LACC Meeting Minutes
September 5th, 2014
8:15 a.m.
378 Rod Library

ATTENDEES: Susan Roberts-Dobie, Ellen Neuhaus, Blake Findley, Mike Klassen, Ryan McGeough, Kim Cline-Brown, Lori VanHooreweghe, Phil Patton, Donna Vinton, Jean Neibauer, Gary Gute, Deirdre Heistad, Colleen Sullivan, Paul Anderson

VISITORS: Julie Husband, Elizabeth Zwanziger, and Flavia Vernescu, all from Languages and Literatures, and Nate Beyerink, Study Abroad Office.

Heistad opened the meeting at 8:17 a.m. and asked everyone to introduce themselves.

Announcements/Updates

Heistad made the following announcements:

- the committee would be joined by visitors from Languages & Literatures at 8:45 a.m. to present their proposed 2+2 program
- she is waiting for the Faculty Senate to appoint a replacement for Todd Evans who is currently on medical leave.
- There are 28 first-year only sections in LAC courses and 53 Peer Mentors (PM) this semester.
- Heistad believes that there will be an increase in the percentage of incoming freshman taking a first-year only course over last year. She is hoping to beat 80%.
- Cline-Brown and Findley both commented on their positive experiences as an instructor with a PM and as a PM in a first-year only course, respectively.
- Heistad said that the PM program is being institutionalized and is off to a great start.
- Coordinating Committee updates:
  - Cornerstone – Nichole Harken and Karen Tracey are the Cornerstone Coordinators, now that April Chatham-Carpenter has accepted the Interim Associate Provost position.
  - C1cCC (math) – decided to give a pre and post survey. The response is over 50%. They are planning to complete direct assessment next semester with randomly selected student work. Heistad has added four new people to the committee.
  - C1dCC (wellness) – Dimensions of Well Being (DWB) is a very successful. Using the Cornerstone model, Oksana Matvienko has been hired as the Coordinator for DWB. The committee met and conducted assessments on both the lecture and lab parts last academic year. Now the data needs to be presented to the faculty. HPELS plans to present this new course into the curriculum cycle. Heistad said the LACC needs to congratulate itself for working with HPELS to allow the faculty time to create and implement a satisfactory course for this LACC requirement.
o C3CC (fine arts, literature, philosophy and religions) – Heistad is creating a coordinating committee for this group.

o C4CC (sciences) – the committee is working on creating a common rubric for courses as diverse as this category. They have reviewed some student work and plan to continue assessing an even wider random sample.

o C5CC (social sciences) – this a strong coordinating committee that meets regularly. Heistad met with the Dean and suggested this committee create a sub-committee to deal with assessment.

o Capstone – Heistad has asked Gute and Roberts-Dobie to be on this committee. Both have accepted.

o Heistad passed out the new LAC Advising Handbook. It has been well received on campus. Neibauer expressed her thanks to the Provost Office for financially supporting this project.

NEW BUSINESS

Husband, Zwanziger, Vernescu, Beyerink then presented their curriculum consultation for a new 2+2 program with Besancon, France (located in eastern France, about 1 hour from Switzerland. The town is a little larger than Iowa City.) which uses programs that are currently in process. Students would each receive two degrees – one from UNI – BA in Individual Studies, and a degree in French from Besancon.

Husband discussed the course equivalencies they are requesting at UNI and at Besancon. She explained that the French courses at UNI already exist in the French minor. They have also investigated a Living and Learning Community with the Department of Residence. Husband discussed the benefits of total language immersion and how much more quickly language skills develop. Discussion followed on how the program would actually work, pros and cons, opportunities for transfer students, honors students, etc.

Discussion followed on how this program, if approved, would be implemented. Husband and Patton both commented that it would be created as a new major within the Individual Studies program and would not need to go through the curriculum cycle. Patton also said they should hold a consultations with UCC and the Provost and Registrar would consider graduation requirements.

Heistad advised that Husband would also need to schedule consultations with other groups, such as Chris Martin with Communication Studies.

The opportunities for faculty exchanges have not yet been discussed. Husband agreed it was an interesting idea for the future.

Heistad asked for the original syllabi. Husband said she would get them to her. Husband would like to recruit for fall 2015. She said that the LACC would go through the requests and make a
recommendation. She asked Husband to return to the LACC for a final consultation before presenting it to the UCC. Husband agreed.

Heistad asked everyone to turn to the Curriculum Review handbook. She said there is a Senate subcommittee looking at the possibility of moving the process from a 2-year cycle to an annual process. Patton agreed that this change will happen. Scott Peters is editing the handbook and Heistad wants some clarification on the LACC’s role and impact in the curriculum process.

She asked the committee to look at the following:
- Page 3 – diagram showing the LACC with the curriculum change process
- Page 5 – distinguishing between editorial and substantive changes – Heistad wants the committee to define the difference.
- Page 7 – Heistad will bring Melissa Heston’s comments to this section and Heistad’s response to those comments to the next meeting
- Page 7-8 – Heistad found a contradiction in the Faculty Senate of the LACC’s description and will seek a correction
- Page 66 – Form L

Heistad will draft recommendations and work with the committee to finalize their comments. The deadline is the Monday after the next LACC meeting.

Heistad asked everyone to review Point C on the agenda. She would like to discuss prioritization of the LACC agenda for 14-15.

Heistad adjourned the meeting at 9:32 a.m.

Respectfully submitted,
Sue Jordan
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Does this need to be updated? I’m not sure it does, since all the steps are still followed, i.e., even “editorial” changes still go to UCC and those get reported to Senate.

[CSP1]
PARTICIPATING GROUPS’ RESPONSIBILITIES

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 Council on Teacher Education, Elementary and Secondary Teacher Education Senates, the Liberal Arts Core Committee, etc. This process is overseen by the faculty at both the college and university levels. Although departments bear primary responsibility for the development and regular revision of their curriculum, oversight at the university level is necessary. As noted above, 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 by departments within the college and have the authority to reject, return for clarification or approve proposals. In this process, college senates bear the primary responsibility for examining proposed catalog changes to undergraduate courses or programs that are editorial in nature and that, after consultation with all affected departments and colleges, are shown to have minimal, if any, impact outside of the proposing department. Such changes include changes to course titles, course descriptions and course numbering (as well as concomitant program restatements) that do not reflect a change in course or program content. Once approved by the college senate, proposed editorial changes will be forwarded to the 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 go onto the UCC’s consent agenda, which shall be 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 or any department, proposals shall be removed, without second and without discussion, from the consent agenda and given full review by the and placed on the normal UCC agenda for full review.

The UCC holds primary responsibility for examining the university-level implications of 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. “Substantive” refers to 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.

In order to assure consistency of standards within the Graduate College, all changes to graduate courses or programs must be approved by the GCCC and the Graduate Council.

Barring appeals to the University Faculty at large, the University Faculty Senate as the faculty’s principal representative agency, Senate bears ultimate responsibility for review of curriculum proposals. Although it normally delegates to the faculty’s curriculum committees its responsibility for approval of curriculum proposals, it pays special attention to new programs and to issues with substantial university-wide impact. 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 below. [CSP2]

The various groups participating in the curriculum review process, and their responsibilities, are Each group’s responsibility is laid out in more detail below:
A. The Department:

1. originates 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 (100g, 200, 300 level) 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. the Office of Teacher Education 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 www.state ia us/boee/colleges/uni/Endorsements.html. Click on link for the major or the “core” area (Professional Education Sequence) under revision. If the link is inactive, 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 IV of this handbook).

5. identifies those undergraduate proposals that are primarily editorial in nature and so designates on Form C and Form E in a memo to the College Senate.

6. forwards all department-approved proposals to the respective College Senate/Faculty Council.

B. The Elementary and Secondary Senates of Teacher Education:

1. Delegates the following responsibilities to the Teacher Education Curriculum Committee:
   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. Follow the Teacher Education ByLaws for addressing all proposals that affect the teacher education program as a whole, the Professional Education Sequence (licensure core), or proposals that raise concerns for teacher education majors’ path toward licensure.

g. Forward recommendations through the curriculum consultation process.

2. Follows the Teacher Education ByLaws for the university curriculum process.

3. Receives curriculum report from the Teacher Education Curriculum Committee.

4. Resolves concerns brought forward by the Office of Teacher Education and Teacher Education Curriculum Committee.

5. Provides a forum for faculty members and departments to clarify proposals or to appeal Senate decisions.

6. Originates, when deemed necessary, curricular proposals with appropriate departmental consultation. Proposals that are the result of changes in state accreditation standards may be forwarded directly to the Office of Academic Affairs for Faculty Senate information.

The Council on Teacher Education:

Delegates the following responsibilities to the Office of Teacher Education:

Examine all proposals related to teaching majors, minors, or professional education requirements, for licensure requirements, duplication, and interdisciplinary implications.

Review all proposals for new or modified teaching degrees/majors/minors/professional education requirements.

Review all new/revised courses included in teaching majors/minors/professional education requirements.

Review dropped degrees/majors/minors/courses in teaching majors/minors/professional education requirements.

Review requests for changes to the admission/retention/exit requirements to the teacher education program.

Follow the CTE guidelines for addressing all proposals that affect the teacher education program as a whole, the Professional Education Sequence (licensure core), or proposals that raise concerns for teacher education majors’ path toward licensure.

Forward recommendations through the curriculum consultation process.

Follows the CTE guidelines for the university curriculum process.

Receives curriculum report from the Office of Teacher Education.

Resolves concerns brought forward by the Office of Teacher Education and/or the CTE curriculum standing committee.

Provides a forum for faculty members and departments to clarify proposals or to appeal CTE decisions.

Originates, when deemed necessary, curricular proposals with appropriate departmental consultation. Proposals that are the result of changes in state accreditation standards may be forwarded directly to the Office of Academic Affairs for Senate information.

C. Liberal Arts Core Committee:

1. receives, reviews, and responds to consultations for proposals involving existing or proposed Liberal Arts Core courses.
2. receives and reviews proposals for changes in the design and structure of LAC categories and/or requirements (requires Form L).

D. 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, localized, non-substantive changes to courses as outlined in section 4 below.

6. as appropriate, returns proposals to department for clarification, correction or further work, making changes only after communication with the initiating department(s).

   1. forwards reports to the University Curriculum Committee (UCC) all approved curricular matters and unresolved objections. This report shall include a memo summarizing, including a summary of all localized, non-substantive editorial changes to be placed on the UCC’s consent agenda, all courses added, changed, or dropped, and all programs added, changed or dropped.

   2. forwards reports to and the Graduate College Curriculum Committee (GCCC) all approved curricular matters and unresolved objections.

   3. only makes changes in proposals after communication with the initiating department(s).

   4. forwards the complete College-approved proposal to the Dean of the College for approval of its financial implications.

8. designates a representative to deliver all college-approved proposals to the Office of the Executive Vice President and Provost by the stated deadline.
9. notifies the Office of the Executive Vice President and Provost of any proposals which have been approved but may have unresolved objections, and/or involve courses or programs which conflict with curricular guidelines.

E. University Curriculum Committee (UCC):

1. receives copies of all curricular proposals.

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 or any department, 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.

3. studies and approves or disapproves all new courses and course changes and acts upon all unresolved objections and items that differ from university curriculum structure/policy.

4. acts on all 100, 3000/5000 or 4000/5000 level courses (also reviewed by GCCC).

5. considers only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies.[CSP6]

6. is responsible for evaluating:
   a. University impact[CSP7]
   b. duplication
   c. compliance with restrictions on program length and other curriculum policies.

7. hears appeals from decisions made by colleges or recommendations from university councils, committees, or commissions.

8. 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.

9. seeks to reconcile with the GCCC, through whole bodies or designated representatives, those differences pertaining to impact concerns.

10. notifies the University Faculty Senate when the UCC is unable to resolve impact concerns with the GCCC.

11. forwards 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.  

12. 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.[CSP8]

F. Graduate College Curriculum Committee (GCCC):

1. receives copies of all graduate curricular proposals.

2. studies and approves or disapproves all graduate degrees and programs and restatements of graduate degrees and programs.
3. studies and approves or disapproves all new 100g, 200 and 300 level courses and course changes, and acts upon all unresolved objections and items that differ from university curriculum structure/policy.

4. considers only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies.

5. is responsible for evaluating:
   a. University impact
   b. duplication
   c. compliance with curriculum policies.

6. hears appeals from decisions made by colleges.

7. 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. Significantly, is construed to mean any instance in which a bona fide claim can be made that the essential character of existing offerings will be materially affected by what is proposed such that it is changed or impaired in such a way as to no longer represent what was intended. Mere dissatisfaction caused by the necessity of making minor adjustments is not to be considered a bona fide claim.

8. seeks to reconcile with UCC, through whole bodies or designated representatives, those differences pertaining to impact concerns.

9. forwards reports to the Graduate Council all approved curricular matters and unresolved objections.

10. notifies the University Faculty Senate when the Graduate College Curriculum Committee is unable to resolve impact concerns with the UCC.

G. 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 UCC believes deserve Senate attention. forwards to the University Senate all approved graduate curricular matters and unresolved objections.

H. University Faculty Senate:

1. delegates 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 GCCC appeals;
c. new degrees or programs which differ from existing degrees or programs to the extent that the University faculty should be consulted;

d. changes approved by the UCC or by the GCCC that have not been approved by the appropriate college(s);

e. other issues of substantial university-wide impact, as determined by the University Faculty Senate.

2. receives reports of all actions of the UCC and of the GCCC.

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 Executive Vice President and Provost.

I. University Faculty:

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

J. Office of the Executive Vice President and Provost:

1. Works with the registrar’s office to maintain and trouble-shoot issues in the curriculum software program.

2. prepares summary abstracts of all the submitted proposals for use by the UCC, GCCC, University Faculty Senate, academic departments, and Office of the Registrar (abstracts show all of the proposed changes in the form in which they should appear in the new catalog).

2. provides training to departments and colleges regarding curriculum process and procedures.

3. communicates with departments concerning any needed clarification relating to proposed changes, missing proposal materials, and similar problems requiring attention.

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 Council of Provosts.

6. following approval by the Council of Provosts, forwards all curricular proposals to the Board of Regents.
following approval by the 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:

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 no later than early March. Curricular change becomes effective May 1 of each year. 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, the UCC and GCCC, Grad Council and 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.

