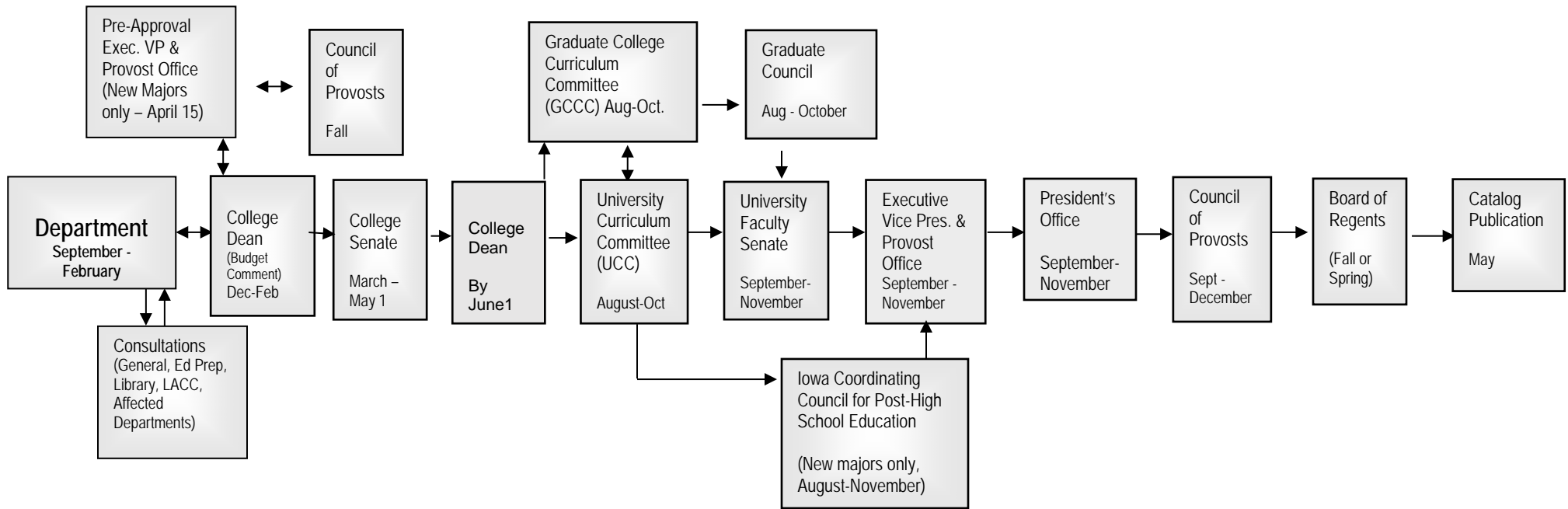

CURRICULUM REVIEW PROCESS INFORMATION HANDBOOK

UNIVERSITY OF NORTHERN IOWA
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General Curriculum Review Process Diagram



I. CURRICULUM REVIEW PROCESS AND TIMETABLE

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UNIVERSITY POLICIES AND PROCEDURES

All curriculum development is governed by [Policy 2.04](#), which includes the following overview of the curriculum development and review process:

Usually, proposed curricular changes are initiated by the departments, but they may at times be initiated by the colleges or by the general faculty. Normally, the process of effecting curricular change moves from the level of the department to the college, to the university as a whole, and finally to the Iowa Board of Regents. New programs and new courses must have the approval of the appropriate bodies of both the university and the Board of Regents. Other curricular changes, including modification of established programs and new courses designed for established programs, must have the approval of the appropriate bodies within the university.

Another part of Policy 2.04 summarizes key procedural principles that underlie the process:

- While curricular proposals within an academic discipline will normally be initiated by the relevant department, proposals can be initiated by other parties. Interdisciplinary programs and programs of broad scope may be initiated by other faculty bodies. However, in every case where a proposal involves a department's academic discipline, departmental faculty shall be able to review and evaluate the proposal's acceptability, with this review/evaluation being included in the proposal's documentation as it moves through the curriculum process.
- At all review levels in the curriculum process, changes to a proposal can only be made with the concurrence of the body that initiated the proposal.
- At all review levels in the curriculum process, negative recommendations by an administrative body prevent a proposal from being forwarded to the next review level. However, such recommendations can be appealed by administrative bodies that had previously approved the proposal so that any proposal can, on appeal, be considered by the University Faculty Senate.
- In the event that curricular proposals approved by the University Faculty Senate are rejected by the Provost and/or President of the University, these parties shall report and explain their actions to the Senate in a timely manner.
- All proposals to close or terminate programs must go through the normal curricular review process, to include departmental review and evaluation of the proposal. In cases of financial exigency, the university will follow current AAUP guidelines. Academic programs will not be terminated without the consent of the University Faculty Senate.
- Curricular changes become effective following approval by the Board of Regents.

OTHER 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. "Substantive" proposals are course or program changes that are not merely editorial in nature but that affect students' educational experience by altering course content, credit hours received, prerequisites, or options to fulfill program requirements.

By contrast *editorial* proposals are changes to course titles, course descriptions or course numbering (as well as concomitant program restatements) that 1) do not reflect a change in course or program content; 2) do not affect the student's progress toward program completion by changing prerequisites or degree requirements; and, 3) after consultation with all affected departments and colleges, are shown to have minimal, if any, impact outside of the proposing department.

Proposals to change existing courses shall not be used to avoid the full review accorded to proposed new courses. If a department is proposing several changes at once (e.g., changing title, description, AND prerequisites) , this may indicate that the department is not revising an existing course but creating a new one. In such case, the department should propose to drop the old course and add 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.

PARTICIPATING GROUPS' RESPONSIBILITIES

Academic Departments: Develop proposals and consult with those affected

Faculty members within academic departments are primarily responsible for initiating curriculum proposals. In addition, several other groups may forward curriculum proposals to the appropriate curriculum review bodies, e.g., the Elementary and Secondary Teacher Education Senates, the Liberal Arts Core Committee, the Graduate College. This process is overseen by the faculty at both the college and university levels. 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. New programs and new courses will often have implications for the use of resources within Academic Affairs or the availability of support services across the university. Furthermore, programs are often interdependent. Courses from one program may be requirements or electives in other majors, minors or certificates, and changes to them have impact beyond the originating department.

College Senates: Review and act on all proposals

College senates review and act on ALL undergraduate and graduate proposals by departments within the college and have the authority to reject, return for clarification or approve proposals.

College senates bear the primary responsibility within the curriculum review process to examine proposed catalog changes to *undergraduate* courses or programs that are *editorial* in nature. Once approved by the college senate, proposed editorial changes will be forwarded to the University Curriculum Committee (UCC). The UCC shall place them on a consent agenda which may be approved by the UCC en bloc and without discussion, provided that all items on the consent agenda have been made public on the Curriculum Review website for a period of at least two weeks before approval. At the request of any UCC member, academic department or consultative body, proposals shall be removed, without second and without discussion, and placed on the normal UCC agenda for full review.

University Curriculum Committee: examines university-level implications of proposals

The University Curriculum Committee (UCC) holds primary responsibility for examining the university-level implications of undergraduate curriculum proposals. It shall give its full attention to all proposals for new programs and new courses and to proposals for substantive changes to existing programs and courses.

Graduate College Curriculum Committee: examines university-level implications of proposals

The Graduate College Curriculum Committee (GCCC) holds primary responsibility for examining the university-level implications of graduate curriculum proposals. It shall give its full attention to proposals for new programs and new courses and to proposals for changes to existing programs and courses

Graduate Council: hears appeals and reviews work of GCCC

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

University Faculty Senate: hears appeals and provides final review

Barring appeals to the University Faculty, the University Faculty Senate as the faculty's principal representative agency, bears ultimate responsibility for review of curriculum proposals. While UCC and GCCC recommendations will usually be followed, the Senate can review any proposal it deems worthy of its attention. It also reviews any UCC or GCCC-approved proposals that have not been reviewed by the appropriate colleges and hears appeals from departments and colleges that object to decisions made at other levels.

Each group's responsibility is laid out in more detail below:

A. The Department:

1. 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 of the faculty with departmental consultation as appropriate.
2. is responsible for:
 - a. course and program description, justification, and integrity
 - b. compliance with restrictions on program length and other curriculum policies
 - c. explanation of any duplication
 - d. impact statement, short- and long-term
 - 1) staff and financial implications
 - 2) 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).
3. obtains approval by the Departmental graduate faculty for all graduate courses and programs.
4. consults with
 - a. the library for proposals that could have an impact on library resources and services.
 - b. the LACC on all proposals involving Liberal Arts Core Courses.
 - c. Elementary and Secondary Teacher Preparation Senates for proposals that involve teaching majors, teaching minors, or the professional education sequence, and specifically when proposals require changes

in the state curriculum exhibit sheets found at <https://www.iowaonline.state.ia.us/ece/>. Enter "University of Northern Iowa" for College Name. Find the appropriate exhibit. If there are problems, 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).
5. identifies those undergraduate proposals that are primarily editorial in nature and so designates in Leepfrog and in a memo to the College Senate.
6. reports all department-approved proposals to the respective College Senate/Faculty Council. Reports shall include a summary of all department-approved proposals, including editorial changes, substantive course and program changes, and new courses and new programs.
7. must send a representative to the UCC and GCCC (if necessary) meetings where their programs are being discussed. If a departmental representative fails to attend, the discussions of their proposals will be postponed to a later date.

B. The Elementary and Secondary Teacher Preparation Senate and Graduate Licensure Council:

1. receives, reviews, and responds to consultations on all proposals related to teaching majors, teaching minors, professional education requirements, licensure requirements, duplication, and interdisciplinary implications.
2. originates, when deemed necessary, curricular proposals with appropriate departmental, library, LACC and affected university groups consultation.

C. Liberal Arts Core Committee:

1. receives, reviews, and responds to consultations for proposals involving existing or proposed Liberal Arts Core courses.
2. initiates, receives and reviews proposals for changes in the design and structure of LAC categories and/or requirements (requires Form L).
3. reports back to originating department with its recommendations.

D. College Deans:

1. review departmental proposals for resource implications, paying special attention to proposals for new courses and new programs. Report to college senate on impact of proposals on resources within the college.
2. review proposals that have passed the college senate and report to UCC on impact of proposals on resources within the college.

