes, if offered at graduate level	Yes	Yes	Yes	Yes	Yes@
Name change of major	Yes	Yes	Yes, if offered at graduate level	Yes	Yes	Yes	Yes	Yes@
Restatement of major	Yes	Yes	Yes, if offered at graduate level	Yes	Yes	Yes	Yes	No
Programmatic/Department Changes								
Name change for department	Yes	Yes	No	No	Yes	Yes	Yes	Yes@
Termination of program	Yes	Yes	Yes, if graduate program	Yes	Yes	Yes	Yes	Yes@

Suspension or reduction of admission	When impacts other programs	Yes	No	No	No	Yes	Yes	Yes@
Reinstatement of suspended program	When impacts other programs	Yes	No	No	No	Yes	Yes	Yes@
Course changes								
Add a new course***	Yes, if other depts. involved	Yes	Yes if graduate or grad/undergrad	Yes	Yes	Yes	Yes	No
Edit an existing course	Yes, if other depts. involved	Yes	Yes if graduate or grad/undergrad	Yes	Yes	Yes	Yes	No
Drop a course	Yes, if other depts. involved	Yes	Yes if graduate or grad/undergrad	Yes	Yes	Yes	Yes	No
	@ Contact Cheryl Nedrow (cheryl.nedrow@uni.edu, 273-2518) in Provost's Office for BOR forms.							

* The Curriculum Consultation Form is available to send to associated departments and/or UNIFI. When curricular changes involve teacher education courses, Educator Preparation must also be consulted. The Library is automatically notified of a proposal once it is submitted into Leepfrog. Departments do not need to send consultations to the Library.

**Approvals are required from all affiliated departments, programs, and colleges for jointly administered programs.

***All new courses that are developed for the new major have to be approved as part of the new major; cannot be approved without the major being approved.