Timetable for Curriculum Review

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit(s) Involved</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall (even years)/Spring</td>
<td>Departments</td>
<td>Prepare curricular documents, review proposals and consult with relevant bodies</td>
</tr>
<tr>
<td>Spring (odd years)/Late spring/early fall</td>
<td>Colleges</td>
<td>Review department-approved proposals</td>
</tr>
<tr>
<td>June 1 (odd years)</td>
<td>Exec. VP &amp; Provost’s Office</td>
<td>Prepares and disseminates abstracts of proposals</td>
</tr>
<tr>
<td>September/October/November (odd years)</td>
<td>UCC &amp; GCCC</td>
<td>Reviews all college-approved proposals &amp; forwards them to Faculty Senate</td>
</tr>
<tr>
<td>December (odd years)/Jan</td>
<td>Faculty Senate</td>
<td>Reviews and acts on all proposals received from UCC and GCCC</td>
</tr>
<tr>
<td>Late Spring (even years)</td>
<td>Board of Regents</td>
<td>Acts on university-approved proposals</td>
</tr>
<tr>
<td>Summer (even years)</td>
<td>Registrar’s Office</td>
<td>Publishes catalog</td>
</tr>
</tbody>
</table>

Tentative Timetable/Deadline for One-Year Cycle

<table>
<thead>
<tr>
<th>Timetable/Deadline</th>
<th>Semester/Month</th>
<th>Unit(s Involved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Current Catalog Published</td>
<td>Registrar</td>
</tr>
<tr>
<td>mid-February</td>
<td>&quot;Nextcatalog&quot; available</td>
<td></td>
</tr>
<tr>
<td>early spring/by March 1</td>
<td>prepare curricular documents, review proposals and consult with relevant bodies (departments/LACC/teacher ed)</td>
<td>Departments</td>
</tr>
</tbody>
</table>
### Timeline of Proposals Review

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Spring/By May 15</td>
<td>Review department-approved proposals</td>
<td>Colleges</td>
</tr>
<tr>
<td>June 1</td>
<td>College Dean approval</td>
<td>College Dean</td>
</tr>
<tr>
<td>September/October</td>
<td>Reviews all college-approved proposals and forwards them to Faculty Senate</td>
<td>UCC/GCCC/Graduate Council</td>
</tr>
<tr>
<td>November</td>
<td>Approval by Faculty Senate</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>December 1</td>
<td>To Registrar (*university-wide proposals needing Board of Regents review/approval is sent to BOR by Provost Office) is sent to Board of Regents by Provost Office</td>
<td>Registrar*</td>
</tr>
<tr>
<td>January</td>
<td>Catalog finalized/proof copy send and returned from departments/clean-up</td>
<td>Registrar [<em>CSP10]</em></td>
</tr>
<tr>
<td>February 1</td>
<td>Catalog published</td>
<td>Registrar</td>
</tr>
<tr>
<td>April</td>
<td>New timeline designated by BOR for reviewing Regent universities' proposals (this timing could affect new programs/dropped programs)</td>
<td>Board of Regents</td>
</tr>
</tbody>
</table>

### Development of Curriculum Proposals

The development of curriculum proposals by departments and other groups is effectively continuous in nature. However, as explained in Section IV of this booklet, most proposals are developed within the framework of the standard two-year curricular cycle; this framework.

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 Executive Vice President and Provost 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 Executive Vice President and Provost 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit(s) Involved</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (every year)</td>
<td>Departments</td>
<td>Submit all proposed new majors that are currently undergoing institutional review to the Dean(s) of the relevant College(s)</td>
</tr>
<tr>
<td>April 1 (every year)</td>
<td>College Dean(s)</td>
<td>Forward proposals for new majors to the Office of the Exec. VP and Provost</td>
</tr>
<tr>
<td>April 15 (every year)</td>
<td>Exec. VP &amp; Provost’s Office</td>
<td>Submit an annual program planning list of all proposed new majors to the Board of Regents</td>
</tr>
</tbody>
</table>
UNI offers the following undergraduate degree programs: Bachelor of Arts — Teaching, Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Liberal Studies. 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.

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), 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.

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. Unless otherwise specified by the program of study, there are no restrictions on double counting of courses.** [CSP13]

- Excluding any allowable double-counting of Liberal Arts Core courses, the maximum hours allowed for a major in the Standard Program is: 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 an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major]. [CSP14]

- 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 an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major]. [CSP15]

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 unless otherwise specified by the program.

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

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Maximum Required Hours in Major*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-teaching B.A, B.L.S</td>
<td>62</td>
</tr>
<tr>
<td>B.S.</td>
<td>68</td>
</tr>
<tr>
<td>B. Music</td>
<td>80</td>
</tr>
<tr>
<td>B.F.A.</td>
<td>80</td>
</tr>
<tr>
<td>Teaching B.A.</td>
<td>80**</td>
</tr>
</tbody>
</table>

* 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

All UNI courses are numbered using a six-digit system. The first three digits are a departmental prefix number. The last three digits designate the specific course offered by the department and are intended to be used as described below.

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 or 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.

Courses numbered 4000 through 4999: Advanced upper level undergraduate courses including seminars, advanced independent study courses, honors thesis work, etc.

Courses numbered 5000 through 5999: Introductory graduate or first year graduate courses. (These numbers are used only as shadow numbers for courses numbered in 3000-3999 and 4000-4999 series specifically for graduate student registration in the course.)

Courses numbered 6000 through 6999: Upper level graduate courses.

Courses numbered 7000 through 7999: Doctoral courses.

> 000 – 099: 1000-1999, primarily designed for freshman and sophomore students.
> 2000-2999, primarily designed for sophomore students.
> 3000-3999, primarily designed for junior.
> 100-199, 3000-3999, primarily designed for junior and senior students (at least 10 hours of 100–1993000 and 4000 numbered courses are required in each major).

Remedial courses (2000 level) are either offered for 0 hours credit (see 800:002) or the credit hours received add to the student's undergraduate degree total hour requirement (see 620:002).
Courses may be listed under more than one department (see 450:045 and 980:045[CSP19]) 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.
**NOTE: I emailed this to Diane Wallace to ask for it to be updated but haven’t heard back yet.**

UNDERGRADUATE COURSE NUMBERS RESERVED FOR SPECIFIC PURPOSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credit Hours</th>
<th>Type of Course/Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>1-6 with max. of 18 to apply to graduation requirements</td>
<td>Open Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designed for special projects such as paper or work of art. The project must be submitted to a 3 person faculty committee, with credit awarded for work judged to be of at least “C” level quality.</td>
</tr>
<tr>
<td>XXX</td>
<td>1-3 with a maximum of 6 to apply to graduation requirements</td>
<td>Presidential Scholars Research</td>
</tr>
<tr>
<td>:10P</td>
<td></td>
<td>Limited to Presidential Scholars students. Topics and hours must be approved by the Presidential Scholars Board. Students in the Presidential Scholars Program follow a special program of study that includes seminars each semester on a variety of topics and a required senior thesis/project in their field.</td>
</tr>
<tr>
<td>XXX</td>
<td>Not restricted</td>
<td>Experimental</td>
</tr>
<tr>
<td>:050</td>
<td></td>
<td>Such courses may be offered by a department as many as 3 times. After that the course must either be dropped or have gone through the curricular review process and been approved as a new course. When an experimental course has been approved, the course may be offered one more time under the experimental number while the new catalog is being prepared. Approval and scheduling of experimental courses require form 59 to be completed and forwarded to the Provost's Office and to the Registrar.</td>
</tr>
<tr>
<td>XXX</td>
<td>Not restricted</td>
<td>Studies In</td>
</tr>
<tr>
<td>:086</td>
<td></td>
<td>Such courses are for specialized work not covered by existing courses. The topic for study and credit hours must be listed in the Schedule of Classes.</td>
</tr>
<tr>
<td>XXX</td>
<td>1-6 with a maximum of 6 to apply to graduation requirements</td>
<td>Workshop</td>
</tr>
<tr>
<td>:133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>1-6, with a maximum of 12 to apply to graduation requirements</td>
<td>Cooperative Education</td>
</tr>
<tr>
<td>:179</td>
<td></td>
<td>An education program which helps students integrate academic study with work experience. Requires approval by the faculty supervisor, the department head and the Director of Cooperative Education.</td>
</tr>
<tr>
<td>XXX</td>
<td>arranged in advance</td>
<td>Independent Study</td>
</tr>
<tr>
<td>:198</td>
<td></td>
<td>Provides students of outstanding ability and achievement with the opportunity to do work in a special area not offered in formal courses. Requires approval by department head approval before the program is undertaken, and must be under the supervision of one or more faculty members.</td>
</tr>
<tr>
<td>XXX</td>
<td>1-8</td>
<td>Study Tour</td>
</tr>
<tr>
<td>:199</td>
<td></td>
<td>Provides students with the opportunity to study and experience peoples and cultures other than their own.</td>
</tr>
</tbody>
</table>
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, including work taken on the master's degree. A minimum of 69 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.

The Doctor of Industrial Technology degree (DIT) requires a minimum of 64 semester hours of credit completed 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.**

For Doctor of Education 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. See also the Common Regulations and Requirements for All Graduate Programs.

PROGRAM APPROVAL CURRICULAR DEVELOPMENT

All graduate programs require students to submit a program of study reflecting the requirements of a specific department and program.

The program of study should constitute a cohesive, logically planned program reflective of the catalog requirements for graduate majors developed under the advisement of the department. The program of study, and any requested changes to it must be approved by the Graduate Advisor, Department Graduate Coordinator, and the Associate Dean of the Graduate College. It is filed online through MyUNIverse.

GRADE POINT AVERAGE

Master’s students must have a cumulative grade point average of at least 3.00 (B average). In determining a graduate student’s grade point average, all graded coursework attempted at UNI within the student’s program of study will be used. If the student has not yet filed a program of study, all graduate courses will be used as a basis of computation. If a graduate student repeats a course, both grades will be used in computing the grade point average. No more than six (6) semester hours of C credit (“C+”, “C”, “C-”) earned within the program of study may be applied toward credit for graduation. Individual departments may identify specific courses within the program of study for which a minimum of B is required.
Specialist in Education students must earn a cumulative grade average of at least 3.00 (B average) at UNI in all courses attempted after receiving the master’s degree. No credit toward graduation is allowed for a course in which a grade below “C” is earned.

Ed.D. students must have a cumulative grade point average of at least 3.00 (B average). No more than six (6) semester hours of “C” credit (“C+, “C”, “C-”) earned within the program of study may be applied toward credit for graduation.

DIT students must earn a cumulative grade point average of at least 3.00 (B average) at UNI in all courses attempted as a graduate student. No credit toward graduation will be allowed for courses in which the earned grade is below “C-” and a maximum of six (6) semester hours of C credit (“C+”, “C”, “C-”) earned within the program of study may be applied toward credit for graduation.

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. 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 submitting Form C or Form D to a curriculum committee, 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.

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 xxx 6299 Research and xxx 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 xxx 6299 Research and xxx 629R Directed Research. The remainder of the 30 semester hours will be xxx 6299 thesis research.

2. 6000-level credits: A minimum of 9 semester hours of 6000-level credit, other than xxx 6299 Research and xxx 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 xxx 6299, taken at the University of Northern Iowa is required for the degree. Directed Research xxx 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 xxx 6299 Research and xxx 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 xxx 6299 can be applied to the requirements for the degree. Directed Research xxx 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*.

**COURSES**

Courses which will count for graduate credit are 100(g), 5000, 6000/2000-level, or 3007000-level courses.

Special note of the 100g 4000/5000 courses must be taken in the curricular process. These are courses primarily for junior, senior and graduate students. In all 100g 4000/5000 courses greater academic achievement, both qualitative and quantitative, is expected of those receiving graduate credit than those receiving undergraduate credit.

All 100g 4000/5000 level courses must include the following statement, "Requires junior standing or consent of instructor." When submitting Form C or Form D to a curriculum committee, the justification must identify why the course is appropriate for graduate credit. For 100g 4000/5000 courses, there must also be a
specification of the differences in requirements and expectations that will apply to graduate students in the course.

CORE REQUIREMENTS

The master's programs of study may or may not have core requirements.

Master of Arts may or may not have Professional Core A as specified in the UNI Catalog.

Master of Arts in Education has some core requirements as specified in the UNI Catalog.
The Specialist and Specialist in Education programs have a set of core requirements as specified in the UNI Catalog.
The Ed.D. and the DIT have a set of core requirements as specified in the UNI Catalog.

MINIMUM CREDIT HOURS—Masters 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.), the Master of Arts in Education (M.A.E.), and the Master of Music (M.M.), and the Professional Science Master’s (P.S.M.), a minimum of 24 semester hours must be in course work other than xxx:299 Research and xxx:29R Directed Research. For the Master of Science (M.S.) degree, a minimum of 21 semester hours must be in course work other than xxx:299 Research and xxx:29R Directed Research. The remainder of the 30 semester hours will be xxx:299 thesis research.

2. 200-level credits: A minimum of 9 semester hours of 200-level credit, other than xxx:299 Research and xxx:29R Directed Research, taken at the University of Northern Iowa is required. A minimum of 15 semester hours of 200-level credits, including 6 hours of xxx:299 and possibly xxx:29R taken at the University of Northern Iowa is required for the degree.

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.), the Master of Arts in Education (M.A.E.), the Master of Business Administration (M.B.A.), the Master of Music (M.M.), the Master of Public Policy (M.P.P.), the Master of Science (M.S.), 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 xxx:299 Research and xxx:29R Directed Research.

2. 200-level credits: A minimum of 12 semester hours of 200-level credit, taken at the University of Northern Iowa is required. No more than 3 semester hours of xxx:299 can be applied to the requirements for the degree, xxx:29R cannot be applied to the required minimum hours of 200-level as determined by each program.

The Specialist in Education program requires a minimum of 69 semester hours of graduate credit beyond the bachelor’s degree. A specialist student must earn at least 24 semester hours of credit in 200-level courses. A student who has not completed a thesis for the master’s degree must complete one for the specialist degree. A department may require a student who has written a master’s thesis to write a thesis for the specialist’s degree also.

The Ed.D. program requires a minimum of 60 semester hours of credit beyond the master’s degree, with three components credit distribution as specified in the UNI Catalog.
The DIT program requires a minimum of 64 semester hours of credit be completed beyond the master's degree. At least 52 hours of these credits must be earned at UNI. At least 38 credit hours must be in 200- or 300-level work. Research credit of 12 semester hours will be granted for the successful completion of the dissertation.