E. The College Senate or Faculty Council:

1. receives and examines all proposals.
2. is responsible for evaluating:
 - a. course and program description, justification, and integrity
 - b. compliance with restrictions on program length and other curriculum policies
 - c. duplication
 - d. impact statement, short- and long-term

- 1) staff and financial implications
 - 2) inter-departmental implications.
3. reviews and acts upon all proposals for:
 - a. new degrees/majors/minors
 - b. modification of degrees/majors/minors
 - c. new courses/revised courses
 - d. dropped and suspended admissions to degrees/majors/minors/courses
 - e. admission/exit requirements.
 4. hears appeals from faculty members and departments.
 5. bears primary responsibility for reviewing and verifying consultation for all undergraduate curriculum proposals that are primarily editorial in nature.
 6. as appropriate, re-designates proposals as editorial or substantive, or returns proposals to department for clarification, correction, or further work, making changes to proposals only after communication with the initiating department(s).
 7. reports to the University Curriculum Committee (UCC) all approved curricular matters and unresolved objections. This report shall include a memo summarizing all editorial changes to be placed on the UCC's consent agenda, all courses added, changed, or dropped, and all programs added, changed or dropped
 8. reports to the Graduate College Curriculum Committee (GCCC) all approved graduate curricular matters and unresolved objections.
 9. forwards the complete College-approved proposal to the Dean of the College for approval of its financial implications.
 10. notifies the Office of the Provost and Executive Vice-President for Academic Affairs of any proposals which have been approved but may have unresolved objections, and/or involve courses or programs which conflict with curricular guidelines.

F. University Curriculum Committee (UCC):

1. receives copies of all curricular proposals that have University-wide impact.
2. places all proposals that are primarily editorial in nature on a consent agenda, which may be approved by the UCC en bloc and without discussion, provided that all items on the consent agenda have been made public on the UCC's web site for a period of at least two weeks before approval. At the request of any UCC member, academic department, or consultative body, proposals shall be removed, without second and without discussion, and placed on the normal UCC agenda for full review.
3. studies and approves or disapproves all new undergraduate degrees, majors and minors, and restatements of all majors and minors.
4. studies and approves or disapproves all new courses and course changes (0000-4000, 3000/5000 or 4000/5000 level) and acts upon all unresolved objections and items that differ from university curriculum structure/policy.
5. acts on all 0000-4000-level courses; 3000/5000 or 4000/5000 level courses are also reviewed by GCCC.

6. Considers only in extraordinary circumstances proposals that have not been reviewed by pertinent departments and colleges.
7. is responsible for evaluating:
 - a. University impact
 - b. duplication
 - c. compliance with restrictions on program length and other curriculum policies.
8. hears appeals from decisions made by colleges or recommendations from university councils, committees, or commissions.
9. distributes minutes and advises the GCCC of program decisions which impact upon graduate courses and programs to a degree which is significantly different from past operations.
10. seeks to reconcile with the GCCC, through whole bodies or designated representatives, those differences pertaining to impact concerns.
11. notifies the University Faculty Senate when the UCC is unable to resolve impact concerns with the GCCC.
12. reports to the University Faculty Senate all approved courses and programs 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.
13. 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.

G. Graduate College Curriculum Committee (GCCC):

1. receives copies of all graduate curricular proposals.
2. places all proposals that are primarily editorial in nature on a consent agenda, which may be approved by the GCCC en bloc and without discussion, provided that all items on the consent agenda have been made public on the GCCC's web site for a period of at least two weeks before approval. At the request of any GCCC member, academic department, or consultative body, proposals shall be removed, without second and without discussion, and placed on the normal GCCC agenda for full review.
3. studies and approves or disapproves all graduate degrees and programs and restatements of graduate degrees and programs.
4. 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.
5. considers only in extraordinary circumstances proposals that have not been reviewed by pertinent departments and colleges.
6. is responsible for evaluating:
 - a. University impact
 - b. duplication

- c. compliance with curriculum policies.
7. hears appeals from decisions made by colleges.
8. 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.
9. seeks to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns.
10. reports to the Graduate Council all approved curricular matters and unresolved objections.
11. notifies the University Faculty Senate when the Graduate College Curriculum Committee is unable to resolve impact concerns with the UCC.

H. Graduate Council:

1. reviews curricular actions of the GCCC.
2. seeks to reconcile any unresolved objections.
3. reports to the University Faculty Senate all approved courses and programs 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 GCCC believes deserve Senate attention.

I. University Faculty Senate:

1. bears ultimate responsibility for review of curriculum proposals (barring appeals to the University Faculty); while UCC and GCCC recommendations will usually be followed, the Senate can review any proposal it deems worthy of its attention.
2. receives reports of all actions of the UCC and of the GCCC and reviews and acts upon them at its discretion
3. reviews curricular actions of the UCC and of the GCCC that have not been approved by the appropriate departments or colleges.
4. acts on all new degrees and all programs which differ from existing degrees to the extent that the university faculty should be consulted.
5. 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.
6. reviews appeals, requests for reconsideration, and unresolved disagreements between the UCC and the GCCC.
7. 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.
8. forwards all approved curricular proposals to the Office of the Provost and Executive Vice-President for Academic Affairs.

J. University Faculty:

acts upon any curricular matters referred by the Faculty Senate or introduced by petition.

K. Office of the Provost and Executive Vice-President for Academic Affairs:

1. Works with the Registrar's office to maintain and trouble-shoot issues in the curriculum software program.
2. provides training to departments and colleges regarding curriculum process and procedures.
3. forwards all approved 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.
4. forwards all new program proposals to the President's Office for approval and transmittal to the Iowa Coordinating Council for Post High School Education (ICCPHSE).
5. following approval by the ICCPHSE, forwards all new program proposals to the Board of Regents who place the proposals on the agenda for the Council of Provosts meetings.
6. following approval by the Council of Provosts, forwards all curricular proposals to the Academic and Student Affairs committee of the Board of Regents.
7. 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.

K. Board of Regents:

1. reviews pre-approval requests for new majors, degrees, and programs
2. reviews and acts upon the complete University curriculum proposal.

GENERAL TIMETABLE FOR CURRICULUM REVIEW

Under normal circumstances, curriculum proposals are submitted to the Board of Regents at their first Board meeting in the Spring. However, certain changes such as new programs, dropped/suspended programs, department or program name changes have to be submitted to the Board Office early in the Fall semester for these changes to be approved by ICCPHSE (new programs only), Council of Provosts, Academic and Student Affairs Committee of the BOR and the full Board of Regents to be included in the upcoming catalog. Curricular change become effective as soon as the Board approves the changes. Though a department can begin work on proposals at any time, they can only be entered into the Leepfrog curriculum software beginning in mid-February, when "Nextcatalog" is made available. In general, departmental and college-level review will take place every spring semester, while UCC, GCCC, Grad Council and Faculty Senate review will take place the following fall. Thus, the development of curriculum proposals by departments and other groups is effectively continuous in nature. However, most proposals are developed within this framework.

Curriculum Timetable/Deadlines for Fall 2016 through curriculum cycles for 2017-18 Catalog, 2018-19 Catalog, 2019-20 Catalog

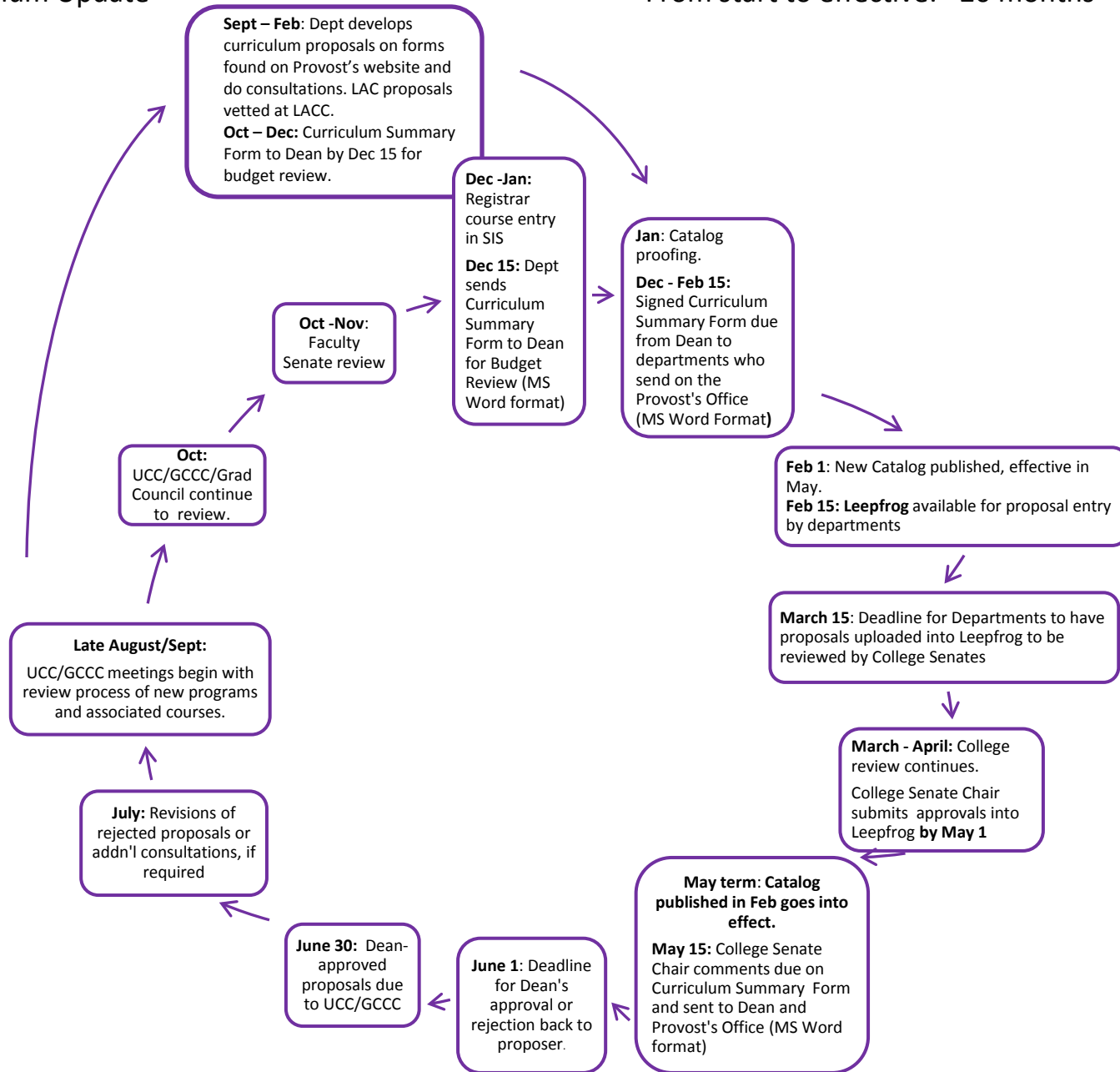
Timetable/Deadline	Activity	Unit(s) Involved
September 2016 through February 15, 2017 (2018-19)	Departments prepare curriculum documents on standard forms and consult with relevant bodies using forms Consult-General, Consult-Lib, Consult-Ed Prep in preparation for entry into Leepfrog. Any changes to the Liberal Arts Core or to an LAC course must be vetted through the LACC using Consult-LACC. Departments must also prepare a Curriculum Summary Form which summarizes all proposed changes (indicating whether proposals are substantial or editorial) and budgetary implications. (See http://www.uni.edu/provost/curriculum-review/uccforms for forms.)	Departments, LACC, Teacher Education Senates, Library
By December 15, 2016 (2018-19)	Department sends Curriculum Summary Form with budget implications to their Dean for budget review	Departments
November 2016 (2017-18)	Approval by Faculty Senate of curriculum proposals for Catalog years 2017-2018	Faculty Senate
December 2016 – February 2017 (2017-18)	Registrar enters course changes, drops and adds into PeopleSoft (SIS) for generating the upcoming Summer and Fall Schedule of Classes information. University-wide proposals needing Board of Regents review/approval are sent to BOR by Provost's Office	Registrar & Provost's Office
December 15, 2016 – February 15, 2017 (2018-19)	Dean sends approved Curriculum Summary Form to Department Heads who then send the signed, approved form to the Provost's office to be posted on website by February 15, 2017	College Dean
January - February 2017 (2017-18)	Catalog finalized/proof copy sent and returned from departments/clean-up	Registrar & Departments
February 1, 2017 (2017-18)	2017-18 Catalog published if all BOR approvals have been completed, effective May 2017	Registrar
February 15, 2017 (2018-19)	"Nextcatalog" for 2018-19 catalog available for entry (Leepfrog)	Registrar
February 15 – March 15, 2017 (2018-19)	Can enter curriculum proposals into Leepfrog and MUST attach consultations for submission. Department Head approves proposals in Leepfrog to move workflow to College Senate Chair.	Departments
March 15, 2017 OR Date set by College Senate (2018-19)	Departments must have proposals uploaded into Leepfrog to go forward to College Senate chairs by March 15 OR by date set by individual Senates.	Departments
March 15 – May 1, 2017 (2018-19)	College Senates and curricular bodies review department-approved proposals. ONLY under specific circumstances , proposals may be reviewed prior to being entered in Leepfrog (hard copy forms) if forms in Leepfrog are not available to complete and review.	Colleges