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 IV 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). During the curricular year review process (the odd-numbered years), Following receipt of curriculum proposals each semester, the chair of the GCCC will set up and announce in a timely fashion open meetings with the five colleges for curricular review. The In the off years (the even-numbered years), the GCCC may meet at other times to work on general review of curricular processes (including review of their own procedures) and review and help in the editing process of the catalog.

SEE THE TRUTH IN ADVERTISING STATEMENT  
on Page 21
IV. CURRICULUM DEVELOPMENT AND REVIEW ISSUES

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 minor 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, a duplication issue; (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.

Major significant changes, such as altering in (1) course content or (2) course pedagogy, creating new courses, or adding courses to programs, (3) the creation of a new course, and/or (4) the addition of 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.

A change 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 — will affect other departments that: (1) have a similar course among their offerings, a duplication issue; (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.

The addition or deletion of courses to a program will affect other 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 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 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 on p. x above, all proposals for new programs must be approved by Iowa Coordinating Council for Post High School Education [CCPHSE] 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 Council on Teacher Education.

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 (see Form J, Form J-L, and J-T Ed.).

If the recipients have objections to the change, it is their responsibility to notify the originating department promptly of the reasons for the objection. (Form J, J-L, or J-T Ed. are also to be used for responding to notifications of proposed curricular change.) 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 Office of the Executive Vice President and Provost must be notified of the unresolved objections. (Form A, IX.) 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 looks for evidence of the willingness of both parties to reach reasonable solutions to their differences. The UCC considers a non-response or the lack of a timely response to be an indication of lack of interest, implying that the recipient has no objection to the proposed change. [Note: the UCC considers a timely response to be no longer than one month, two weeks during the regular academic year.]

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. This should be done using the impact analysis tool at UNI Curriculum Online. See picture below.
Consultation with the library (Form J-L) should take place for all new courses (including those previously offered on an experimental basis), majors, minors, emphases, and certificates for which substantive changes are being...
proposed. See page 5 for a list of curricular proposals that should be brought to the attention of Teacher Education (Form J-T Ed.).

In addition to the consultation process that is initiated by the department proposing a curricular change, all departments have the opportunity to review the abstract of all curriculum proposals that have been submitted to the Office of the Executive Vice President and Provost. The curriculum abstract prepared by the Office of the Executive Vice President and Provost during the summer is distributed to all academic departments, the Library, and the Office of Teacher Education before the start of the fall semester. Each department is advised to examine the abstract carefully to ensure that they are aware of all proposals that affect them. 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 appearing in the abstract, 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.

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.
V. DESCRIPTION OF CURRICULAR FORMS

All curricular proposals must be prepared in accordance with the designated formats and guidelines using the UNI Online Curriculum System. Submission is required in both **hard copy** (1) and **online**. The forms to be used for proposing various types of curricular change appear in Appendix A to this booklet.

All proposal forms must be **complete**, or they will be returned to the appropriate Department and/or College. Proposals received from the Colleges must also be **submitted by the stated deadline** (end of spring semester in odd-numbered years). Any proposals received after the designated deadline will not be considered during the normal curricular cycle unless time permits.

For all changes requiring consultation (for which Form J, J-L and/or J-T Ed., should be used), only the summary of the consultation is required on the actual forms. However, copies of all consultation letters and responses must be included in the submitted printed proposal package.

Each change must be accompanied by a completed form of the appropriate type; for example, if 3 new courses are being proposed, then the package should contain 3 completed versions of Form D.

**FORM A: SUMMARY OF CURRICULAR CHANGE AND BUDGET SUMMARY**

This form requires four types of summary information:

1. A summary listing of all proposed curricular changes from the department, by type of change (items I through VII).

2. A departmental budget summarizing the estimated, composite cost of all the additional resource needs for all the changes included in the department’s curricular proposal (item VIII). The expectation is that this summary cost will equal the sum of the costs found on all the itemized budget forms accompanying each proposed change (Forms C, D, E, F and G). When the summary budget is not simply the sum of all the other costs identified in the curricular package, the department must explain the discrepancy.

3. A list of all unresolved objections to College-approved proposals (item IX). Refer to Section IV, Form J, Form J-L, or Form J-T Ed — Consultations.

4. A list of all College-approved proposals which differ from curricular guidelines (item X). Section II identifies the established guidelines for courses and programs.

This form must be signed by both the College Dean and the Department Head.

**FORM B-1: DROPPED COURSE**

This form covers course drops initiated by the department.

A list of all courses which have not been offered for the last four years will be provided by Office of the Registrar. All such courses will automatically be dropped from the **UNI Catalog**. A course dropped from the catalog may be reinstated within the 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. Form B-1 does not have to be completed for such automatic course drops. However, these automatic drops are to be reported on Form A (item I).

Form B-1 must be completed for each course which the department wishes to discontinue offering.
The department must identify the semester in which the course was last offered.

The **explanation/justification** for discontinuing the course must be provided.

The **impact** the drop will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified. The department is required to **consult** (using Form J) with the outside departments who will be affected by the change and report the summary of the **results of such consultation efforts**. However, copies of all consultation letters and responses must be included in the submitted proposal package.

**FORM B-2: (Board of Regents FORM F) DROPPED AND/OR SUSPENDED MAJOR, MINOR, EMPHASIS OR CERTIFICATE**

Form B-2 must be completed for the proposed drop or suspension of any major, minor, emphasis or certificate.

Any major, minor, emphasis or certificate that has students currently enrolled may not be dropped until the last student has completed the program. Such programs may be suspended.

The department must identify the current enrollment in the program, describe how students currently enrolled will be able to complete the program, and estimate when the last enrolled student is expected to complete the program.

The department must identify how many students have been enrolled in the program, and how many students have completed the program in the last 5 years.

The department must attach an enrollment report for this program for the last 5 years with Form B-2.

The department must provide the explanation/justification for discontinuing the program.

The **impact** the drop will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified. The department is required to **consult** (using Form J) with the outside departments who will be affected by the change and report the summary of the **results of such consultation efforts**. However, copies of all consultation letters and responses must be included in the submitted proposal package.

**FORM C: CHANGES TO AN EXISTING COURSE**

Form C must be completed for each course to be changed. Form C is to be used to identify the following types of changes to be made to existing courses:

1. course number *(including the addition or deletion of a “g” notation to 100 level courses)*
2. title
3. description
4. credit hours
5. prerequisites, co-requisites, and/or other course enrollment management requirements

**If the proposed change to an undergraduate course is primarily editorial in nature, check the appropriate box at the top of the page it is. These proposals are eligible for inclusion on the UCC’s consent agenda after college senate review. Such proposals include minor title changes, course numbering changes and course description changes that do not affect prerequisites and that have limited-to-no impact outside of the proposing department.**

When proposed course changes include a **new title, description, and prerequisites**, such changes are often indications that a new course is being crafted from an existing course. In such situations, the UCC and GCCC may recommend that the department drop the old course (using Form B-1) and add a new course (using Form D).

Whenever the course **number is to be changed**, the department must include instructions for the Registrar’s Office about whether students who have received credit under the existing number will be permitted to register for and
receive credit for the course under the new number. Departments must not propose new course numbers that are reserved for courses common to all departments (see Section II, Courses).

Significant changes in course content and/or pedagogy will typically require changes in the course description and possibly course prerequisites. Such changes may also have implications for additional resource needs that must be identified.

The listing of course prerequisites must include all prerequisites, including any "hidden" prerequisites (courses which are prerequisites to the prerequisites of the course under consideration).

When a new course title is proposed, the Office of the Registrar will abbreviate the title if it is more than 26 characters in length (including spaces) for purposes of its listing on the student transcript. Departments should either limit the course title to the maximum number of characters or propose an appropriate abbreviation for use by the Office of the Registrar.

For catalog publication purposes, course descriptions are to be limited to 280 characters (including spaces and prerequisite statements).

The explanation/justification for the proposed changes must be provided. For courses to which a "g" is to be added, the justification must identify why the course is appropriate for graduate credit, the differences in requirements and expectations that will apply to graduate students enrolled in the course. All proposed graduate level courses must be approved by the department's graduate faculty. All "g" courses must, at a minimum, include the prerequisite phrase: "Junior standing or Consent of Instructor".

The impact the changes will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified, as well as the impact the changes will have on computer usage and library resources and facilities. The department is required to consult with the outside departments and university services, including the Library, likely to be affected by the proposed changes and report the summary of the results of such consultation efforts. However, copies of all consultation letters and responses must be included in the submitted proposal package. The originating and consulted departments should maintain records of all consultation emails and replies for review if requested by curricular bodies.

Any additional resource needs to support the proposed course change(s) must be identified and their cost estimated. Various categories of resources needs are listed, all of which must be considered.

**FORM D: NEW COURSE PROPOSAL**

Form D must be completed for each new course.

**NOTE:** Faculty may teach an experimental or temporary course up to three times using form 59 instead of filing form D. Such experimental courses do not go through the curriculum review process, but form 59 must be filed before the course will be printed in the schedule of classes (see page 36 for details).

1. The following descriptive information concerning the course is required.
   a. Catalog description including: title, credit hours, description, and all prerequisites, including any hidden prerequisites. The Office of the Registrar will abbreviate the title if it is more than 26 characters in length (including spaces) for purposes of its listing on the student transcript. Departments should either limit the course title to the maximum number of characters or propose an appropriate abbreviation for use by the Office of the Registrar. For catalog publication purposes, course descriptions are to be limited to 280 characters (including spaces and prerequisite statements).
   b. Any history of offering the course on an experimental basis.
   c. A course outline and/or syllabus that identifies the proposed topic coverage, textbook(s), supplemental reading(s), and pedagogy.
2. A justification for the new course is required which includes the considerations identified below.

   a. The course's role in overall curriculum development as part of strategic planning, student outcomes assessment, annual academic program review, and any accreditation or licensure requirements.

   b. Identification of where this course will be used (major, minor, emphasis, certificate) and how (as a required or an elective course).

   c. An estimate of the expected enrollment, the frequency with which the course will be offered, and who will teach it.

   d. Consideration of any duplication of course content or title similarity across campus.

   e. If the course is a graduate level course (3000/5000, 4000/5000, 6000, or 7000 level), the justification must identify why the course is appropriate for graduate credit, and if the course is 3000/5000 or 4000/5000-level, the differences in requirements and expectations that will apply to graduate students enrolled in the course. All 3000/5000 and 4000/5000 courses must, at a minimum, include the prerequisite phrase: "Junior standing or Consent of Instructor". All proposed graduate level courses must be approved by the department's graduate faculty.

3. The impact the new course will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified, as well as the impact the changes will have on computer usage and library resources and facilities. In addition, any other courses with similar content or titles taught by other departments must be identified. The department is required to consult with the outside departments and university services likely to be affected by the proposed changes and report the summary of the results of such consultation efforts. Library consultation on new courses is required. The originating and consulted departments should maintain records of all consultation emails and replies for review if requested by curricular bodies. Copies of all consultation letters and responses must be included in the submitted proposal package.

4. Any additional resource needs to support the proposed new course must be identified and their cost estimated. Various categories of resources needs are listed, all of which must be considered.

**FORM E: RESTATEMENT OF MAJOR, MINOR, EMPHASIS, OR CERTIFICATE**

Form E must be completed for proposed changes in courses or credit hour requirements in an existing program. If such changes are also accompanied by other changes (i.e., program title, program description, enrollment management policies), all the proposed changes should be included on this form. However, when the changes proposed involve only the program title, the program description, or program management policies, Form H should be used.

**If the proposed restatement of an undergraduate program reflects ONLY course changes that are primarily editorial in nature, check the appropriate box at the top of the page. These proposals are eligible for inclusion on the UCC’s consent agenda following approval by college senate.**

Form E requires a complete, detailed listing of each restated program. Guidelines for listing the program requirements appear below.

1. **No advisory statements** may be included.
2. All changes must appear in **bold** type.
3. If the program **title** has been changed, the department should either limit the program title to 26 characters (including spaces) or propose an appropriate abbreviation for use by the Office of the Registrar.
4. Any **Liberal Arts Core courses** included in the program must be underlined.
5. All **prerequisites** to courses required in the program must appear in the program listing, including any "hidden" prerequisites.
6. All courses in the program must be listed with their **credit hours** shown in parentheses ().
7. All courses in each part of the program (i.e., required components, elective groups) must be **categorized** by departments in **alphabetical order** (i.e., accounting, economics, mathematics).
8. The **total number of credit hours** (or range of hours) for all sub-categories (required core, elective component, emphasis or option areas) and the entire program must be identified. The total credit hours must include the hours from: (1) all courses in the program, (2) all the prerequisites to courses in the program, (3) all LAC courses, and (4) any minor or endorsement area required by the program.

9. An **Extended program** (major or emphasis area) must be clearly labeled as such ("Extended Program" or "Extended Emphasis"). For the purpose of determining whether a major (or emphasis area) must be labeled as "Extended", the credit hours from any Liberal Arts Core courses which may be double-counted will be subtracted from the listed program hours (see Section II, Major Programs).
An example program listing is shown below.

**Accounting Major** [AC35] [CSP36]
The Accounting major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours. Liberal Arts Core courses included in major program requirements are distinguished by *italics*.

<table>
<thead>
<tr>
<th>Required business core:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting: 120:030; 120:031</td>
<td>6 hours</td>
</tr>
<tr>
<td>Marketing: 130:101</td>
<td>3 hours</td>
</tr>
<tr>
<td>Management: 150:080; 150:100; 150:153; 150:154; 150:175</td>
<td>15 hours</td>
</tr>
<tr>
<td>Finance: 160:151</td>
<td>3 hours</td>
</tr>
<tr>
<td>Economics: 920:020*; 920:053; 920:054; 920:070*</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting: 120:129; 120:130; 120:131; 120:132; 120:134; 120:136</td>
<td>18 hours</td>
</tr>
</tbody>
</table>

| Total                                  | 57 hours|

*In addition to the required 57 hours, 920:020 and 920:070 have as a prerequisite 800:072 or 800:092, either of which will satisfy Category 1C of the Liberal Arts Core.

The department must also note the last time that a curricular change was made in the program.

Some major programs are long and/or contain many courses that must be taken sequentially. When this is the case, the department must show how the program may be completed within the allowable number of semesters (see Section II, Major Programs).

A justification for the program change is required. When possible such justification should include the program's role in overall curriculum development as part of strategic planning, student outcomes assessment, annual academic program review, and any accreditation or licensure requirements.

The impact the changes in the program will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified, as well as the impact the changes will have on computer usage and library resources and facilities. The department is required to consult with the other departments and university services likely to be affected by the proposed changes and report the summary of the results of such consultation efforts. The originating and consulted departments should maintain records of all consultation emails and replies for review if requested by curricular bodies. However, copies of all consultation letters and responses must be included in the submitted proposal package.

Any additional resource needs to support the proposed course change(s) must be identified and their cost estimated. Various categories of resources needs are listed, all of which must be considered.

**FORM F: NEW MAJOR, MINOR, EMPHASIS OR CERTIFICATE**

Form F must be completed for each new program and requires a complete, detailed listing of the new program.
The guidelines are identified below.

1. The department should either limit the program **title** to 26 characters (including spaces) or propose an appropriate abbreviation for use by the Office of the Registrar.

2. **No advisory statements** are permitted.

3. Include any **description** of the program, **enrollment management policies**, program **admission requirements** and/or **exit requirements** associated with the program that are to appear in the Catalog.

4. Any **Liberal Arts Core courses** included in the program must be underlined.

5. **All prerequisites** to courses required in the program must appear in the program listing, including any “hidden” prerequisites.

6. All courses in the program must be listed with their **credit hours** shown in parentheses ( ).

7. All courses in each part of the program (i.e., required components, elective groups) must be **categorized** by departments in **alphabetical order** (i.e., accounting, economics, mathematics).

8. The **total number of credit hours** (or range of hours) for all sub-categories (required core, elective component, emphasis or option areas) and the entire program must be identified. The total credit hours must include the hours from: (1) all courses in the program, (2) all the prerequisites to courses in the program, (3) all Liberal Arts Core courses, and (4) any minor or endorsement area required by the program.

9. No new Extended Programs may be proposed.

For an example program listing, refer to the previous section (Form E).

Some major programs are **long** and/or contain many **courses that must be taken sequentially**. When this is the case, the department must show how the program may be completed within the allowable number of semesters (see Section II, Major Programs).

A proposal for a new **Certificate** must identify the academic office that will be responsible for maintaining and publicizing the program and for notifying the Office of the Registrar in a timely manner of those graduating students who have completed the program (see Section II, Certificate Programs).

A **justification** for the program change is required. When possible such justification should include the program’s role in overall curriculum development as part of strategic planning, student outcomes assessment, **annual academic program review**, and any accreditation or licensure requirements.

Other informational requirements include: (1) any **new courses** which are being proposed that will be used in the program, (2) an estimate of the **expected enrollment** in the proposed program, (3) the identification of **staffing plans** for the program, and (4) consideration of any **duplication** with other programs.

The **impact** the new program will have on other courses, programs, and/or prerequisites to courses (both within the department and on other departments) must be identified, as well as the impact the changes will have on computer usage and library resources and facilities. The department is required to **consult** with the other departments and university services likely to be affected by the proposed changes and report the summary of the **results of such consultation efforts**. **Library consultation on new programs is required**. The originating and consulted departments should maintain records of all consultation emails and replies for review if requested by curricular bodies. Copies of all consultation letters and responses must be included in the submitted proposal package.

Any **additional resource needs** to support the new program must be identified and their cost estimated. Various categories of resources needs are listed, all of which must be considered.

**Note that if a new major is being proposed, Form G (same as BOR form A) must also be completed and submitted to the Provost Office for transmittal to the Iowa Coordinating Council for Post-High School Education.**

**FORM G: (Board of Regents FORM A) REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, DOCTORIAL OR FIRST PROFESSIONAL DEGREE PROGRAM**
When a new major is proposed, the department must complete Form G (BOR Form A) and submit it to the Office of the Executive Vice President and Provost for forwarding to the President’s Office for approval and transmittal to ICCPHSE. Such curricular proposals require additional research and consultation. The department must:

1. Describe the proposed new degree program, its academic objectives, its relationship to existing programs, its relationship to the institutional mission and strategic plan, and identify student demand for the program.
2. Identify any special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.
3. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the sources of data used to estimate need and demand).
4. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework).

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:
   a. Could the other institution reasonably accommodate the need for the new program through expansion or collaboration?
   b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.
   c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study?
   d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?
5. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program, and the anticipated sources of these students.
6. Describe any plans to offer the program away from the campus, including potential sites and possible methods of delivery instruction.
7. Explain if and when the proposed program will apply for accreditation.
8. Explain if articulation agreements will be developed for the proposed program. If so, with whom?
9. Describe the faculty, facilities, and equipment that will be required for the proposed program.
10. Explain where all resources for the proposed program will come from.
11. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program.

Note: The Office of the Executive Vice President and Provost will complete the date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and will provide the results of listserv review to the ICCPHSE. Departments may leave this section blank.

FORM H: OTHER CATALOG CHANGES AND/OR ADDITIONS

FORM H-A: CHANGES THAT ARE CURRICULAR IN NATURE

Form H-A relates to those changes that are curricular in nature and are not entered on other forms. These include new or revised program enrollment management policies, admission requirements, exit requirements, and/or minimum grade policies that have not been reported elsewhere. Such changes will be reviewed by the UCC and/or GCCC.
A complete listing of the new or restated policy is to be entered on Form H-A. All changes must appear in **bold** type. **No advisory statements** may be included. Additional information requirements include:

1. The **justification** for the policy, including the role of the new or revised policy in overall curriculum development as part of strategic planning, student outcomes assessment, annual academic program review, and any accreditation or licensure requirements.

2. An estimate of the **expected impact** the policy will have on course or program enrollments (both within the department and on other departments or university services).

3. An explanation of **how the new policy will be implemented and controlled**.

4. **Consultation** with other departments and university services likely to be affected by the proposed changes.

5. Identification of any **additional resource needs** to support the new program.

**FORM H-B: OTHER CATALOG CHANGES AND/OR ADDITIONS NOT CURRICULAR IN NATURE**

Form H-B relates to changes which are **not** curricular in nature, including a change in: administrative unit name (except department name), descriptive program information, and/or the subject area prefix. This form is no longer used for program or department name changes. Those are now covered by form H-C. These types of items are handled directly by the Office of the Executive Vice President and Provost. They must first be reviewed by the relevant college faculty senate(s) and the University Faculty Senate. The Office of the Executive Vice President and Provost has requested that these changes be included on Form H-B to be absolutely certain their office receives the correct information in a timely manner. A justification for the change is required.

**FORM H-C: (BOR FORM G) PROGRAM/DEPARTMENT NAME CHANGES**

Form H-C relates to changes in department or program names. These types of items are handled directly by the Office of the Executive Vice President and Provost. They must be reviewed by the relevant college faculty senate(s), the University Faculty Senate, Office of the Executive Vice President and Provost, Council of Provosts, and Board of Regents. **This is the same form as Board of Regents FORM G.** Requirements include:

1. Provide a brief description of the department/program.

2. Describe reasons (justification) for the proposed name change. Include information about the value of the name change to the department, program, the discipline, college, and/or the university.

3. If this is a department name change, describe how the proposed name is consistent with the mission of the college.

4. Will the proposed name change be consistent with other institutions? Identify other institutions that have the same or similar name to the proposed name.

5. Is the proposed name consistent with association/accreditation designations?

6. Describe program configuration changes that will result from the proposed name change, e.g., change in number of credit hours required, etc.

7. Describe how current students will be affected by the proposed department/program name change.

8. What costs will be incurred by the proposed name change? Identify new resources that will be needed in connection with the proposed name change, e.g., facilities, faculty, funds, etc.

**FORM J – CONSULTATION**
Form J contains two formats for consultation purposes. The first is intended to be used by the department initiating a change in curriculum to notify other departments, colleges and/or university services (including the LACC and the Office of Teacher Education) of the proposed change(s). The initiating department is responsible for identifying the groups that may be affected by its curricular proposals (see Section IV, Consultation Considerations).

A separate Form J should be used to notify each group of each proposed change in curriculum which may affect them and the likely impact of the change for that group's courses, programs, or services. The initiating department should notify these groups in a timely manner and should indicate the dates on which the departmental and college curricular bodies will meet to review all proposals. Sufficient time must be allowed for dialogue with any group that may initially object to the proposed changes.

All notification forms are to be signed by both the Department Head and the Chair of the Department's Curriculum Committee.

The second form is to be used to respond to each notification of curricular change initiated by other departments. This form includes the possible responses to the proposed change that are to be reported on the Consultation Summary in Forms B-1, B-2, C, D, E, F, G, and H-BOR. These responses include:

1. does not object — no impact
2. does not object — has impact
3. does object – has impact (Identify reasons for the objections and a summary of the consultation efforts to date which have not resolved the objections).
   a. responding department/college/LACC requests further consultation
   b. responding department/college/LACC does not believe that further consultation will resolve the problems (the reasons are to be identified on the response form)

The UCC and GCCC consider a non-response, or the lack of a timely response, to be an indication of a lack of interest, with the implication that the recipient has no objection to the proposed change. [Note: a timely response is considered to be no longer than one month during the regular academic year.]

The response form is to be signed by both the Department Head and the Chair of the Department's Curriculum Committee. In some cases departments may be unable to resolve their differences in time for the curricular proposals to be reviewed by the College curriculum body, but both parties may believe they are nearing a resolution (response #3 above). In these situations, the department proposing the change should check both "Has Impact—Has Objections" and "Requests Further Consultation" on the Consultation Summary grid. If the proposal is approved at the College level, with the objections unresolved, the College must identify that proposal on Form A, item IX. It is hoped that the departments will continue their consultation efforts and reach a resolution before the proposal is reviewed by the UCC and/or GCCC. If such a resolution is not forthcoming, the proposal in question will be reviewed by the UCC and/or GCCC on the date scheduled for the review of the College's proposals.

**FORM J-L -- LIBRARY CONSULTATION**

Form J-L is used to submit a consultation request to Rod Library in instances where a department is proposing a new course, minor, major, emphasis, or certificate program at either the undergraduate or graduate level. Such consultation should occur whenever a new course or program is being proposed. This includes instances in which a proposed major or minor draws entirely on existing courses. Consultation with the Library also should occur when a significant change in the content or delivery (e.g., introduction of a Distant Education option) of an existing course or program is being proposed. The consultation should take place at the developmental phase of the curricular process, before a departmental packet is submitted to the college senate. A separate form should be submitted for each proposed curricular change.

The department head completes Part A: Consultation Request on the front of Form J-L, summarizing the proposed addition or change, and providing a brief statement of the department's assessment of the impact on Rod Library resources and services. When the form is submitted to the Library, copies of Form D (New Course Proposal), Form F (New Major/Minor/Certificate), Form G (BOR Form A) (New Major), etc., should be included as appropriate.
Any syllabus developed for a proposed course, or used when the course was offered on an experimental basis, should be attached.

Library faculty in the Collection Management and Special Services Department will review the proposal, and complete Part B: Library Response on the verso of Form J-L. The Library will determine whether the proposal is likely to require new or additional resources, or will impact services such as interlibrary loan. If further consultation with the Library is needed, this will be noted on the form. Adequate time should be allowed for completion of the form and any subsequent consultation that may be needed.

FORM J-T Ed. – TEACHER EDUCATION CONSULTATION

Form J-T Ed. is used to submit a consultation request to the Office of Teacher Education in instances where a department is proposing to add, change, or drop courses or programs related to teaching majors, minors, or professional education requirements.

The department head completes Part A: Consultation Request on the front of Form J-T Ed., summarizing the proposed addition, change, or deletion, and providing a brief statement of the department’s assessment of the impact on the Teacher Education Program.

The Office of Teacher Education will review the proposal, and complete Part B. The Office of Teacher Education will also determine whether the proposal requires further consultation. Adequate time should be allowed for completion of the form and any subsequent consultation that may be needed.

FORM L: REVISION OF LIBERAL ARTS CORE

Form L is completed for proposed changes in the design and structure of LAC categories and/or requirements.

Form L requires a complete, detailed listing of the proposed structure and required hours for categories, sub-categories, and the courses in each category or subcategory with the credit hours for each course shown in parentheses.

At the top of Form L, check either “Preliminary Proposal” or “Final Proposal.”

A “Preliminary Proposal” is submitted to the Liberal Arts Core Committee BEFORE the proposal enters the curriculum review process, and the proposers meet with the Committee in a consultative session to review and discuss the proposal. Particular attention should be given to ensuring that there is a thorough and comprehensive plan for discussions of the proposal with the principal LAC constituencies including faculty in all undergraduate colleges, students, and Student Services staff.

After consultation with the Liberal Arts Core Committee, the proposers carry out the activities—including discussions with LAC constituencies—requisite for preparing a “Final Proposal.” It is understood that the “Final Proposal” will be more detailed than the “Preliminary Proposal,” and especially so with respect to summary of discussions with LAC constituencies and report on formal consultations (Form J) with all undergraduate college faculty senates, the Council on Teacher Education (Form J-T Ed.), and the Library (Form J-L).

A “Final Proposal” is submitted to the Liberal Arts Core Committee which reviews the proposal and attaches a report of its recommendation to the proposal. The LACC will also determine which departments are affected in any way by the proposal. The proposal then enters the regular curriculum review process by undergoing review in all the affected departments, all college senates or college faculty councils, the UCC, the University Faculty Senate, etc.

FORM 59 – EXPERIMENTAL OR NEW COURSE

This form must be filled out and given to the chair of the UCC-Office of Executive Vice President and Provost and the Registrar before the course will be printed in the schedule of classes.

Experimental courses may be offered up to three times, after which the course must either be dropped, or to be offered again, must be approved as a new course.
After a department decides to offer an experimental course, the decision whether to offer the course is an administrative one, between the appropriate department head(s) and college dean(s).