By May 1, 2017 (2018-19)	College Senates and curriculum bodies approve appropriate proposals in Leepfrog.	Colleges
By May 15, 2017 (2018-19)	College Senate comments entered onto Leepfrog to provide context to UCC/GCCC review. Comments can be made on editorial and substantive proposals along with any information deemed to be useful. College Senate Chair sends list of all approved courses with substantial and editorial changes to Provost's Office.	College Senate Chair
By June 1, 2017 (2018-19)	College Dean approval	College Dean
By June 30, 2017 (2018-19)	All college-approved proposals are due to the UCC and GCCC approved by the College Senates, budgets approved by College Dean	College Senate Chair, College Dean
September 2017 through February 15, 2018 (2019-20)	Departments prepare curriculum documents on standard forms and consult with relevant bodies using forms Consult-General, Consult-Lib, Consult-Ed Prep in preparation for entry into Leepfrog. Any changes to the Liberal Arts Core or to an LAC course must be vetted through the LACC using Consult-LACC. Departments must also prepare a Curriculum Summary Form which summarizes all proposed changes (indicating whether proposals are substantial or editorial) and budgetary implications. (See http://www.uni.edu/provost/curriculum-review/uccforms for forms.)	Departments, LACC, Teacher Preparation Senates, Library, Dean
August – October 2017 (2018-19)	Review all college-approved proposals and forward them to Faculty Senate	UCC/GCCC/Graduate Council
By December 15, 2017 (2019-20)	Department sends Curriculum Summary Form proposal listing all changes including all budget implications to their Dean for budget review	Departments
November 2017 (2018-19)	Approval by Faculty Senate of Curriculum proposals for Catalog year 2018-2019	Faculty Senate
December 2017 – February 2018 (2018-19)	Registrar enters course changes, drops and adds into PeopleSoft (SIS) for generating the upcoming Summer and Fall Schedule of Classes information. University-wide proposals needing Board of Regents review/approval are sent to BOR by Provost Office	Registrar & Provost's Office
December 15, 2017 – February 15, 2018 (2019-20)	Dean sends approved Curriculum Summary Form to Department Heads who then send the signed, approved form to the Provost's Office to be posted on the website by February 15, 2018	College Dean, Department Head
January – February 2018 (2018-19)	Catalog finalized/proof copy sent and returned from departments/clean-up	Registrar & Departments
February 2018 (2018-19)	2018-19 Catalog published if all BOR approvals have been completed , effective May 2017	Registrar
February 15, 2018 (2019-20)	"Nextcatalog" for 2019-20 catalog available for entry (Leepfrog)	Registrar

February 15 –March 15, 2018 (2019-20)	Can enter curriculum proposals into Leepfrog and MUST attach consultations for submission. Department Head approves proposals in Leepfrog to move workflow to College Senate Chair.	Departments
March 15, 2018 OR Date set by College Senate (2019-20)	Departments must have proposals uploaded into Leepfrog to go forward to College Senate chairs by March 15 OR by date set by individual Senates.	Departments
March 15 – May 1, 2018 (2019-20)	College Senates and curricular bodies review department-approved proposals. ONLY under specific circumstances , proposals may be reviewed prior to being entered in Leepfrog (hard copy forms) if forms in Leepfrog are not available to complete and review.	Colleges
By May 1, 2018 (2019-20)	College Senates and curriculum bodies approve appropriate proposals in Leepfrog.	Colleges
By May 15, 2018 (2019-20)	College Senate Chair comments entered onto Leepfrog to provide context to UCC/GCCC review. Comments can be made on the editorial and substantive proposals along with any information deemed to be useful. College Senate Chairs sends list of all approved courses with substantial and editorial changes to Provost’s Office.	College Senate Chair
By June 1, 2018 (2019-20)	College Dean approval	College Dean
By June 30, 2018 (2019-20)	All college-approved proposals are due to the UCC and GCCC approved by the College Senates, budgets approved by College Dean and all Form A documentation to the Provost’s Office	College Senate Chair, College Dean
August – October 2018 (2019-20)	Review all college-approved proposals and forward them to Faculty Senate	UCC/GCCC/Graduate Council

*Ongoing Annual Curriculum Update

From start to effective: ~20 months



In some instances it may be appropriate for changes to be proposed that do not follow the above timetable. Changes that may be submitted by the Chair of the College Curriculum Committee to the Office of the Provost and Executive Vice President for Academic Affairs for consideration by the UCC, GCCC, and University Faculty Senate 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 discovered after the completion of the previous curriculum cycle.
- Changes in the design and/or structure of LAC categories and/or requirements (may be submitted to the LACC every fall).

Preapproval of New Majors:

The Regent universities shall submit an annual program planning list to the Board Office in the spring of each year, which includes the name and educational level of proposed baccalaureate, masters, doctoral or first professional degree programs that are currently undergoing an institutional review and are likely to be submitted for program approval by the Board of Regents within the year. Therefore, 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 Provost and Executive Vice-President for Academic Affairs by April 1. The table below illustrates the time available to each of the groups involved in the preapproval process.

Timetable for Preapproval of New Majors

Semester	Unit(s) Involved	Activity
Spring (every year)	Departments	Submit all proposed new majors that are currently undergoing institutional review to the Dean(s) of the relevant College(s)
April 1 (every year)	College Dean(s)	Forward proposals for new majors to Provost & Exec. VP for Academic Affairs
April 15 (every year)	Provost & Exec. VP for Academic Affairs Office	Submit an annual program planning list of all proposed new majors to the Board of Regents

II. CURRICULUM DEVELOPMENT AND REVIEW ISSUES

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JUSTIFICATION: LINKS TO OTHER PLANNING EFFORTS

One of UNI's strategic goals is to "maintain the excellence in undergraduate and graduate programs that distinguishes the university and strategically expand programs that attract students." 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), accreditation, re-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.**

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.

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 should be involved in the curriculum development process. 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.

Substantive changes in an existing course — a restructuring of course content, a change in course prerequisites, a change in the credit hours, and/or a change in course 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.

Significant changes, such as altering course content or pedagogy, creating new courses, or adding courses to programs, will very likely 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.

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. The addition of courses to, or their deletion from, a program may impact demand for library resources, educational technologies, computer resources and other support services, and additional consultation by the originating body may be advisable.

Creation of new programs may not only significantly affect other departments but also may significantly affect the availability of resources on campus and may affect existing programs at the other Regents' Universities. As outlined earlier, all proposals for new programs must be approved by Iowa Coordinating Council for Post High School Education (ICCPHSE) and the Council of Provosts before entering the curriculum process at UNI.

Any additions, deletions or changes involving **Liberal Arts Core Courses** require consultation with the LACC. 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 the department initiating the curricular change to assess the impact of the proposed change and consult with those who may be affected. Departments initiating curriculum proposals are strongly urged to consult with their college representatives on the UCC and GCCC throughout the curricular development process. Each consultation should be initiated in writing and should identify the nature of the proposed change. Use Forms Consult-General, Consult-Lib, Consult-Ed Prep, and Consult-LACC for consultations (<http://www.uni.edu/provost/curriculum-review/uccforms>). These consultations should be done outside of the Leepfrog system. You will need to provide at least one copy of each of the signed consultation forms to each of the persons/bodies reviewing your curriculum.

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.