**APPENDIX A: FORMS**

<table>
<thead>
<tr>
<th>Date:_________________</th>
<th>College:____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/School:___________</td>
<td>Phone __________</td>
</tr>
<tr>
<td>Dept/School:___________</td>
<td>Phone __________</td>
</tr>
</tbody>
</table>

**Listing Of Enclosed Forms**

FORM A Summary of Curriculum Changes and Budget Summary
FORM B-1 Dropped Course (Initiated by Department)
FORM B-2 (BOR FORM F) Dropped and/or Suspended Major, Minor, Emphasis or Certificate
FORM C Changes to an Existing Course
FORM D New Course Proposal
FORM E Restatement of Major, Minor, Emphasis, or Certificate
FORM F New Major, Minor, Emphasis, or Certificate
FORM G (BOR FORM A) New Baccalaureate, Masters, Doctoral or First Professional Degree Program
FORM H-A Other Catalog Changes and/or Additions Curricular in Nature
FORM H-B Other Catalog Changes and/or Additions not Curricular in Nature
FORM H-C: (BOR FORM G) Proposal for Program Name Change
FORM J Consultation
FORM J-L Library Consultation
FORM J-T Ed Teacher Education Consultation
FORM L Revision of Liberal Arts Core
FORM 59 Experimental or Temporary Course

**CHECKLIST**

1. Has appropriate consultation been completed and has all consultation correspondence been included? [ ]
2. Have any unresolved objections to college-approved proposals been identified? [ ]
3. Have all college-approved proposals which violate curricular guidelines been identified? [ ]
4. Have all budgetary needs been identified and estimated? [ ]
5. For graduate level courses/programs, has approval been obtained from departmental graduate faculty? [ ]
6. Does your curriculum proposal reflect findings from other planning processes such as Academic Program Reviews, Student Outcomes Assessment, strategic planning, and/or licensure, accreditation, and reaccreditation requirements? [ ]
7. For a new major, has Form G (BOR FORM A) been completed? [ ]
8. Have the required signatures been obtained for all proposals? [ ]
9. Has an impact analysis been completed for all proposals? [ ]

---

**FORM A -- SUMMARY OF CURRICULUM CHANGES AND BUDGET SUMMARY**

| DATE: | __________________ |
| COLLEGE: | __________________ |
| DEPT/SCHOOL: | __________________ |

**I. DROPPED COURSES** [see FORM B-1]
- Automatic Course Drop: initiated by the Office of the Registrar (list titles and course numbers)
- Course Drop: initiated by Department/School [see FORM B-1] (list titles and course numbers)

**II. DROPPED AND/OR SUSPENDED MAJOR/MINOR/EMPHASIS/CERTIFICATE** [see FORM B-2] (list titles)

**III. COURSE CHANGES** [see FORM C] (list titles and course numbers)

**IV. NEW COURSES** [see FORM D] (list proposed titles, course numbers, and credit hours)

**V. RESTATEMENTS OF MAJORS/MINORS/EMPHASES/CERTIFICATES** [see FORM E] (list titles)

**VI. NEW MAJORS/MINORS/EMPHASES/CERTIFICATES** [see FORM F] (list proposed titles) [also see FORM G for new majors only]

**VII. OTHER CATALOG CHANGES and/or ADDITIONS** [See FORM H] (list items)

**VIII. BUDGET SUMMARY FOR DEPARTMENT**
(should summarize needs for entire curriculum proposal package)

A. Will the curriculum changes proposed in this package increase the budgetary needs of the department?
   - No
   - Yes

   If YES, identify the total costs.

   1. Staff $ ________
   2. Additional facilities $ ________
   3. Equipment $ ________
   4. Support personnel $ ________
   5. Library requirements $ ________
   6. Computer service $ ________
   7. Educational technology $ ________
   8. Other services (identify) $ ________

   TOTAL COSTS $ ________

B. If the costs above are not simply the sum of all the various budgets in this package (FORMS C, D, E, F), explain why.

**IX. UNRESOLVED OBJECTIONS TO COLLEGE-APPROVED PROPOSALS**
(list all proposals with unresolved objections)

**X. COLLEGE-APPROVED PROPOSALS WHICH VIOLATE CURRICULAR GUIDELINES**
(list all proposals violating curricular guidelines)

Department Head Signature __________________ Date ________________

College Dean's Signature __________________ Date ________________
DEPT/SCHOOL: ___________________________  COLLEGE: ____________

1. Catalog Page:
   Course Number:
   Course Title:
   Semester Course Was Last Offered:

2. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

3. Explanation and justification.

4. Consultation summaries: check [ √ ] appropriate response(s).
   [Must consult with all departments identified in #2 above].

For Department and LACC (Form J) consultations:

<table>
<thead>
<tr>
<th>Departments Contacted For Consultation</th>
<th>No Impact</th>
<th>Has Impact - No Objections</th>
<th>Has Impact - Has Objections</th>
<th>Requests Further Consultation</th>
<th>Resolution Not Possible</th>
<th>No Response</th>
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For Library (Form J-L) Consultations:

___ No further consultation needed
___ No further immediate consultation needed
___ Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

___ No further consultation needed
___ Further consultation needed with Office of Teacher Ed.
___ Further consultation needed with Council on Teacher Ed.
___ After further consultation, it appears there can be no resolution of this concern at this time
FORM F
BOARD OF REGENTS
INSTITUTIONAL PROCESS TO REQUEST ACADEMIC PROGRAM REDUCED
ADMISSIONS OR TERMINATION
(revised April 22, 2009)

Name of institution: ______________________________________________________

Date submitted: __________________________________________________________

Name of program: _________________________________________________________

Level: B _____ M _____ D _____ FP _____

Action requested: Reduced Admissions____ Termination ____ Suspended _____

The request for admission reduction or program termination shall be reviewed in-depth by the Board Office and the Council of Provosts. With the recommendation for approval by the Board Office and the Council of Provosts, the request for admission reduction or program termination shall be submitted to the Board of Regents for discussion and action.

The institution shall not communicate to the public of the intended action to limit enrollment or terminate the program until it has been approved by the Board of Regents.

☑ Provide a brief rationale for the request.

☑ Describe how students currently admitted to or eligible for admission to the program will be accommodated; what kind of transition period is planned.

☑ Describe the effect on costs of reducing enrollments or terminating the program, e.g., cost savings, etc.

☑ Is program available elsewhere in the state? Identify the schools where the program is available and the current enrollment at those sites.

☑ Describe a 5-year trend of applications and enrollments in the academic program.

☑ Is this intended to be a temporary or permanent change (applies only to reduced admissions)? If temporary, for how long?

☑ How will the reduction or termination affect workforce needs in the state?

☑ What is the anticipated impact on other programs? Will students likely go elsewhere?

☑ What is the anticipated impact on minorities and women?

☑ Is a reduction in faculty, staff, facilities, etc. anticipated?
☑ Provide any other information that might be helpful to the Board of Regents in considering this request.

**Additional Information required by UNI:**

DEPT/SCHOOL: ____________________  COLLEGE:_______________

Catalog Page:

Consultation summary: check appropriate response(s). [Must consult with all departments identified as affected above].

For Department and LACC (Form J) consultations:

<table>
<thead>
<tr>
<th>Departments Contacted For Consultation</th>
<th>No Impact</th>
<th>Has Impact - No Objections</th>
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<th>Requests Further Consultation</th>
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For Library (Form J-L) Consultations:

___ No further consultation needed
___ No further immediate consultation needed
___ Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

___ No further consultation needed
___ Further consultation needed with Office of Teacher Ed.
___ Further consultation needed with Council on Teacher Ed.
___ After further consultation, it appears there can be no resolution of this concern at this time
The proposed change is an editorial change to course title, number or description.

DEPT/SCHOOL: ________________  COLLEGE: ________________

1. Catalog Page:
   Present Course Number:
   Present Course Title:
   Present Credit Hours:
   Present Description:
   Present Prerequisites, including any "hidden" prerequisites:

2. Identify all proposed change(s):
   a. Course # change, including an add/drop of "g" designation
   b. Title change
      (If longer than 26 characters, including spaces, also provide an abbreviation to be used by
       the Office of the Registrar)
   c. Credit hour change
   d. Description change
      (Limited to 280 characters, including spaces and prerequisites)
   e. Prerequisite change
      (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g"
       designation must, at a minimum, include the statement: "Junior Standing")

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside
   of the department.

4. Explanation and justification.

5. If a "g" designation has been added:
   a. Explain why the course is appropriate for graduate students.
   b. Describe the differences in requirements for graduate students.
   c. Have the departmental graduate faculty approved this change?
      Yes  No

6. If the course number is to be changed (other than a change in "g" designation), will students who
   have received credit under the existing number be permitted to register for and receive credit for
   the course under the proposed new number?
      Yes  No
   If YES, explain why.

7. Describe how the proposed change(s) will affect the usage of computer resources and facilities.

8. Summarize the needs for additional Library resources and services that this change will require.
9. Consultation summaries: check [ √ ] appropriate response(s).
   [Must consult with all departments identified in #3 and #7 above].

For Department and LACC (Form J) consultations:

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For Library (Form J-L) Consultations:

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For Teacher Ed. (Form J-T Ed.) Consultations:

| No further consultation needed          | Further consultation needed with Office of Teacher Ed. | Further consultation needed with Council on Teacher Ed. | After further consultation, it appears there can be no resolution of this concern at this time |
|----------------------------------------|--------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------

10. Will this curriculum change increase the total budgetary requirements of the Department?
    ___ No  
    ___ Yes

   a. If NO, explain why not.

   b. If YES, identify the total costs.

   (1) Staff $_______
   (2) Additional facilities $_______
   (3) Equipment $_______
   (4) Support personnel $_______
   (5) Library requirements $_______
   (6) Computer service $_______
   (7) Educational technology $_______
   (8) Other services (identify) $_______

   TOTAL COSTS $_______
1. New Course Information.
   a. Proposed Course Number
   b. Proposed Course Title
      (If longer than 26 characters, including spaces, also provide an abbreviation to be used by
      the Office of the Registrar)
   c. Proposed Credit Hours
   d. Proposed Description
      (Limited to 280 characters, including spaces and prerequisites)
   e. Proposed Prerequisites, including any "hidden" prerequisites
      (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g"
      designation must, at a minimum, include the statement: "Junior Standing")

2. Justification for the addition of this course.
   a. Identify the relationship of the proposed course to other planning processes (i.e.
      Academic Program Review, Student Outcomes Assessment, strategic planning, and
      licensure or accreditation/re-accreditation requirements).
   b. Identify whether the proposed course is part of any new or existing program (as either a
      required or elective course in a major, minor, emphasis, or certificate).
      Integral to a proposed new program (specify program)
      Modifies an existing program (specify program)
      Not integral to an existing or proposed new program
   c. Identify the type of students likely to take the course.
      (i.e. graduate students, seniors, majors, minors).
   d. Identify the expected frequency with which the course is to be offered (i.e. once each
      year, every semester).
   e. List the names of any prospective instructors, if possible.
   f. List any other courses with similar content or title which are offered by another
      department.

3. For 100g, 200 and 300-level courses:
   a. Explain why the course is appropriate for graduate credit.
   b. Identify the differences in requirements and expectations for undergraduate and graduate
      students enrolled in the proposed course.
   c. Have the departmental graduate faculty approved this proposal?
      Yes                 No

4. Identify the semester(s) during which the proposed course has been taught on an experimental
   basis and the student enrollment each time it has been taught.

5. Provide an outline of the proposed course, including the proposed topic coverage, textbook(s),
   supplemental reading(s), and pedagogy. If the course has been taught before, please include a
   syllabus, if possible.

6. Describe how students in this proposed course will use computer resources and facilities.
7. Summarize the needs for additional Library resources and services that the proposed new course will require. [NOTE: Library consultation on new courses is required.]

8. Consultation summaries: check [✓] appropriate response(s). [Must consult with all those identified in #2f and #6 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted.

For Department and LACC (Form J) consultations:

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<th>Departments Contacted For Consultation</th>
<th>No Impact</th>
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For Library (Form J-L) Consultations:

- No further consultation needed
- No further immediate consultation needed
- Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- No further consultation needed
- Further consultation needed with Office of Teacher Ed.
- Further consultation needed with Council on Teacher Ed.
- After further consultation, it appears there can be no resolution of this concern at this time

9. Will this proposed new course increase the total budgetary requirements of the Department?
   No
   Yes

   a. If NO, explain why not.

   b. If YES, identify the total costs.

      (1) Staff $_________
      (2) Additional facilities $_________
      (3) Equipment $_________
      (4) Support personnel $_________
      (5) Library requirements $_________
      (6) Computer service $_________
      (7) Educational technology $_________
      (8) Other services (identify) $_________

      TOTAL COSTS $_________
The proposed restatement results ONLY from proposed editorial changes to course title(s), number(s) or description(s).

DEPT/SCHOOL: ___________________ COLLEGE: ___________________

1. Catalog Page:
   Present Program Title:

2. Proposed restatement of the program as it should appear in the Catalog
   - No advisory statements are permitted.
   - Include the complete program with changes identified by bold type.
   - If the program title is to be changed and if it is longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar.
   - Liberal Arts Core courses should be underlined.
   - All prerequisites to courses required in the program must appear in the program listing, including any "hidden" prerequisites.
   - All courses in the program must be listed with their credit hours shown in parentheses ( ).
   - All courses in each part of the program (i.e. required components, elective groups) must be categorized by departments in alphabetical order (i.e. accounting, economics, mathematics).
   - The hours (or range of hours) in each part of the program (i.e. required components, elective groups) and the total hours (or range of hours) for the program must be identified, including all prerequisites and Liberal Arts Core courses.
   - An Extended program (major or emphasis area) must be clearly labeled as such ("Extended Program" or "Extended Emphasis").
     - 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: 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 an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major).
     - When a major (or emphasis) has a range of hours, if the minimum hours in the range meets 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.

3. When was the last time a change was made to this program?

4. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard programs allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.]
5. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

7. Describe how this change will affect the usage of computer resources and facilities.

8. Summarize the needs for additional Library resources and services that this change will require.

9. Consultation summary: check [ √ ] appropriate response(s).
   [Must consult with all those identified in #5 and #7 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed.) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

   For Department and LACC (Form J) consultations:

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   For Library (Form J-L) Consultations:
   _____ No further consultation needed
   _____ No further immediate consultation needed
   _____ Further Consultation needed.