If proposals with unresolved objections are approved at the college level, the UCC and the GCCC must be notified of the unresolved objections. The UCC and GCCC 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 and GCCC look for evidence of the willingness of both parties to reach reasonable solutions to their differences. Completed consultations must be attached to course proposals even if the party consulted has no objections.

To identify which departments should be consulted about proposed curricular changes, it is suggested that each department prepare a summary for each of its courses which indicates all prerequisites, all courses that use the course as a prerequisite, and all programs that use the course as either a required or elective component.

Consultation with the library (Form Consult-Lib) should take place for all new courses (including those previously offered on an experimental basis), majors, minors, emphases, and certificates. When curriculum involves teacher education courses, consultation should also happen with the appropriate teacher education bodies (Form Consult-Ed Prep).

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 GCCC, 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 GCCC should consider their objection or concern.

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 GCCC are cooperating 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.

III. UNDERGRADUATE PROGRAM AND COURSE STRUCTURES

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UNDERGRADUATE DEGREE PROGRAMS

[For a complete description of the undergraduate degree programs available at UNI and graduation requirements, refer to the *UNI Catalog*: <http://catalog.uni.edu/generalinformation/undergraduateinformation/>]

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 Liberal Studies and Bachelor of Applied Science. The B.A., B.L.S. and B. Music degrees require a **credit hour minimum** of 120 semester credit hours for graduation, while the B.S. requires a minimum of 126 semester credit hours, and the B.F.A. requires 130 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 UNI's **Liberal Arts Core** 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. Required coursework includes 21-3- hours of major coursework, 23-24 hours of LAC coursework, 6 hours of professional communication coursework and the remaining number of the required 60 semester credit hours from elective courses.

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).

Credit earned which is considered to be **regression**, or **course duplication**, or is **remedial** in nature, will increase the number of credit hours required for a bachelor's degree. Regression occurs when a student successfully completes a course which has content fundamental to another course the student has previously successfully completed. Course duplication occurs when a student has earned credit in two courses whose content is highly similar, for which the departments involved will not allow degree credit in both courses. Remedial courses are designed for students who do not possess sufficient background skills to do college level work. Further information is provided in the *UNI Catalog*.

To graduate, students must also meet minimum **grade point requirements**. 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. Students not seeking licensure must have a minimum cumulative grade point average of 2.0. 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.

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 requirement of existing degrees. This statement must be approved at each step of the process.

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. An Extended Program must be so labeled in the UNI catalog. The requirements for Standard and Extended programs are stated below.

Standard Programs:

- 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 some Liberal Arts Core courses may be double-counted. Double-counting is permitted for any courses from the required categories and up to three courses from elective categories.

- Excluding any allowable double-counting of Liberal Arts Core courses, the maximum hours allowed for a major in the Standard Program is: 30 hours for the B.A.S., 62 hours for the B.A. and B.L.S. degrees, 68 hours for the B.S. degree, 80 hours for the B.F.A. and B. Music degrees, and 80 hours for the B.A. - Teaching degree (including the professional sequence).
- 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.

The Standard Program must be possible to complete in 8 semesters, or 8 semesters and one summer session, for the full time, regular admission student taking an average of 15 ½ credit hours per semester.

If a Standard program **cannot** be completed in 8 semesters plus one summer session, the program will be considered an “extended” program, regardless of its credit hours. 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; and
- > scheduling course offerings carefully, especially when a program requires the completion of a sequence of courses.

Extended Programs:

**No new extended programs will be allowed, and no existing extended programs may increase in length.

Any program that exceeds the maximum hours allowed for a major in the Standard Program (excluding any allowable double-counting of Liberal Arts Core courses) is considered an Extended Program. This includes majors which require more than 62 hours for the B.A. and B.L.S. degrees, more than 68 hours for the B.S. degree, and more than 80 hours for the B.F.A. and B. Music degrees, and more than 80 hours for the B.A. - Teaching degree (including the professional sequence).

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 exceeds 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 Liberal Arts Core 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 Liberal Arts Core courses may be double-counted.

The UCC encourages departments with lengthy majors 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.

The summary table which follows identifies the maximum hours within a major in standard undergraduate degree programs. 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.	80**

* Not including Double-Counting of Liberal Arts Core Courses.

** Includes Allowance of 33 Hours for the Professional Sequence, Excluding Methods Courses (Methods courses are considered part of the major).

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 by action of the University Faculty Senate on May 14, 1975. Maximum flexibility was assumed by those proposing this concept at that time. The UCC specifies the following guidelines concerning the creation of new Certificates or the revision of any existing ones effective with the 1996-98 curriculum cycle:

- A. 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.
- B. Certificates should generally be shorter than minors in related areas.
- C. Certificates should involve only courses already in existence, or proposed as a part of a major or minor. No courses should be created solely for use as Certificate requirements or options.
- D. 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. This requires approval by the college(s) of the proposing department(s), the UCC, and the University Faculty Senate.
- E. An academic office must be identified which will be responsible for maintaining and publicizing the program and for notifying the Registrar's Office in a timely fashion of those graduating students who have completed it.

LIBERAL ARTS CORE

The requirements for completing the Liberal Arts Core, the courses within each of the Liberal Arts Core categories, and administrative policies relating to the Liberal Arts Core are identified in the *UNI Catalog*. Several of the administrative policies relating to **Liberal Arts Core courses** appear below.

- > The Liberal Arts Core requirements apply to all undergraduate degree programs.
- > Liberal Arts Core courses may be used to satisfy requirements for both the Liberal Arts Core and a major, minor, emphasis, or certificate program.
- > Double-counting is permitted for determining the length of major, minor, emphasis, or certificate programs.
- > Departments offering a Liberal Arts Core course may preclude students in their programs from taking that particular Liberal Arts Core course to satisfy the requirements for the Liberal Arts Core or their programs.
- > The only prerequisites permitted for a Liberal Arts Core course are other Liberal Arts Core courses.
- > All courses taken to meet Liberal Arts Core requirements must be taken for graded credit.

COURSES

Courses are designated by an alpha subject field (up to 8 characters) and 4-digit course number. The alpha subject field refers to the department or area of the course; the number refers to the specific course. For example, in the course designated ART 3011, *ART* refers to the Department of Art and the *3011* refers to the course. This particular course will be indicated in the following pages as ART 3011.

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). There are no stand-alone 5000-level courses. 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 following table, 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 (059), 3159 (159), 4159/5159 (159g), 6259 (259), 7359 (359) - Reserved for temporary courses of a special or experimental nature. May be repeated on different topics.

3133 (133), 4133/5133 (133g), 6233 (233) Workshop - 1-6 hrs. Offered for special groups as announced in advance. Students may take work in one or more workshops but may not use more than 6 hours toward graduation.

3179 (179) 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 (086), 3186 (186), 4186/5186 (186g), 6286 (286), 7386 (386) 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 Schedule of Classes. May be repeated on different topics.

109C (09C), 319C (19C) Open Credit - 1-6 hrs.

319P (19P) 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 (198) 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 (199) 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 (285) or 7385 (385) 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 (289) or 7389 (389) Seminar - Offered as needed in the various disciplines. Credit and topic to be given in Schedule of Classes. May be repeated on different topics.

629C (29C) 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 ____629C (xxx:29C), *Continuous Graduate Student*, and assessed a \$50 fee. Continuous enrollment insures that students can access their university email accounts and utilize the library and its services through graduation. May be repeated

629R (29R) 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 ____6299 (xxx:299) (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 (297) or 7397 (397) Practicum - 1-4 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching. May be repeated.

6299 (299) or 7399 (399) Research - See details for approval and registration. Repeatable to the maximum credits for a student's degree.

7300 (300) Post-Comprehensive Registration. For Doctor of Education and Doctor of Technology programs. May be repeated.

Individual Studies Program

Courses offered in the Individual Studies Program may have a prefix of INDIVSTU xxxx (000:xxx) instead of a department number. These include:

4192 (192) Exploratory Seminar - 1-3 hrs.

4196 (196) Interdisciplinary Readings - 1-3 hrs.

4197 (197) Undergraduate Thesis - 3-6 hrs.

4198 (4198) Individual Study Project - Hours arranged by Individual Studies Program Coordinator.

IV. GRADUATE PROGRAM AND COURSE STRUCTURE

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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 Education, Master of Business Administration, Master of Music, Master of Public Policy, Master of Science, Professional Science Master's, Master of Social Work, Specialist in Education, Doctor of Education (Ed.D.), Doctor of Industrial Technology (DIT).

All master's degrees require a program of study with a minimum of thirty (30) semester hours of graduate credit. The minimum number of 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.) and Doctor of Industrial Technology (DIT) degrees require a minimum of 60 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.

The degree requirements, as specified in the degree statement approved by the Board of Regents, will be programmed into the Advisement Report, which will be available to the student through MyUNiverse Student Center and to their Advisor through MyUNiverse Advisor Center, as well as to other faculty and staff who have security access to view student records. The Advisement Report is the tracking document for graduation checkout in the Registrar's Office.

GRADE POINT AVERAGE

For Master's students and Specialist in Education students:

A cumulative grade index of 3.00 (B average) must be earned in all courses required for the degree or applying to the degree. The Plan GPA on the advisement report is used to monitor this. No more than six (6) semester hours of C credit (C+, C, C-) may be applied toward credit for graduation. Individual departments may identify specific courses within the degree for which a minimum grade of B is required. Courses with grades of D+, D, D-, F, or NC will not apply toward graduation, although they will be included in the cumulative GPA and also in the Plan GPA if earned in a required course or a course that would automatically apply to the degree. **The original grade for any repeated course will be included in the computation for the Plan GPA, as well as in the overall cumulative GPA.** See also the Common Regulations and Requirements for All Graduate Programs.

For Doctor of Education and Doctor of Industrial Technology students:

A cumulative grade point average of 3.00 or above (on a 4.00 scale) must be maintained for all course work taken toward the Doctor of Education degree at the University of Northern Iowa. No more than 6 semester hours of C credit (C-, C, C+) may be applied toward credit for graduation. A course with a grade lower than C- may not be used to fulfill degree requirements. **The original grade for any repeated course will be included in the computation for the Plan GPA, as well as in the overall cumulative GPA.** See also the Common Regulations and Requirements for All Graduate Programs.

COURSES

Courses which will count for graduate credit are 5000, 6000, or 7000 level courses. A 5000-level course is always cross-listed to a 3000 or 4000-level course of the same number (i.e., 4256/5256). There are no stand-alone 5000-level courses.