   For Teacher Ed. (Form J-T Ed.) Consultations:
   _____ No further consultation needed
   _____ Further consultation needed with Office of Teacher Ed.
   _____ Further consultation needed with Council on Teacher Ed.
   _____ After further consultation, it appears there can be no resolution of this concern at this time

10. Will this proposed new program increase the total budgetary requirements of the Department?
    _____ No
    _____ Yes
    a. If NO, explain why not.
    b. If YES, identify the total costs.
       
       (1) Staff $________
       (2) Additional facilities $________
       (3) Equipment $________
       (4) Support personnel $________
       (5) Library requirements $________
       (6) Computer service $________
       (7) Educational technology $________
       (8) Other services (identify) $________
       TOTAL COSTS $________
FORM F -- NEW MAJOR/MINOR/EMPHASIS/CERTIFICATE

DEPT/SCHOOL: _____________ COLLEGE: ________________________

1. Proposed Program Title:
   (If the program title is longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar).

2. Proposed statement of the program as it should appear in the Catalog.
   - No advisory statements are permitted.
   - Include any description of the program, enrollment management policies, program admission requirements and/or exit requirements associated with the program that are to appear in the catalog.
   - Liberal Arts Core courses should be underlined.
   - All prerequisites to courses required in the program must appear in the program listing, including any "hidden" prerequisites.
   - All courses in the program must be listed with their credit hours shown in parentheses ().
   - All courses in each part of the program (i.e. required components, elective groups) must be categorized by departments in alphabetical order (i.e. accounting, economics, mathematics).
   - The hours (or range of hours) in each part of the program (i.e. required components, elective groups) and the total hours (or range of hours) for the program must be identified, including all prerequisites and Liberal Arts Core Education courses.
     - For the purpose of determining whether the length of the major (or emphasis) meets the University’s standard program length requirements, 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: 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 an allowance of 33 hours for the professional sequence, but excluding methods courses which are considered to be part of the major).
     - 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.

3. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard programs allow 8 semesters plus a summer session].

4. For a new Certificate proposal, identify the academic office that will be responsible for maintaining and publicizing the program and for notifying the Office of Registrar in a timely fashion of those graduating students who have completed the program.

5. Identify any proposed new courses required for this proposed program (list proposed course number and title).

6. Provide an estimate of the expected enrollment in the proposed program.

7. Identify how the proposed program will be staffed to serve the expected enrollment.

8. Identify any other existing programs with similar purposes, course requirements, and/or titles.

9. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

10. Justification, including the relationship the proposed program has to other planning processes (i.e. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation or re-accreditation requirements).
11. Describe how this new program will affect the usage of computer resources and facilities.

12. Summarize the needs for additional Library resources and services that the proposed new program will require.  
   [NOTE: Library consultation on new programs is required.]

13. Consultation summary: check [✓] appropriate response(s).  
   [Must consult with all those identified in #8, #9 and #11 above].  
   NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed.). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Department and LACC (Form J) consultations:

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For Library (Form J-L) Consultations:

   ___ No further consultation needed
   ___ No further immediate consultation needed
   ___ Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

   ___ No further consultation needed
   ___ Further consultation needed with Office of Teacher Ed.
   ___ Further consultation needed with Council on Teacher Ed.
   ___ After further consultation, it appears there can be no resolution of this concern at this time

14. Will this proposed new program increase the total budgetary requirements of the Department?  
   ___ No  ___ Yes

   a. If NO, explain why not.

   b. If YES, identify the total costs.

   (1) Staff $_________
   (2) Additional facilities $_________
   (3) Equipment $_________
   (4) Support personnel $_________
   (5) Library requirements $_________
   (6) Computer service $_________
   (7) Educational technology $_________
   (8) Other services (identify) $_________

   TOTAL COSTS $_________

   NOTE: A NEW MAJOR ALSO REQUIRES FORM G (BOR FORM A)
REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS, DOCTORAL, OR FIRST PROFESSIONAL DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university’s ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: ________________________________________________________________

CIP Discipline Specialty Title:____________________________________________________

CIP Discipline Specialty Number (six digits): ________________________________

Level: B____________ M __________ D __________ FP __________

Title of Proposed Program:_______________________________________________________

Degree Abbreviation (e.g., Minor, B.S., B.A., M.A.):_______________________________

Approximate date to establish degree: Month __________ Year __________

Contact person: (name, telephone, and e-mail) ________________________________

Please provide the following information (use additional pages as needed).

1. Describe the proposed new degree program, including the following:
   a. A brief description of the program and a statement of academic objectives;
   b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s and college’s strategic plan;
   c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.
   d. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.
   e. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.
   f. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?
   g. How does student demand for the proposed program justify its development?

2. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the sources of data used to estimate need and demand).
3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.) If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:
   a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?
   b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.
   c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)
   d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?

4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.
   a. Undergraduate

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   b. Graduate

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   c. What are the anticipated sources of these students?

5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction.

6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?

7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.

8. Will the proposed program apply for accreditation? When?

9. Will articulation agreements be developed for the proposed program? With whom?

10. Describe the faculty, facilities, and equipment that will be required for the proposed program.
11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

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<tr>
<th>SOURCES</th>
<th>TOTAL AMOUNT</th>
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12. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program:

<table>
<thead>
<tr>
<th></th>
<th>TOTAL COSTS</th>
<th>TOTAL NEW COSTS</th>
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<tbody>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<tr>
<td>Year 7</td>
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</table>
FORM H -- OTHER CATALOG CHANGES AND/OR ADDITIONS

DEPT/SCHOOL: ________________ COLLEGE: ________________

FORM H-A: CHANGES WHICH ARE CURRICULAR IN NATURE

Included in this section are: program enrollment management policies, admission requirements, exit requirements, minimum grade/grade point policies, and similar types of curriculum change. No advisory statements are permitted.

1. Catalog Page:

2. Nature of Proposal: ___ restatement, or ___ new statement
   ___ Enrollment management policy
   ___ Admission and/or exit requirements
   ___ Minimum grade/grade point policy
   ___ Other (specify)

3. Proposed statement or restatement as it is to appear in the Catalog (changes should appear in bold type).

4. Explain how the policy will be implemented and controlled.

5. Estimate the impact of this change on departmental enrollment in courses and programs.

6. Estimate the impact of this change on other departments or university services.

7. Justification.

8. Consultation summary: check [✓] appropriate response(s).
   [Must consult with all those identified in #6 above]. **NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed.). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).**

For Department and LACC (Form J) consultations:

<table>
<thead>
<tr>
<th>Departments Contacted For Consultation</th>
<th>No Impact</th>
<th>Has Impact - No Objections</th>
<th>Has Impact - Has Objections</th>
<th>Requests Further Consultation</th>
<th>Resolution Not Possible</th>
<th>No Response</th>
</tr>
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</table>

For Library (Form J-L) Consultations:

___ No further consultation needed
___ No further immediate consultation needed
___ Further Consultation needed.
FORM H-A: CHANGES WHICH ARE CURRICULAR IN NATURE, continued

For Teacher Ed. (Form J-T Ed.) Consultations:

_____ No further consultation needed
_____ Further consultation needed with Office of Teacher Ed.
_____ Further consultation needed with Council on Teacher Ed.
_____ After further consultation, it appears there can be no resolution of this concern at this time

9. Will this proposal increase the total budgetary requirements of the Department?
   ____ No
   ____ Yes

   a. If NO, explain why not.
   b. If YES, identify the total costs.
      (1) Staff $ _______
      (2) Additional facilities $ _______
      (3) Equipment $ _______
      (4) Support personnel $ _______
      (5) Library requirements $ _______
      (6) Computer service $ _______
      (7) Educational technology $ _______
      (8) Other services (identify) $ _______

      __________________________ $ _______

      TOTAL COSTS $ _______
FORM H-B: CHANGES WHICH ARE NOT CURRICULAR IN NATURE

Included in this section are administrative unit name changes (except department name changes), a change in the subject area prefix, changes in or additions to descriptive program or department information, and similar non-curricular changes except department or program title changes, which are reported on form H-C.

This section is handled directly by the Office of Executive Vice President and Provost and is not reviewed by the UCC and/or GCCC. It does need to be reviewed by the following groups: the relevant college faculty senate(s), the University Faculty Senate, and the Office of the Executive Vice President and Provost. Also, please provide a courtesy copy of the changes to the UCC and/or GCCC.

1. Catalog Page:

2. Nature of Change:
   ___ Administrative unit name change (except department name changes)
   ___ Change in department descriptive information
   ___ Change in program descriptive information
   ___ Change in subject area prefix
   ___ Other (specify)

3. Proposed statement or restatement as it is to appear in the Catalog (changes should appear in bold type).

4. Justification.

5. If the nature of the change is a change in program descriptive information the following questions must be answered:
   
   a. What are the current number of credits required to complete the program vs. the new number of credits required? ________
   
   d. Are additional faculty required?
FORM H-C: (BOR FORM G) PROGRAM/DEPARTMENT NAME CHANGES

This section is handled directly by the Office of Executive Vice President and Provost and is not reviewed by the UCC and/or GCCC. It does need to be reviewed by the following groups: the relevant college faculty senate(s), the University Faculty Senate, the Office of the Executive Vice President and Provost, the Council of Provosts and the Board of Regents. Please provide a courtesy copy of the changes to the UCC and/or GCCC.

FORM G
BOARD OF REGENTS, STATE OF IOWA
PROPOSAL FOR PROGRAM/DEPARTMENT NAME CHANGE
March 21, 2010

Institution: __________________________________________________________

Current Title of Department/Program: ____________________________________

Proposed Title of Department/Program: _________________________________

CIP Discipline Specialty Title: __________________________________________

CIP Discipline Specialty Number (six digits): ______________________________

Level: B __ M __ D __ FP ______

Degree Abbreviation (e.g., B.S., B.A., M.A.): ______________________________

Approximate date to change name: Month __________ Year __________

Contact person: (name, telephone, and e-mail) ____________________________

9. Provide a brief description of the department/program.

10. Describe reasons (justification) for the proposed name change. Include information about the value of the name change to the department, program, the discipline, college, and/or the university.

11. If this is a department name change, describe how the proposed name is consistent with the mission of the college.

12. Will the proposed name change be consistent with other institutions? Identify other institutions that have the same or similar name to the proposed name.

13. Is the proposed name consistent with association/accreditation designations?

14. Describe program configuration changes that will result from the proposed name change, e.g., change in number of credit hours required, etc.

15. Describe how current students will be affected by the proposed department/program name change.

16. What costs will be incurred by the proposed name change? Identify new resources that will be needed in connection with the proposed name change, e.g., facilities, faculty, funds, etc.
FORM H-C: PROGRAM/DEPARTMENT NAME CHANGE, continued

Additional information required by UNI:

DEPT/SCHOOL: ______________  COLLEGE: ______________

Catalog Page:
ALL CONSULTATIONS ARE NOW DONE BY EMAIL. PLEASE KEEP ALL EMAIL CORRESPONDENCE ABOUT CONSULTATIONS FOR THE RECORD.
FORM L – REVISION OF LIBERAL ARTS CORE

Date ___________   _____ Preliminary Proposal   _____ Final Proposal

The “Final Proposal” will be more detailed than the “Preliminary Proposal,” especially with respect to summary of discussions with LAC constituencies and report on formal consultations (Form J) with all undergraduate college faculty senates, the Council on Teacher Education (Form J-T Ed.), and the Library (Form J-L).

Proposal Prepared by: __________________________________________________________
(Name of Committee [if applicable]; Names of Faculty with Department/College Affiliation)

1. Proposed restatement of the Liberal Arts Core
   List proposed changes in required categories and subcategories, hours required for each, and within each, course(s) with credit hours; identify any new courses as “new,” and submit a Form C or D for each.

2. Explanation: Summarize how the proposed revision differs from the current LAC structure of categories and requirements.

3. Justification:
   A. Summarize findings of student outcomes assessment activities and any other assessment results that support changing LAC requirements and, specifically, support this proposed revision.
   B. Identify and summarize research results that support the proposed revision (for example, reports and position statements on best practices from accreditation commissions; exemplary programs at other institutions).
   C. Explain how the proposed revision strengthens the Liberal Arts Core.

4. Curricular Impact: Summarize the anticipated impact on curricular offerings and programs (majors, minors) of departments and colleges that would be affected by the proposed revision.

5. Resources Needed:
   A. Summarize the needs in instructional resources including estimate of the number of sections needed each semester.
   B. Summarize any additional needs for computer resources and facilities.
   C. Summarize any additional needs for Library resources and services.
   D. Summarize any other additional needs including, for example, specific ways in which Student Services might be affected.

6. Consultations:
   A. Preliminary Proposal: summarize plan for discussions to be held with interested LAC constituencies including (1) faculty in all undergraduate colleges; (2) students; (3) Student Services staff.
   B. Final Proposal: summarize the discussions held with LAC constituencies.
   C. Final Proposal: report on formal consultations (Form J) with all college faculty senates, Council on Teacher Education, and the Library (Form J-L).
**FORM 59 - EXPERIMENTAL OR TEMPORARY COURSE**

Form 1059 (059), 3159 (159), 4159/5159 (159g), 6259 (259), 7359 (359)

<table>
<thead>
<tr>
<th>Subject Area/Catalog #</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
</table>

**DESCRIPTION:**

**PREREQUISITE(S):**

Instructor(s) ________________________________________________________________

Authorized for first offering (Semester/Year) __________________________________

**Total number of semesters course has been offered:** ____________________________

Approved by Department Head(s) _____________________________________________ Date __________

Approved by College Dean(s) _______________________________________________ Date __________

**DIRECTIONS:** File one copy with the Chair of the University Curriculum Committee-Office of the Executive Vice President and Provost, and one copy with the Registrar. These copies must be on file before the course will be printed in the Schedule of Classes. Experimental courses may not be offered more than three times. Requests for a fourth offering must be submitted to the University Curriculum Committee-Office of the Executive Vice President and Provost.

**NOTE:** 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 departmental approval, 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 x59 to the Chair of the University Curriculum Committee-Office of the Executive Vice President and Provost, and to the Registrar.