Special note of the 3000/5000 and 4000/5000 courses must be taken in the curricular process. These are courses primarily for junior, senior and graduate students. The 3000 or 4000 level course number is taken by undergraduates, and the 5000-level course number is taken by graduate students. Proposals related to these courses will be reviewed by both UCC and GCCC. **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 3000/5000 and 4000/5000 level courses must include the prerequisite, "junior standing." If consent of instructor is also required, the prerequisite must read "junior standing and consent of instructor." When preparing curriculum and completing the Edit Existing Course form or New Course Proposal form, the justification must identify why the course is appropriate for graduate credit. For 3000/5000 and 4000/5000 courses, there must also be a specification of the differences in requirements and expectations that will apply to graduate students in the 5000-level course.

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. and the D.I.T. have separate sets of core requirements as specified in the *UNI Catalog*.

MINIMUM CREDIT HOURS: 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 60 semester hours of credit beyond the master's degree with a minimum of 45 semester hours at the 6000/7000 level taken at UNI, including exactly 6 credits of INTDEPED 7399. Other degree requirements are specified in the *UNI Catalog*.

The DIT program requires a minimum of 60 semester hours of credit beyond the master's degree. At least 45 hours of these credits must be earned at UNI. At least 38 semester credit hours must be in 6000 or 7000-level courses, including exactly 12 credits of TECH 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.

The DIT degree requires the successful completion of both the written and oral portions of a doctoral comprehensive examination. 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 should be involved in the curriculum development process. 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. 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 GCCC 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.

The development of curriculum proposals by departments and other groups is effectively continuous in nature. See discussion on "General Timetable" in Section I in this document. The GCCC meets as needed (under the direction of the Graduate Council). Following receipt of curriculum proposals each fall, the chair of the GCCC will set up and announce in a timely fashion open meetings with the colleges for curricular review. The GCCC 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.

SEE THE TRUTH IN ADVERTISING STATEMENT
on Page 18

APPENDICES

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Note: The current curriculum forms are no longer listed in this handbook as Appendices. Each form is posted separately on the Provost's Curriculum Review website, so that departments can fill them out on paper and use them for consultation before Leepfrog's "Next Catalog" becomes available each year. See the following web link for the forms.

<http://www.uni.edu/provost/curriculum-review/uccforms>

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 for Graduate Academic Affairs in the Graduate College (319-273-2748).



APPENDIX A

CURRICULUM PROCESS AND EDUCATOR PREPARATION

All changes in curriculum that affect teaching majors must correspond to curriculum exhibits (endorsements) submitted to and approved by the Iowa Board of Educational Examiners.

To know what proposed changes affect the curriculum exhibit, click on the major in question at: <https://www.iowaonline.state.ia.us/ece/>. Enter "University of Northern Iowa" for College Name. Find the appropriate exhibit. If there are problems request a copy of the exhibit sheet from the Office of Teacher Preparation, SEC 152, 3-2265

- A. **Departments** forward proposals along with Consultation Form Consult-Ed Prep to the Office of Teacher Preparation, SEC 152, involving:
1. Graduate Licensure or Teaching majors & minors (consult Catalog)
 2. Professional Education Sequence (consult Catalog)
 3. licensure requirements
 4. duplication
 5. interdisciplinary implications
 6. new courses/revised courses included in teaching majors/minors/professional education requirements
 7. dropped degrees/majors/minors/courses in teaching majors/minors/professional education requirements
 8. admission/exit requirements to teacher education programs
 9. Changes in course numbers or titles of major courses
 10. Creation or deletion of courses that could be taken by teaching majors to meet endorsements
 11. Creation or elimination of programs that could be or are used to meet teaching license endorsements
 12. Changes in course content that eliminate or move state mandated licensure requirements from one course to another (Most often pertains to courses designed specifically for teaching majors. Consult curriculum exhibits.)
- B. **(Undergraduate Curriculum) Teacher Preparation Senates:**
1. Office of Teacher Preparation sends proposals for editorial and substantive changes to Teacher Preparation Senate(s)
 2. Teacher Preparation Senate(s) assigns proposals to the Teacher Preparation Curriculum Committee (TPCC) for review.
 3. TPCC will:
 - a. Examine all proposals related to teaching majors, minors, or professional education requirements, for licensure requirements, duplication, and interdisciplinary implications.
 - b. Review all proposals for new or modified teaching degrees/majors/minors/professional education requirements.
 - c. Review all new/revised courses included in teaching majors/minors/professional education requirements.
 - d. Review dropped degrees/majors/minors/courses in teaching majors/minors/professional education requirements.
 - e. Review requests for changes to the admission/retention/exit requirements to the teacher education program.
 - f. Have appropriate department present to TPCC.
 - g. Report and makes recommendations to respective TP Senate(s) at the next meeting.

2. TP Senate(s) deliberation decision options
 - a. No concerns; will recommend approved consultation.
 - b. Resolved concerns; After Further consultation with the respective Teacher Perspective Senate no further consultation is needed.
 - c. Unresolved concerns: TP Senate(s) will recommend to Teacher Preparation Coordinator(s) to fill out consultation form communicating unresolved concerns.

C. (Graduate Curriculum) Associate Vice President for Educator Preparation

1. Associate Vice President for Educator Preparation assigns proposals to the UNI Licensure Official
2. UNI Licensure Official will:
 - a. Examine all proposals related to graduate majors, minors, or professional requirements, for licensure requirements, duplication, and interdisciplinary implications.
 - b. Review all proposals for new or modified graduate degrees/majors/minors/professional requirements.
 - c. Review all new/revised courses included in graduate majors/minors/professional requirements.
 - d. Review dropped degrees/majors/minors/courses in graduate licensure majors/minors/professional requirements.
 - e. Consult with the appropriate department.
 - f. Report and makes recommendations to Associate Vice President for Educator Preparation.
3. Associate Vice President for Educator Preparation decision options
 - a. No concerns; will recommend approved consultation.
 - b. Resolved concerns; After Further consultation with the Associate Vice President for Educator Preparation no further consultation is needed
 - c. Unresolved concerns: After further consultation with your program and Educator Preparation it appears that there can be no resolution of this concern at this time.

D. Helpful Hints to Speed up the Consultation Process:

- When proposals are submitted electronically, download the Educator Preparation consultation Form Ed. Prep; get necessary signatures; and send original to the Office of Teacher Preparation, SEC 152 (0602)
- If you suspect that a proposal may be questioned by the TPCC, talk with your TP Senator to speed along the process.
- Questions: contact the Office of Teacher Preparation at 3-2265.
- Teacher Preparation Senators are listed on the Educator Preparation web site: www.uni.edu/teachered; on Governance; Elementary Senate or Secondary Senate

Appendix B

Curricular Program References

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2. Senate minutes re: timetable for curriculum review
 - a. #1341 1/28/85 (appendix D)
 - b. #1343 2/25/85
3. Senate minutes re: undergraduate program length/standard and extended majors
 - a. #1374 1/26/87 (appendix A) – as amended and approved 2/9/87
 - b. #1391 2/8/88
 - c. 4/22/02
 - d. 9/24/07
 - e. #1655 1/14/08
4. Recommendation of UCC and Provost’s LAC Curriculum Taskforce 5/4/07 re: program length
5. Senate minutes #1155 5/14/75 re: program certificates
6. Report of Academic Master Plan Committee 9/28/83 re: program certificates
7. UCC minutes 4/3/96 re: program certificates
8. Senate minutes re: foreign language requirement
 - a. #1384 – 9/28/87 (Appendix A) approved 10/12/87
9. Senate minutes re: courses
 - a. #1503 3/11/96
 - b. #1507 5/6/96
10. By-laws of the COE Senate 9/88 re: Membership & Procedures.
11. UNI Strategic Plan: 2004-2009 re: curriculum development and review general issues

Appendix B

APPENDIX B – 1

From: POLICIES AND PROCEDURES ONLINE

2.04 Curricular Changes

Purpose:

To establish processes to deal appropriately with curricular matters at departmental, college, university committee, and academic administration levels.

Preamble:

Because of the interdependence of parts of the curriculum, it is necessary that there be review and coordination at various levels. An effective curriculum, moreover, must have an internal consistency over a period of time; yet it must simultaneously be responsive to change. It is necessary, therefore, that there be both continuity and flexibility of curricular programs. To these ends, certain procedures have been established for effecting changes in the curriculum.

The decision-making power resides at various levels in those bodies responsible for the determination of policy and the allocation of resources. Usually, proposed curricular changes are initiated by the departments, but they may at times be initiated by the colleges or by the general faculty. Normally, the process of effecting curricular change moves from the level of the department to the college, to the university as a whole, and finally to the Iowa Board of Regents. New programs and new courses must have the approval of the appropriate bodies of both the university and the Board of Regents. Other curricular changes, including modification of established programs and new courses designed for established programs, must have the approval of the appropriate bodies within the university.

Policy Statement:

The curriculum of the University of Northern Iowa is a proper concern of the faculty, the administration, and the students. Although the faculty has primary responsibility for the curriculum, the responsibility is shared by the academic administrators who must implement the curriculum, and by the students for whom it is designed. Some curricular programs involve the individual instructional departments for the most part; others involve the departments and the colleges jointly; and still others involve the university as a whole.

Procedures:

To deal appropriately with curricular matters, departmental, college, and university committees have been created. Each committee has specific responsibilities, but no committee functions autonomously.

Department

The Department shall originate all curricular proposals within the appropriate jurisdiction of the department. Interdisciplinary programs and programs of broad scope may originate with other organs of the faculty with departmental consultation and concurrence as appropriate. The Department shall be responsible for course and program description and justification; course integrity; explanation of any duplication; impact statement, short- and long-term staff and financial implications; short and long-term inter-departmental implications.

College

The College receives and examines all proposals from above. The College shall be responsible for evaluating: a) course and program description and justification; b) course integrity; c) duplication; d) impact statement, short- and long-term related to staff and financial implications, and inter-departmental implications. The College shall hear appeals from faculty members and departments.

University Curriculum Committee (UCC)

The University Curriculum Committee shall have access to all curricular proposals on-line. The UCC shall study and approve or disapprove all undergraduate courses and programs, and act on 100-level courses ("g" may be added by Graduate Council to courses approved by UCC). The UCC shall consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies. The UCC is responsible

for evaluating University impact and duplication: The UCC shall distribute Minutes of its proceedings to the Graduate Council, advise the Graduate Council of course and program decisions which impact upon graduate courses and programs to a degree which is significantly different from past operations; seek to reconcile with the Graduate Council through whole bodies or designated representatives, those differences pertaining to impact concerns; and notify the University Faculty Senate when the UCC is unable to resolve impact concerns with the Graduate Council. The UCC will hear appeals from decisions made by colleges. The UCC shall forward to the University Faculty Senate all approved courses and programs.

Graduate College Curriculum Committee (GCCC)

The Graduate College Curriculum Committee shall have access to all curricular proposals on-line. The GCCC shall study and approve or disapprove all graduate courses and programs, and act on 200-level and 100g-level courses where UCC concurs with such addition. The GCCC shall consider only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies. The GCCC is responsible for evaluating University impact and duplication. The GCCC shall distribute Minutes of its proceedings to the UCC; advise the UCC of course and program decisions which impact upon undergraduate courses and programs to a degree which is significantly different from past operations; seek to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns; and notify the University Faculty Senate and Graduate Council when the GCCC is unable to resolve impact concerns with the UCC. The Council shall hear appeals from decisions made by colleges. The GCCC will provide summary reports of decisions to the Graduate Council. The Graduate Council will review and vote on these. The Graduate Council shall forward to the University Faculty Senate all approved courses and programs.

University Faculty Senate

The University Faculty Senate shall delegate to the UCC and the GCCC responsibility for final faculty approval of all curricular proposals except: a) departmental or college appeals subsequent to appeals at all appropriate subordinate levels; b) UCC or Graduate Council appeals; c) new degrees or programs which differ from existing degrees or programs to the extent that the University faculty should be consulted. The University Faculty Senate shall transmit all approved curricular proposals to the Office of the Executive Vice President and Provost. Following approval by the Executive Vice President and Provost, the proposals will be sent to the President for approval and transmittal to the Council of Provosts.

Curricular Changes

At all review levels, changes in curricular proposals can be made only with concurrence of the original recommending body.

Experimental/Temporary Courses

Experimental/temporary courses can be offered under the x59 designation up to three times, after which the course must either be dropped or, to be offered again, must be approved as a new course. Since x59 courses are not a part of the established university curriculum and are not listed in the catalog, the decision to offer them, after approval by the department, is an administrative one between the appropriate department head(s) and college dean(s). Approval and scheduling of x59 courses should be reported in duplicate on Form 59 to the Chair of the University Curriculum Committee and to the Registrar.

Effective Date

Curricular changes become effective on May 1 following approval by the Board of Regents.

University Faculty Senate approved, 4/28/08.

President's Cabinet recommended approval date: 07/08/08

President's Approval Date: 07/08/08

APPENDIX B – 2a

Senate Minutes #1341 (Appendix D) – 1/28/85 – Memo to Faculty Senate from UCC Chair

The University Committee on Curricula recommends for Senate approval the following action:

That the University of Northern Iowa adopt a two-year curriculum cycle which is coincidental with the publication of the university catalog and that the catalog publication be moved to the summer so as to be current for the opening of the fall semester. Exceptions for changes during the cycle will be permitted as specified below:

1. New majors, new minors, and new emphases within majors may be initiated through the regular process at any time and shall be forwarded to the Board of Regents upon approval.
2. Curricular changes mandated by an accrediting agency, by action of the Board of Regents, or by change in UNI curricular policy or requirements (i.e. general education) will be considered at any time during the two-year cycle. Such curricular change proposals must be accompanied by a copy of the mandate of the accrediting agency or by an explanation of the necessity for the proposed curricular change.
3. Proposals for curricular changes which are results of new developments in the discipline (e.g., change in focus or emphasis, technology) shall be accommodated through an experimental course number if a new course is required as a result of such development. Changes in course title, description, number, "g," etc., which do not, de facto, create a new course shall be considered only on the two-year cycle.
4. Errors incurred in the previous two-year cycle (e.g. accidental error in number assignment, elimination of course, etc.) shall constitute an automatic exception and proposals to correct such errors will be considered at any time during the two-year cycle.

Denial of Curricular Change

At any level of proposal review, a denial of the proposal shall be accompanied by an explanation of the reason(s) for the denial. The committee or body issuing the denial shall state whether it is willing to consider resubmission of the proposal of the curricular change during the two-year cycle as an exceptional submission.

The University Committee on Curricula recommends that the proposal become effective immediately and implemented this semester under the following timeline:

Departmental Proposals to College Committees	September 1, 1985
College Proposals to the UCC	October 1, 1985
UCC Proposals to the Senate	December 1985
Proposals to the Board of Regents	January 1986
New Catalog	June-July 1986

Future cycles would follow this timetable:

Departmental Proposals to Colleges	March 1987
College Proposals to the UCC	June 1987
UCC Proposals to Senate	November 1987
Proposals to Board of Regents	December 1987
Catalog Out	June 1988

For comparison purposes, the present timeline is as follows:

Departments Work	September-October
Colleges Consider	November-December
College Proposals to the UCC	January-March
UCC Proposals to Senate	April
Proposals to Board of Regents	May
Catalog Out	February of Next Year

[NOTE: The revised timeline in the UCC Handbook was approved by Faculty Senate April 28, 2008]

Even if the Senate does not accept the two-year cycle, the UCC recommends adoption of the proposed timeline. This would at least avoid the UCC acting on new changes during the very month the catalog is published.

The UCC held regular meetings throughout the fall semester to consider a number of options to streamline the curricular change process, to improve the quality of the process, to permit dissemination of current information about programs, to encourage more planning and consultation, and to reduce the increasing burden placed on members of the UCC to deal with editorial checks on prerequisites, total hours required, impact on other colleges, etc. The committee also studied the pattern of curricular changes over the past five years. There was some concern about the frequency and volume of changes in many majors and some question about the extent to which changes may be made simply because it is possible to change and not necessarily because there is a clear mandate for change.

At the same time, the committee was sensitive to the importance of the dynamic curriculum that is responsive to changing needs, current, and viable. The decision to recommend a two-year cycle to the Senate was not unanimous, and this issue of being able to be responsive was a major concern for those who did not favor the change. Members favoring the change, however, cited the availability of experimental course numbers, "Studies in," and readings courses for this purpose.

Iowa State University operates on a two-year cycle in conjunction with its catalog, with no exceptions allowed. New programs, however, may be submitted at any time. Their structure for approval for changes is similar to ours except that the entire faculty votes on the changes; they have no Senate. ISU requires that a course be taught under an experimental number before it can be presented as a permanent new course. The University of Iowa also presents new programs to the Board of Regents any time they are ready. Other changes are handled at the department and college level with no standardized timeline and no university-wide committee review. The University of Iowa admits that its catalog is always out of date, and this simply seems to be accepted.

The UCC sought written comments from the deans and department heads and also held an open hearing prior to forwarding this recommendation to the Senate.

APPENDIX B – 2b

Senate Minutes #1343 – 2/25/85

381/320 A recommendation from the University Committee on Curricula that the university adopt a two-year curriculum cycle and that the timeline for the cycle permit catalog publications in the summer (see Appendix D, Senate Minutes #1341). The Senate approved the request.

APPENDIX B – 3a

Senate Minutes #1374 – 1/26/87 (Appendix A)

APPENDIX A (as amended and approved at 2/9/87 Faculty Senate Meeting):

The University Committee on Curricula recommends to the University Faculty Senate the following structures for all undergraduate programs and degrees.

- I. The Four-Year or Standard Program for attaining the Bachelor's Degree will be the university norm. The Standard Program is defined by the following:
 - 1) Will consist of exactly 124 credit hours for the non-teaching B.A. and B.L.S. degrees or 126 credit hours for the B.S., or 130 credit hours for the teaching B.A., B.F.A., and B. Music degrees;
 - 2) Will be realistically capable of being completed in no more than 8 semesters (or 8 semesters plus one summer session for the 130-hour programs) for the full-time, regular admission student;
 - 3) Will include all General Education and the major requirements, including all college-level prerequisites and other specified requirements (such as a minor or second endorsement area if required by the major), plus some minimum number of elective hours. (See III below)

NOTE A: The credit hour and/or semester specifications may not be applicable to the following students: those with any competency/deficiency requirements (including foreign language); transfers; those who change programs or declare their major late; those who choose to enroll for fewer than average credit hours per semester; those who must repeat courses; or those who have otherwise contributed to the mis-sequencing of their courses by their actions (such as not obtaining advisement services, withdrawals from classes, etc.); students who elect additional majors or minors beyond the graduation requirements.

NOTE B: These program specifications require all departments and majors to carefully advise students; to openly advertise the semester by which the major must be declared to properly sequence their remaining requirements; to plan and to offer courses in such a way as to maintain the necessary course sequencing to graduate within the 8 semester limit.

NOTE C: 124 hours – 8 semesters x 15 ½ credit hours each
 130 hours – 8 semesters x 16 ¼ credit hours each or 8 semesters x 15 ½ hours plus one summer @ 6 hours

II. Extended undergraduate degree programs may be offered. If the number of hours required by the university, the Department of Education, and/or accreditation bodies exceeds the four-year limits, an extended program may be considered. Such extended programs must be advertised as requiring additional time to complete. These programs are defined as follows:

- 1) Will consist of no more than 138 credit hours for a non-teaching B.A. degree or 144 credit hours for a teaching B.A., B.S., B.F.A., or B. Music degree;
- 2) Will be realistically capable of being completed in no more than 9 semesters (or 9 semesters plus one summer session for the 144-hour program) for the full-time, regular admission student;
- 3) Will include all General Education and the major requirements, including all college-level prerequisites and other specified requirements (such as a minor or second endorsement area if required by the major), plus some minimum number of elective hours. (See III below)

NOTES A and B from I. Above also apply to the extended program

NOTE C: 138 hrs. – 9 semesters x 15 1/3 credit hours average
 144 hrs. – 9 semesters x 16 credit hours each or
 9 semesters x 15 1/3 plus one summer @ 6 hrs.

III. All programs (Standard and Extended) will have a maximum number of required credit hours specified by the major, including all college-level prerequisites and any other specification of the major. (See summary on next page.)

NOTE D: Any elective course within the general education program that is specified as a required course or a prerequisite in a major/minor program beyond a maximum of six hours will count toward the length of that program. (Note D as amended at Faculty Senate meeting 2/9/87).