-----------------------------------------------------------------------------------------------------------------------------

**Office Record Only**

**Actual Offerings**

<table>
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<tr>
<th>Semester</th>
<th>Enr</th>
<th>Semester</th>
<th>Enr</th>
<th>Semester</th>
<th>Enr</th>
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</thead>
</table>

Expired ______________________________________

Replaced by regular course

<table>
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<tr>
<th>Number</th>
<th>Title</th>
<th>Hours</th>
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</table>

Revised 1/2012
APPENDIX B

UNI Curriculum Online
Version 2.0
(Now Hosted by UNI’s Data Access Team)

Purpose of the system:
• To simplify and streamline the curriculum review process
• To increase the efficiency of the curriculum review process by reducing paperwork and time required
• To improve quality by minimizing errors
• To assist curriculum decision making and planning

System Requirements:
• A computer system with access to the Internet
• Any Web browser like Internet Explorer or Firefox.

Access the system:
• Through MyUNIverse

Usage Tips:
• Use the blue information handbook for policy, planning and other aspects related to the curriculum review process.
• Use this system when you are ready to create the paperwork necessary for the process
• To use the system please login to MyUNIverse (Available thru UNI's homepage at http://www.uni.edu)

Scroll down to Academics Channel and Click UNI Curriculum Online to begin. See figure below:

---

**Academics**

**Registration Tools**
- Schedule of classes
- Closed/available class search
- Liberal Arts core courses available
- New Student Registration Available Course List By Semester

**Curriculum Tools**
- University catalog
- Curriculum Process Handbook
- UNI Curriculum Online

**Planning Tools**
- UNI Teacher Education (UNITED) Student System
- Final exam schedule for Spring 2006
- Academic calendar
- Liberal Arts Core
- Transfer Plan-It
- Undergraduate Plan of Study
---
• Create paperwork by clicking the “Forms” hyperlink.
• To make changes in your forms, select the form and click the “Edit” button.
• To view your form, select the form and click the “View/Print” button.
• You may delete unnecessary forms by clicking the “Delete” button.
• You may e-mail forms to colleagues for comments.
• You may transfer your forms to other users (e.g. Dept. Secretary, Head, Curriculum Committee Chair, etc.).
• The Impact Analysis tools are useful to analyze the impact of changes that you are proposing.
• Note: Filling in forms by itself does not mean that you are formally requesting changes. The forms have to be approved per your standard curriculum review process for the request to be considered official. After your department review, transfer all approved forms to one user, create a department packet with all approved forms, print the department packet and submit it to your college senate i.e. once a department packet is created and printed, the process is similar to that of previous curriculum review cycles. Manually forward printed copies of department packet with approved proposals to your College. After your college review, make any changes needed and generate a new department packet with college approved proposals. Colleges should manually forward these college approved department packets to the Associate Provost's office by the deadline. The department heads and the college deans should sign and date these department packets prior to submitting it to the Associate Provost's office.

Biggest Benefit of using the system:
Departments have to submit only one signed and printed copy of the proposals. A few years ago, departments were required to submit 10 copies of the proposals.

Usage Tips for College Senators:

• College senators may access their section by clicking the College Senators link.
• You may view summaries as well as all the detailed forms that are part of department packets online here:
  - Every department packet has a unique packet ID...
  - Every form has a unique form ID...
  - You need the IDs of proposals submitted to your Dean's office/College Senate to view the proposals
• Instructions for accessing the summaries and detailed forms are also printed at the end of the department packet coversheet.
APPENDIX C

CURRICULUM PROCESS AND TEACHER EDUCATION

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:
http://www.state.ia.us/boee/colleges/uni/Endorsements.html

Process:

A. Departments forward proposals (AND ORIGINAL, SIGNED consultation form) to the Office of Teacher Education, SEC 159A, involving:
   a. Teaching majors (consult Catalog)
   b. Teaching minors (consult Catalog)
   c. Professional Education Sequence (consult Catalog)

B. The Office of Teacher Education:
   1. examines all proposals related to teaching majors, minors, or professional education requirements for
      o licensure requirements
      o duplication
      o interdisciplinary implications
   2. reviews all proposals for
      o new teaching degrees/majors/minors/professional education requirements
      o modifications of teaching degrees/majors/minors/professional ed. requirements
      o new courses/revised courses included in teaching majors/minors/professional education requirements
      o dropped degrees/majors/minors/courses in teaching majors/minors/professional education requirements
      o admission/exit requirements to teacher education programs

C. Some triggers for a need to complete the Consultation process with the Office of Teacher Ed:
   • The curriculum exhibit (endorsement) will no longer be accurate, based on the proposed changes. http://www.state.ia.us/boee/colleges/uni/Endorsements.html
   • Changes in course numbers or titles of major courses
   • Creation or deletion of courses that could be taken by teaching majors to meet endorsements
   • Creation or elimination of programs that could be or are used to meet teaching license endorsements
   • 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.)
D. Procedures:
1. Office of Teacher Ed reviews proposals for editorial vs. substantive changes.
   b. If changes are editorial, signed consultation form is returned to initiator
   c. If changes affect all of teacher education, CTE Curriculum Ad-hoc Committee reviews proposal for consultation and recommendation to CTE at the next meeting.
2. CTE Curriculum Ad-hoc Committee deliberates:
   a. No concerns; will recommend Office of Teacher Education approve consultation.
   b. Concerns: Committee may request someone from the Department to clarify concerns*
   c. Unresolved concerns: Committee will recommend to CTE to deliberate
3. CTE review (See Teacher Education web site for CTE dates)
   a. Consultation form is signed to indicate CTE’s recommendation and is returned to the Department immediately following the CTE meeting.

E. Speed up the Consultation Process:
   • When proposals are submitted electronically, download the Teacher Education consultation form; get necessary signatures; and send original to the Office of Teacher Education, SEC 159A “time sensitive curriculum documents.”
   • * If you suspect that a proposal may be questioned by the CTE Ad-hoc Curriculum Committee, talk with your CTE representative to speed along the process.
   • Questions: contact the Office of Teacher Education at 3-2265.
   • CTE representatives are listed on the Teacher Education web site:
       www.uni.edu/teached Information for Faculty,” “Council on Teacher Education,” “Roster"
Appendix D - Curricular Program References

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   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
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
11. UNI Strategic Plan: 2004-2009 re: curriculum development and review general issues
Appendix D

APPENDIX D – 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 D – 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 D – 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 D – 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 1/2 credit hours each

130 hours – 8 semesters x 16 1/4 credit hours each or 8 semesters x 15 1/2 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**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Maximum Hrs. in Major</th>
<th>Elective Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-teaching B.A.</td>
<td>62 = ½ x 124</td>
<td>15 = 124-47-62</td>
</tr>
<tr>
<td>B.S.</td>
<td>68 = 62 + (130-124)</td>
<td>15 = 130-47-68</td>
</tr>
<tr>
<td>B.F.A., B. Music</td>
<td>80 = 68 + 12</td>
<td>3 = 130-47-80</td>
</tr>
<tr>
<td>B.A.--Teaching</td>
<td>80*</td>
<td>3 = 130-47-80</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Maximum Hrs. in Major</th>
<th>Elective Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-teaching B.A.</td>
<td>74 = 62+12 of the extra 14 max</td>
<td>17* = 138-45-74</td>
</tr>
<tr>
<td>B.S.</td>
<td>80 = 68+12 of the extra 14 max</td>
<td>17* = 144-45-80</td>
</tr>
</tbody>
</table>
B.F.A., B. Music  
94 = 80+all extra 14 max  
3\* = 144-45-94

B.A.--Teaching  
94 = Maximum 33 for Prof. Sequence  
3\* = 144-45-94

+ Remainder 61 for Major + Methods

*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 D – 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 D – 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 D – 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 Kaparthi, Coordinator for the Provost’s LAC-Curriculum Taskforce, was present to discuss the recommendations with the Senate.

…

Dr. Kaparthi 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. Kaparthi 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. Kaparthi 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 D – 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 D – 4


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 D – 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 no 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 Committee.”

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.
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 D – 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.
“The University Committee on Curricula voted on September 9, 1987, to recommend that the Senate revise the preciously 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.

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APPENDIX D-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 D-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 D-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 D-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.
LAC COURSE EQUIVALENCIES
Translated from French

1) Tools A and Tools B

Required of all university students, Tools A in semester one and Tools B in semester 2, they are composed of units covering research/writing, computer skills, and expressive techniques for communication.

2) JHEA601 What is Human Nature

The concept of human nature was called into question in the 20th century, and even its legal status was reversed. This criminalization of human nature for the betterment of the human condition is not present in contemporary thought. It is rooted in a history whose logic we will endeavor to understand, in trying to grasp how it is the complexity, even of the concept of human nature, that creates both the need to surpass it and the difficulty to go on without it.

3) JLEA110 Civilizations of Antiquity

Target goals: Discovery of the Greek civilization’s society and history from iconic texts and documents

Competencies: Acquisition of necessary chronological and social frameworks by understanding iconic texts and documents.

Organization: 18 meeting times: 12 from 3p.m. to 4 p.m., starting on week 11, 6 classes from 4p.m. to 5p.m.

Evaluation: Course questions with document analysis.

S. David’s course:

- Education: Homer, Sparta, Athens
- Methodology: Supporting the course with the study of texts or vase paintings
- Bibliography:
  - Education and culture in the Greek world from the 8th century B.C to the 4th century A.D. by Bernard Legras (2002)
  - History of Education in Antiquity by Henri-Irénée Marrou (1948)

S. Montel’s course:

- Olympic competition in the Greek world
  - Origins and foundations of the games. Presenting main sites and trials
  - Training spaces and competition
  - Athletic body, common them of Greek art
- Methodology
  - Study of relics, texts, painted or sculpted images that testify the importance of the competition in Greek culture
- Bibliography
4) JYEB44B Program Music

Program music, music that has no text but implies an external inspiration (a theme, a story, ideas, images...), has known an extraordinary development since the 19th century, integrating music in a more global artistic context (especially literary and pictorial). This course attempts to define its form and expression. The evaluation is presented in the form of a final exam based on ideas developed in class.

5) JYEB354 Theater and Culture

American musicals. An overview of the American musicals from Stephen Sondheim. The authors and composers that will be studied are Jerome Kern, Cole Porter, Rodgers & Hammerstein, Bernstein, Comden & Green, Sondheim, Jule Steyn, Frank Loesser, Lerner & Loewe, and Sondheim. Audio and video clips are used throughout the course. Evaluation at the end of the semester: two questions in the form of an in-class assignment (two hours to complete).

Shakespeare: introduction presenting the life and works of the playwright and the conditions of staging and of the diffusion of his works, followed by a study of six plays, which are particularly linked to the history of their scenic presentation: Romeo and Juliet, Julius Cesar, Hamlet, Othello, Measure for Measure, The Tempest. Evaluation based on an in-class essay (two hours to complete).

6) JGUA220 Anglophone Culture through Visual Arts: Analysis of Fixed Images

- Objectives
  - The course will cover visual art (mostly painting and photography) in Great Britain and the U.S.
  - We will study how visual arts contribute to the foundation of a cultural identity and its evolution
  - We will introduce image analysis (composition, palette, lighting, texture)

- Competencies
  - Ability to analyze an image, mastering appropriate vocabulary, decoding aesthetic and symbolic issues
  - Ability to place a work in its cultural, historical, and artistic context, and to figure out how it fits in a given time period

- Content
  - Presentation of principal genres, styles, and artists along with their context
  - Detailed analysis of images, methodological approach
7) JGUB221 Oral Language Practice and Translation

- Objectives
  - Translation: translation practice to French and to English with various types of texts
  - Oral language practice will be dedicated to presenting video and audio files and speaking critically about them. Oral comprehension will be covered by longer and more difficult material than previous semesters. Students will then have to present their own video or audio material in class.
  - Phonetics: study of intonation of English and the rules of pronunciation

- Competencies
  - Working on beginning level translations in their L1
  - Awareness of oral interaction
  - Acquisition of practical competencies in a presentational situation
  - Allow students to discuss and to debate subjects covered in video or audio clips
  - Giving students key rules of English intonation and main phonological ideas

- Content
  - Phonetics/intonation
  - Translation to English
  - Translation to French
  - Oral Comprehension

8) JGUA225 Introduction to Anglophone Literature

- Objectives
  - Present students with a general view of Anglophone literature (British and American) in order to give them knowledge of specific characteristics of each geographic area in literary creation, but also lead them to see how these diverse works of literature are connected by a history of a common language
  - Bring students, with the use of concrete examples, to incorporate the methodology of literary commentary, to understand its specificity and the importance of a reasonable approach

- Competencies
  - Continue to develop a mastery of vocabulary and critical literary concepts.
  - Learn the methodology of literary commentary in using one’s knowledge of literature in different Anglophone countries

- Content
  - Chronologic and contextual approach of literary history
  - Analytical and methodological approach of literary texts
  - Comprehension of contextual analysis of texts
  - Textual analysis and methodology
9) American and British Civilization

- Objectives
  - Introduce students to the study of social and political aspects in the contemporary Anglo-Saxon world by introducing historical and cultural events of the Anglo-Saxon world.
  - Teach students to analyze and to comment on diverse documents, by identifying important points and by prioritizing ideas in the studied document.