Standard Four-Year Programs

<u>Degree</u>	<u>Maximum Hrs. in Major</u>	<u>Minimum Elective Hours</u>
Non-teaching B.A.	62 = ½ x 124	15 = 124-47-62
B.S.	68 = 62 + (130-124)	15 = 130-47-68
B.F.A., B. Music	80 = 68 + 12	3 = 130-47-80
B.A.--Teaching	80*	3 = 130-47-80
	*Of which a maximum of 33 is designated for the professional sequence with the remaining 47 for the major and methods.	

Extended Four-Year Programs

The extended program adds a maximum of 14 hours to the standard program. At most, 12 of the 14 hours can be applied to the major for the non-teaching B.A. and B.S. degrees. For the other degrees, all additional hours can be applied to the major.

<u>Degree</u>	<u>Maximum Hrs. in Major</u>	<u>Minimum Elective Hours</u>
Non-teaching B.A.	74 = 62+12 of the extra 14 max	17* = 138-45-74
B.S.	80 = 68+12 of the extra 14 max	17* = 144-45-80

B.F.A., B. Music	94 = 80+all extra 14 max	3* = 144-45-94
B.A.--Teaching	94 = Maximum 33 for Prof. Sequence + Remainder 61 for Major + Methods	3* = 144-45-94

*For programs less than the 138 or 144 hours, the elective hours cannot fall below the minimum for the Four-Year Programs.

NOTE E: The 61 hours for the major and methods under the extended program should allow for a minor which meets DOE certification requirements (24 hours plus methods) and a reasonably sized major program.

NOTE F: The hours for the B.A. –Teaching major could be increased if the Professional Sequence was below 33 hours.

APPENDIX B – 3b

Senate Minutes #1391 – 2/8/88

Double Counting (as amended and approved by Faculty Senate 2/8/88)

For purposes of determining the length of the major, departments may double count up to three courses from the elective categories of the new general education program, with no restrictions on the double counting of the courses from the required categories of general education.

APPENDIX B – 3c

Senate Minutes # – 4/22/02

726 Approve University Curriculum Committee changes in Degree Requirements and Curriculum Policies

.....

Senator Terlip moved that the minimum number of credit hours required for the non-teaching B.A. and the B.L.S. degrees be reduced from 124 to 120; second by Senator Ogbondah.

Motion to call the question by Senator Couch Breitbach; second by Senator Kashef. Motion passed.

Voting on motion to approve Recommendation 1, that the minimum number of credit hours required for non-teaching B.A. and B.L.S. degrees be reduced from 124 credit hours to 120, effective with the catalog for fall 2002 occurred. Motion passed.

Senator Kashef moved to approve Recommendation 2; second by Senator vanWormer.

Senator Varzavand suggested a friendly amendment. Discussion followed.

The amended motion reads “Unless otherwise specified by the program of study, restrictions on double counting of courses (i.e. applying course credit to meet more than one requirement) be eliminated.

Voting on the motion occurred. Motion passed unanimously.

Voting on the motion to reduce the minimum credit hour requirement for the B.S. degree from 130 to 126 hours occurred.

Motion passed.

APPENDIX B – 3d

Senate Minutes # – 9/24/07

845 Recommendation from a joint meeting of the University Curriculum and the Provost’s Liberal Arts Core – Curriculum Taskforce (See Appendix D-4 for recommendations)

Chair Licari stated that this document, which contains several recommendations, along with other information about the length of majors at UNI, is the result of a taskforce formed by Interim Provost Lubker to discuss ways in which UNI's curriculum may be improved.

Dr. Shashi Kaparathi, Coordinator for the Provost's LAC-Curriculum Taskforce, was present to discuss the recommendations with the Senate.

...

Dr. Kaparathi noted that page five of the report graphically shows the structure of an undergraduate program at UNI, with a total of 120 hours needed to graduate. A portion of that is the LAC that is common to all the programs. Above that are the major requirements, with the free or university electives on the top. If a major program has a reasonable number of requirements, the 120 required hours minus the major program credit hours, minus the LAC would be the electives that the student could take. Overtime, what has happened is that some majors have gradually increased in their requirements and the middle part of the graph has grown in size. When the middle part increased the Senate decided that we should not reduce university electives; that students should continue to be required to earn that minimum number. This resulted in students needing more than 120 credit hours to graduate.

This recommendation addresses this proliferation in major length. It is a phased implementation in that we want to prevent this from happening in the future but at the same time recognize that we can't very quickly cut major lengths without substantial changes in the infrastructure. They are recommending a phased implementation and to not approve any new programs that are large, while at the same time not allowing programs to extend their length. Existing extended programs will be allowed so that over time all they can do is go down in length. Dr. Kaparathi stated that this is a multi-part recommendation with the Faculty Senate directing the UCC to strictly enforce the maximum hours in the major to included all new major proposals (page 2 of the report, item #8), and to also direct the UCC not to approve any program restatements that would make a major that is in compliance now with the program length guidelines to be out of compliance (item #9). It further directs the UCC not to approve any program restatements for an increase in the length of majors that are not in compliance now with the program length guidelines.

The other part of the equation directs the Registrar's Office to stop the practice of enforcing the minimum amount of free electives so students can graduate with 120 credit hours (item #11). In addition, we don't want to have the possibility of having offering new extended programs.

.....

Senator Schumacher-Douglas stated that she ... is concerned about there being a blanket policy that no restatements in the future can be increased in length.

Dr. Kaparathi replied that restatements can be less or the same in length, they can't increase in length.

Chair Licari reiterated that it can be restated as long as more hours are not added. You can always restate with the same number of hours or less. If you are out of compliance you can't restate with more hours.

...

Motion to approve the recommendation by Senator Smith; second by Senator Soneson. Motion passed with 3 abstentions.

APPENDIX B – 3e

Senate Minutes #1655 – 1/14/08

858 Curriculum Package

-B.A. Teaching Degree and Music Degree, minimum total hours review by UNI's Registrar's Office

Associate Provost Kopper reviewed this item for the Senate, noting that when the University Curriculum Committee (UCC) reviewed the B.A. Teaching Degree and the B.A. Music Degree there was a reduction in the number of hours in both of those degrees. There was a resolution that had been passed by the Faculty Senate eliminating the mandated electives, which had an implication related to the number of hours in the degree. The UCC proposed that there be a range and the Registrar's Office indicated that an exact number was necessary, 120 hours. A lengthy discussion followed.

Motion to approve the B.A. Teaching Degree and Music-Composition Theory Major from the Curriculum Package by Senator East; second by Senator van Wormer. Motion passed with two abstentions.

#####

-B.A. Teaching Degree and Degree, minimum total hours review by UNI's Registrar's Office

Associate Provost Kopper reviewed this item for the Senate, noting that when the University Curriculum Committee (UCC) reviewed the B.A. Teaching Degree and B.A. Music Degree there was a reduction in the number of hours in many of the majors of both of those degrees. The resolution that was passed by the Faculty Senate eliminated the mandated electives, which had an implication related to the number of hours in the degree. The UCC proposed that there be a range of hours and the Registrar's Office indicated that an exact number was necessary.

Associate Provost Kopper distributed a table listing all B.A. Teaching Majors, and the Music majors, which shows how these degree programs have been affected by the elimination of those mandated electives. The recommendation from the Registrar's Office is to change the B.A. in Teaching and the B.A. in music to 120, which would match the minimum degree requirements set for B.A. degrees. In the front of the UNI catalog where the B.A. degree requirements are listed there will be notations making it very clear to students where there are exceptions to the 120 hours. Registrar Patton was firm on the fact that it cannot be 121, as in the Music-Composition Theory Major, it must be an even number.

...

Associate Provost Kopper remarked that it wouldn't change any of the hours in the major at all. All of those Music majors listed on the sheet will still have to take the number of hours listed, it won't change anything in the major hours. In looking in the front of the catalog there's language about taking major hours in a major in an attempt to be clear so students recognize where they're required to take additional hours.

APPENDIX B – 4

Recommendation of UCC and Provost's LAC Curriculum Taskforce 5/4/07 re: program length.

A Recommendation to the Faculty Senate

....

We recommend that the UNI Faculty Senate approve the following motion:

The UNI Faculty Senate hereby directs the University Committee on Curricula (UCC) to strictly enforce the maximum hours in the major per its decision of 2/9/1987 to all new major proposals.

Further, it directs the UCC not to approve any program restatements that would make a major that is in compliance now with the program length guidelines of 2/9/1987 to be out of compliance.

Further, it directs the UCC not to approve any program restatements for an increase in the length of majors that are not in compliance now with the program length guidelines.

Further, it directs the Registrar's Office to stop the practice of enforcing free elective hours over the minimum total hours required to graduate.

And that the policy dated 2/9/87 be modified and the possibility of offering new extended programs be eliminated.

ADDENDUM TO THE ORIGINAL RECOMMENDATION DATED 4/13/2007

Whereas we note that we are in the midst of a curriculum cycle and departments have already submitted their curriculum change proposals to the Colleges and/or the Office of the Executive Vice President and Provost;

Whereas we note that there are students whose time of graduation will be impacted by the original recommendation;

We further recommend that a tailored implementation be adopted as follows:

The directions to the UCC and the changes to the curriculum policy be implemented starting with the next curriculum cycle [see clauses 8-10 & 12 from the original recommendation below], and

The directions to the registrar be implemented immediately [see clause 11 from the original recommendation below].

ORIGINAL RECOMMENDATION DATED 4/13/2007

The UNI Faculty Senate hereby directs the University Committee on Curricula (UCC) to strictly enforce the maximum hours in the major per its decision of 2/9/1987 to all **new** major proposals. {8}

Further, it directs the UCC not to approve any program restatements that would make a major that is in compliance now with the program length guidelines of 2/9/1987 to be out of compliance. {9}

Further, it directs the UCC not to approve any program restatements for an increase in the length of majors that are not in compliance now with the program length guidelines. {10}

Further, it directs the Registrar's Office to stop the practice of enforcing free elective hours over the minimum total hours required to graduate. {11}

And that the policy dated 2/9/87 be modified and the possibility of offering **new** extended programs be eliminated. {12}

APPENDIX B – 5

Senate Minutes #1155 5/14/75 re: program certificates

“PROGRAM CERTIFICATES PROPOSAL”

“The purpose of a Program Certificate is to provide an alternative to programs which lead to a degree, a major, or a minor. The phrase ‘Program Certificate’ will be used to certify that an individual has completed a program approved by the University.

“Normally the Program Certificate would be awarded for the completion of a program that comprised fewer courses than is typical for a major or a minor. However, the exact number of courses and/or experiences could vary greatly among programs. For example, a Program Certificate titled ‘International Studies’ might involve the completion of numerous courses in several departments. In contrast, a Program Certificate titled ‘Para-Professionals in Library Science’ might involve two or three courses and perhaps a semester’s internship working in a library setting.

“The steps to developing Program Certificates would be as follows:

“1. The original idea for a particular Program Certificate could be initiated by students, faculty, or administrators. The idea would be written up and distributed to the department heads who would have courses and/or experiences directly involved in the Program Certificate.

“2. Department heads would discuss the proposal with faculty in their departments. If revisions were required at this step, it would be necessary for the proposals to return to the developers and then return to the departments for final approval.

“3. After receiving department approval signified by the signature of the department head(s), the proposal would go to the University Committee on Curricula. This Committee would then distribute copies to all department heads and academic deans. If not objections to the proposal were received within two weeks, the proposal would become an official program.

“4. It is assumed that the developers of Program Certificates would often work with Extension and/or Continuing Education Personnel. It is also assumed that the developers of a program would seek the assistance of such offices as Public Information Services to assist in the development of brochures and printed certificates.

“5. Since it will be necessary to maintain records regarding the existence of Program Certificates, it is recommended that the Registrar’s Office serve as the centralized registry for current Program Certificate Programs.

“6. Differing programs will no doubt wish to award certificates in differing manners. The developers of some programs may wish to give printed certificates directly to individuals who complete a program. Others may wish to have the Registrar’s Office, the Extension Office, or some other body award certificates. It is conceivable that some programs might wish to be officially recorded on transcripts of individuals who are officially registered with the University. Under these circumstances, it would be necessary for the developers to work closely with the Registrar’s Office to develop such possibilities.

“The Program Certificate Committee wishes to remain active as a group designated to evaluate programs following their development on at least a two or three year basis. If the program was not judged to be active and successful after several years of operation, it would be dropped or revised. The evaluation would remain the sole function of the Program Certificates Committed.”

Motion by Duncan, seconded by Halverson, to approve the proposal.

Motion by Duncan, seconded by Tarr, to replace the last sentence in paragraph 3. of the Proposal with the following sentence: “After a period of at least two weeks, the Committee would then act on the proposal.”

Motion to amend carried. Main motion, as amended, carried.

APPENDIX B – 6

Report of Academic Master Plan Committee 9/28/83 re: program certificates

7. Strengthen and Promote UNI's Program Certificates

The Academic Master Plan Committee recommends that the university make a concerted effort to strengthen and promote the Program Certificates.

The following procedures are suggested to accomplish the purposes specified in this recommendation.

- a. The University Senate should establish a committee to review the existing Program Certificates for the current programs' viability, advising and promotional mechanisms, and to be recommended deletion of non-viable programs.
- b. Distribution of information on Program Certificates should be available in centralized locations (such as Academic Advising Services, the Registrar's Office, Continuing Education and Special Programs) as well as in the departments responsible for each program Certificate.
- c. Information should also appear in the UNI catalog, including course requirements and the department responsible for each Program Certificate.
- d. Students should be required to "declare" their intentions to pursue a Program Certificate through the department responsible for the Program Certificate.
- e. The department responsible for the development of a Program Certificate should also be responsible for student advising, administration, and promotion. Each department should designate particular faculty, a committee, or an administrator for primary contact and that person's (or persons') names should be publicized or made readily available.
- f. For those Program Certificates that may be attractive to prospective freshmen or transfers or to other groups in the community, the department responsible should be required to communicate regularly with Admissions, Continuing Education and Special Programs, and other such appropriate administrative branches of the university.
- g. The development of new Program Certificates should be actively encouraged by faculty, students, or other interested groups.

APPENDIX B – 7

UCC Minutes 4/3/96 re: program certificates (approved by UCC 4/3/96)

Program Certificates were instituted by action of the University Faculty Senate on May 14, 1975. Maximum flexibility was assumed by those proposing this concept at that time. The University Committee on Curricula specifies the following guidelines concerning the creation of new Certificates or the revision of any existing ones effective with the 1996-98 curriculum cycle:

- A. 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.
- B. Certificates should generally be shorter than minors in related areas.
- C. Certificates should involve only courses already in existence, or proposed as a part of a major or minor. No courses should be created solely for use as Certificate requirements or options.
- D. 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. This requires approval by the college(s) of the proposing department(s), the Committee on Curricula, and the University Faculty Senate.
- E. An academic office must be identified which will be responsible for maintaining and publicizing the program and for notifying the Registrar's Office in a timely fashion of those graduating students who have completed it.

APPENDIX B – 8

Faculty Senate Minutes #1384 – 9/28/87 – Appendix A – approved 10/12/87

“The University Committee on Curricula voted on September 9, 1987, to recommend that the Senate revise the previously approved Foreign Language Competency Requirement by eliminating the provision that would have required students graduating in 1990 to have three years at the high school level or three semesters at the college level or a reasonable equivalent. The revised requirement approved by the University Committee on Curricula would read as follows:

“Students entering UNI who graduate from high school in 1989 are required to demonstrate a level of competence in a foreign language (modern or classical) equivalent to that achieved after the second semester at the college level. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the university.

The foreign language competency requirement can be satisfied in the following ways:

1. Satisfactory* completion of two years of high school study in one foreign language.
2. Satisfactory* completion of a combination of high school and college study in one language equivalent to the competence achieved after the second semester at the college level.
3. Satisfactory performance in an achievement examination measuring proficiency equivalent to that attained after the second semester of college study in one foreign language.

“Satisfactory completion means a minimum grade of “C” in the last course taken to meet this requirement.”

In considering this matter the University Committee on Curricula held two meetings, one of which was advertised to the entire university community. In addition, the Committee reviewed information gathered which addressed the exact requirements at the University of Iowa and Iowa State University, the level of preparation in foreign language that our students currently are coming with, the impact of the requirement on UNI major programs, opinions and recommendations of high school principals and foreign language teachers, performance data of students on the CLEP exam, and information compiled by the Department of Modern Languages. There was a wide ranging discussion of all of the issues involved.

In addition to dropping the requirement for three years of foreign language, the committee voted an amendment which specifies that both classical and modern languages may be taken to fulfill the requirement. A major factor in the final decision was the impact of the requirement on student program length at the University if the requirement was not met in high school. The vote by the Committee for the proposal was 7-2.

Members of the Committee will be present at the Senate meeting to answer questions and contribute to the discussion.

APPENDIX B-9a

Faculty Senate Minutes #1503 – 3/11/96

518 / 577 Request from Joel Haack to amend the following motion passed by the University Senate on February 26, 1996: “The University Senate requests that the Registrar enforce prerequisites and other course restrictions that are in the University Catalogue. Exceptions for individual students should be considered using the Standard Student Appeal form.” (Calendar item 577, Docket Number 505.)

Haack/Amend moved/seconded to amend the previously passed motion to read “The University Senate requests that the Registrar enforce prerequisites and other course restrictions that are in the University catalogue that can be enforced electronically at the time of student registration. Further, as part of its charge to departments for the next curricular cycle, the

Curriculum Committee shall instruct departments to examine the prerequisites for courses to ensure that the prerequisites listed in the catalog are enforceable.”

Haack/Amend moved/seconded to strike the last sentence of the amendment. Motion to amend the motion on the floor carried.

The main motion to amend the previously passed motion to read “The University Senate requests that the Registrar enforce prerequisites and other course restrictions that are in the University Catalogue that can be enforced electronically at the time of student registration” carried.

APPENDIX B-9b

Faculty Senate Minutes #1507 – 5/6/96

534 / 607 Request from the University Committee on Curricula and the Graduate College to change the University policy on seldom/never offered courses. The proposed new policy would state “*Courses not offered within the previous four-year period will automatically be dropped from the Catalogue. A course dropped from the Catalogue may be reinstated within a subsequent four-year period. After eight years of not having offered this course, reinstatement will require resubmission as a new course.*”

APPENDIX B-10

from: By-laws of the COE Senate (Approved September, 1988)

351.2 Committee on Curriculum. The Committee on Curriculum shall include one representative from each department/school within the College. It shall establish its operational procedures and guidelines for reviewing curricular proposals. It shall receive and, using established guidelines, review all curricular proposals. Proposals which meet the guidelines shall be submitted, along with the Committee’s recommendations, to the College Senate at least two weeks in advance of Senate consideration for final College action.

Appendix B-11

From: UNI Strategic Plan, 2004-2009

Goal 1.0

Provide intellectually challenging and character-building experiences for undergraduate and graduate students in a personalized learning environment.

Objective 1.1: Maintain the excellence in undergraduate and graduate programs that distinguishes the University, and strategically expand programs that attract students.

Objective 1.2: Provide a personalized learning environment that responds to needs, encourages growth, and recognizes achievements of individual students.

Objective 1.3: Increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

Objective 1.4: Enhance appreciation of, and encourage participation in, co-curricular and extra-curricular activities that cultivate intellect and character.

Objective 1.5: Broaden and enrich the intellectual and learning experiences of students by increasing the number of U.S. racial and ethnic minority, and international students, faculty, and staff.

Objective 1.6: Provide instruction to students by tenured or tenure track faculty in accord with established performance targets.

Objective 1.7: Maintain a schedule of class offerings that enables timely academic progress toward a degree.

Goal 2.0

Maintain a faculty distinguished by their creative and intellectually rigorous teaching and scholarship.

Objective 2.1: Recruit and retain a highly qualified and diverse faculty.

Objective 2.2: Support faculty initiatives to enhance the quality of their teaching.

Objective 2.3: Support and strengthen collaboration among Arts and Sciences, Business, and Education faculty as it pertains to the Liberal Arts core, Teacher Preparation and other university-wide programs.

Objective 2.4: Increase opportunities for faculty to enhance the quality and quantity of their research and creative activity.

Objective 2.5: Increase focus on research and creative activities that provide additional experiential learning opportunities for students.

Objective 2.6: Increase support for seeking external funding.