- Competencies
  - Manage to situate historical and civilizational elements in the geopolitical Anglo-Saxon world
  - Learning to take note of key elements in discussion and in documents

- Content
  - Introduction to British Civilization
  - Introduction to American Civilization
  - Document analysis, methods of approach, and construction of commentary

10) JLEB123A Literature and Society

This option approaches, in one or more time periods, the issues regarding the relationship of literature or theater with the society of the time: internal relationship with performance (e.g. 19th century novel), relationship with the public for diverse ideological purposes (particularly in the framework of theatrical performances), the position of careers in the humanities within the spectrum of social roles (promoting the idea of the author). According to the syllabus, methods of analyzing drama, social criticism, and Marxist interpretations are brought up and practiced. In any case, this course gives the occasion to introduce students to ideological movements and ways of thought of the studied time periods, and also introduces the interdisciplinarity of literary studies through specific examples.
# Program of Study: American Students

**Humanities BA - UNI**

**Licence Lettres et arts Modernes - UFC**

## Year One

<table>
<thead>
<tr>
<th>Semester 1:</th>
<th>15 hours</th>
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<tbody>
<tr>
<td>FREN 3001 Advanced Composition</td>
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<td>LAC 1A Writing and Reading</td>
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<td>LAC 1D Personal Wellness</td>
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<tr>
<td>LAC 2A Humanities II</td>
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<tr>
<td>LAC 5A Social Science Course</td>
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<table>
<thead>
<tr>
<th>Semester 2:</th>
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<tbody>
<tr>
<td>FREN 3003 Advanced Conversation</td>
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<tr>
<td>FREN 4005 Stylistics</td>
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<tr>
<td>LAC 2B Non-Western Culture</td>
<td>3 hours</td>
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<tr>
<td>LAC 1B COMM 1000 Oral Communication</td>
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<tr>
<td>ENGLISH 4(TBA) World Literature</td>
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(Optional) 4 or 8 Week Intensive French Program at the Université de Franche-Comté

## Year Two

<table>
<thead>
<tr>
<th>Semester 3:</th>
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<tbody>
<tr>
<td>FREN 3004 Intro. To French Literature</td>
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<tr>
<td>FREN 4061 French Phonetics</td>
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<tr>
<td>FREN 4024 French Civilization</td>
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<tr>
<td>or FREN 4022 Special Topics in French Literature</td>
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<tr>
<td>LAC 4A Life Science Course *</td>
<td>4 hours *</td>
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<tr>
<td>LAC 5B Social Science Course</td>
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<table>
<thead>
<tr>
<th>Semester 4:</th>
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<tbody>
<tr>
<td>FREN 4044 Special Topics in French Cinema</td>
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<tr>
<td>LAC 1C Quantitative Understanding Course</td>
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<tr>
<td>LAC 5A,B,C Social Science Course</td>
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<tr>
<td>LAC 4B Physical Science Course *</td>
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<tr>
<td>HUM1021 Humanities I</td>
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Capstone in France

(Optional) 4 or 8 Week Intensive French Program at the Université de Franche-Comté

* This course must include a lab, which will add one semester hour.

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LAC Courses

Summer Courses
Following 2 years at the Université de Franche-Comté
Requires B2 level language proficiency

<table>
<thead>
<tr>
<th>Year Three</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 5:</strong></td>
</tr>
<tr>
<td>French Literature 3</td>
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<tr>
<td>French Language 3</td>
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<tr>
<td>Comparative Literature 3</td>
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<tr>
<td>Arts and Letters 3:</td>
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<tr>
<td>Theater and Culture</td>
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<tr>
<td>Literature and Society</td>
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<tr>
<td>Transversal:</td>
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<tr>
<td>Advanced French 3</td>
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<tr>
<td>Transversal Elective (See Transversal Course Options)</td>
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<tr>
<td><strong>Semester 6:</strong></td>
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<tr>
<td>French Literature 4</td>
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<tr>
<td>French Language 4</td>
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<tr>
<td>Comparative Literature 4</td>
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<tr>
<td>Arts and Letters 4:</td>
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<tr>
<td>Music and Literature in the 19th Century</td>
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<tr>
<td><strong>Program Music</strong></td>
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<td>Transversal:</td>
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<td>Advanced French 4</td>
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<td>Transversal Elective (See Transversal Course Options)</td>
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<thead>
<tr>
<th>Year Four</th>
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<tbody>
<tr>
<td><strong>Semester 7:</strong></td>
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<tr>
<td>French Literature 5</td>
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<td>French Language 5</td>
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<tr>
<td>Comparative Literature 5</td>
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<td>Reading the Classics: Literature and Reception</td>
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<td>Transversal:</td>
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<tr>
<td>Advanced French 5</td>
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<tr>
<td>Transversal Elective (See Transversal Course Options)</td>
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<td><strong>Semester 8:</strong></td>
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<td>French Literature 6</td>
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<tr>
<td>French Language 6</td>
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<tr>
<td>Comparative Literature 6</td>
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<td>Literature and Education</td>
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<tr>
<td>Preprofessional Educational Occupations</td>
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<tr>
<td>OR Preprofessional Cultural and Research Occupations</td>
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</tbody>
</table>
### Arts and Letters Course Options

#### Semester 5:
- **Requires 2**
  - Theater and Culture
  - Classic Languages and Linguistics 3
  - Literature and Society
  - French Theater of the 18th Century
  - Baroque Opera

#### Semester 6:
- **Requires 2**
  - Music and Literature in the 19th Century
  - Classic Languages and Linguistics 4
  - History of Political and Religious Ideas
  - French Theater of the 19th Century
  - Program Music

### Transversal Course Options

#### Semester 5:
- **Requires 2**
  - Advanced French 3
  - Devils and Witchcraft of the 15th and 16th centuries
  - Space and Time in Europe
  - Human Nature in Revolution
  - Greek and Roman Mythologies and Religions
  - Meeting and Interference of Literature and Art
  - Language, Logic, and Socio-Linguistic Technology
  - Baroque Aesthetics
  - Education and Society

#### Semester 6:
- **Requires 2**
  - Advanced French 4
  - Basis of Civilization of the British Isles
  - Italian Art of the Renaissance
  - History of Science and Techniques
  - Crisis of the Humanist Conscience
  - History and Analysis of Scientific, Technical and Historical Vocabulary
  - Text and Image
  - Reading Cities, Understanding Space
  - Teaching, Learning a Foreign Language
  - Theater and Dance
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester 7:</th>
<th>Requires 2</th>
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<tbody>
<tr>
<td>Advanced French 5</td>
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<tr>
<td>Epistemology and Didactics of Human Social Sciences</td>
<td>Elective</td>
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<tr>
<td>Looking at a Post-Human Earth</td>
<td>Elective</td>
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<tr>
<td>Poetry and Rhetoric</td>
<td>Elective</td>
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<tr>
<td>Discourse and Ideology</td>
<td>Elective</td>
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<tr>
<td>Ethnomusicology</td>
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<tr>
<td>Culture and Psychoanalysis</td>
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<tr>
<td>Criminology: Introduction</td>
<td>Elective</td>
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</tr>
</tbody>
</table>
# Program of Study: French Students

## Year One

**Semester 1:** 15 hours (30 ECTS)

- **English:** Grammar and Oral Language Practice 3 hours
- **English:** Understanding and Translating Texts 3 hours
- **English:** Introduction to Literary Textual Analysis 3 hours
- **English:** Anglophone Culture through Visual Arts: Fixed Images 3 hours
- **Transversal:**
  - Modern Language Tools A
  - What is Human Nature

**Semester 2:**

- **English:** Grammar and English Language Practice 3 hours
- **English:** Introduction to Anglophone Literature 3 hours
- **English:** American and British Civilization 3 hours
- **English:** Anglophone Culture through Visual Arts: Cinema 3 hours
- **Transversal:**
  - Modern Language Tools B
  - Civilizations of Antiquity

## Year Two

**Semester 3:**

- **Translation and Oral Language Practice** 3 hours
- **British Literature from the 19th to the 20th century** 3 hours
- **British Civilization** 3 hours
- **English:** Grammar, Linguistics, and Written Expression 3 hours
  - **OR** Linguistic Theory
  - **OR** Description of French for Non-Francophones

- **Transversal:**
  - Modern Language
  - Elective (See Transversal Course Options)

**Semester 4:**

- **Grammar, English Linguistics, and Written Expression** 3 hours
- **Translation and Oral Practice in English** 3 hours
- **American Civilization** 3 hours
- **American Literature** 3 hours
- **Transversal:**
  - Modern Language
  - Elective (See Transversal Course Options)
Following 2 years at the University of Northern Iowa
Requires 550 TOEFL score

<table>
<thead>
<tr>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 5:</strong></td>
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<tr>
<td>ENGLISH 2340 Survey of English Literature: Romantics to Post-Colonialism</td>
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<tr>
<td>ENGLISH 2520 Multicultural Literature</td>
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<td>LAC 1C Quantitative Understanding Course</td>
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<tr>
<td>HPELS 1010 Personal Wellness</td>
</tr>
<tr>
<td>LAC 2B Non-Western Culture</td>
</tr>
</tbody>
</table>

| **Semester 6:** | 15 (16) hours |
| TESOL 4540 Sociolinguistics** | 3 hours |
| ENGLISH 4325 18th Century British Literature ** | 3 hours |
| LAC 4A Life Sciences * | 3 (4) hours * |
| LAC 5A - SOC SCI 1023 American Civilization | 3 hours |
| LAC 5B POL AMER 1014 Intro to American Politics | 3 hours |

<table>
<thead>
<tr>
<th>Year Four</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 7:</strong></td>
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<tr>
<td>ENGLISH 4420 The American Renaissance **</td>
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<tr>
<td>ENGLISH 4602 Modern / Postmodern Poetry **</td>
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<tr>
<td>LAC 4B Physical Sciences*</td>
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<tr>
<td>ENGLISH 4120 Images of Women in Literature **</td>
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<tr>
<td>ENGLISH 4198 Linguistics, Oral Language Practice, and Translation I**</td>
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</table>

| **Semester 8:** | 15 hours |
| ENG 4577/ CAP3187 Blues & Jazz in African American Film and Literature | 3 hours |
| ENGLISH 4025 Theory and Practice of Writing ** | 3 hours |
| History of Ideas course | 3 hours |
| ENGLISH 4410 Early American Literature ** | 3 hours |
| ENGLISH 4198 Linguistics, Oral Language Practice, and Translation II** | 3 hours |

* One of these courses must include a lab, which will add one semester hour.

** Courses may be taken at the graduate level.
## Transversal Course Options

<table>
<thead>
<tr>
<th>Semester 1:</th>
<th>Requires 3</th>
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</thead>
<tbody>
<tr>
<td>Modern Language</td>
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<tr>
<td>Tools A</td>
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<tr>
<td>The Italian Economic Miracle</td>
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<tr>
<td>History of Globalization</td>
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<tr>
<td>Introduction to Archaeology 1 (Prehistory)</td>
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<tr>
<td>What is Human Nature?</td>
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<tr>
<td>Analysis of Theatrical Representation 1</td>
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<tr>
<td>Musicians and Society</td>
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<table>
<thead>
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<th>Semester 2:</th>
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<tbody>
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<td>Modern Language</td>
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<td>Tools B</td>
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<td>Close Up on Italian Cinema</td>
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<td>Introduction to Archaeology 2 (Metropolitan History)</td>
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<tr>
<td>Different Forms of Humanism</td>
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<tr>
<td>Civilizations of Antiquity</td>
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<tr>
<td>Analysis of Theatrical Representation 2</td>
<td>Elective</td>
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<tr>
<td>Educating and Teaching</td>
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<td>Space and Time in Europe</td>
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<td>Devils and Witchcraft of the 15th and 16th centuries</td>
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<td>Greek and Roman Mythologies and Religions</td>
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<td>Language, Logic, and Sociolinguistic Technology</td>
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<td>Baroque Aesthetics</td>
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<td>Italian Art of the Renaissance</td>
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<td>History of Science and Techniques</td>
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<td>History and Analysis of Scientific, Technical, and Historical Vocabulary</td>
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<td>Crisis of the Humanist Conscience</td>
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<td>Text and Image</td>
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<td>Reading the City, Understanding the Space</td>
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<td>ENGLISH 4560 Asian American Literature</td>
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<td>ENGLISH 4577 Blues and Jazz in African American Film and Literature</td>
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<td>ENGLISH 4632 Literary Nonfiction</td>
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<td>ENGLISH 4652 Film and Literature</td>
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<td>ENGLISH 4660 Film History</td>
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<td>ENGLISH 4664 Film Theory and Criticism</td>
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<td>ENGLISH 4672 Electronic Literature</td>
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<td>LAC Requirements for American Students</td>
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<td>1A ENGLISH 100S College Writing and Research</td>
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<td>1B COMM 1000 Oral Communication</td>
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<td>1C Mathematics Course</td>
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<td>1D HPELS 1010 Personal Wellness</td>
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<td>2A HUM 1021 Humanities I</td>
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<td>2A HUM 1022 Humanities II</td>
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<td>3A MUSIC 1100 Soundscapes: Music in Culture</td>
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<td>2A HUM 1021 Humanities I</td>
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<tr>
<td>6C FAM SERV 1010 Human Identity &amp; Relations</td>
<td>UFC Semester 1</td>
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<td>6A Capstone (choice)</td>
<td>UNI Semester 8</td>
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LAC COURSE EQUIVALENCIES

Translated from French

1) Tools A and Tools B

Required of all university students, Tools A in semester one and Tools B in semester 2, they are composed of units covering research/writing, computer skills, and expressive techniques for communication.

2) JHEA601 What is Human Nature

The concept of human nature was called into question in the 20th century, and even its legal status was reversed. This criminalization of human nature for the betterment of the human condition is not present in contemporary thought. It is rooted in a history whose logic we will endeavor to understand, in trying to grasp how it is the complexity, even of the concept of human nature, that creates both the need to surpass it and the difficulty to go on without it.

3) JLEA110 Civilizations of Antiquity

Target goals: Discovery of the Greek civilization's society and history from iconic texts and documents

Competencies: Acquisition of necessary chronological and social frameworks by understanding iconic texts and documents.

Organization: 18 meeting times: 12 from 3p.m. to 4 p.m., starting on week 11, 6 classes from 4p.m. to 5p.m.

Evaluation: Course questions with document analysis.

S. David's course:

- Education: Homer, Sparta, Athens
- Methodology: Supporting the course with the study of texts or vase paintings
- Bibliography:
  - *Education and culture in the Greek world from the 9th century B.C to the 4th century A.D.* by Bernard Legras (2002)
  - *History of Education in Antiquity* by Henri-Irénéé Marrou (1948)

S. Mcntel's course:

- Olympic competition in the Greek world
  - Origins and foundations of the games. Presenting main sites and trials
Training spaces and competition
Athletic body, common theme of Greek art

Methodology
Study of relics, texts, painted or sculpted images that testify the importance of the competition in Greek culture

Bibliography
- *Olympia, the victory for the gods* by Carbonnières (1995)

4) JYEB44B Program Music

Program music, music that has no text but implies an external inspiration (a theme, a story, ideas, images...), has known an extraordinary development since the 19th century, integrating music in a more global artistic context (especially literary and pictorial). This course attempts to define its form and expression. The evaluation is presented in the form of a final exam based on ideas developed in class.

5) JYEB4354 Theater and Culture

American musicals. An overview of the of American musicals from Stephen Sondheim. The authors and composers that will be studied are Jerome Kern, Cole Porter, Rodgers & Hammerstein, Bernstein, Comden & Green, Sondheim, Jule Steyn, Frank Loesser, Lerner & Loewe, and Sondheim. Audio and video clips are used throughout the course. Evaluation at the end of the semester: two questions in the form of an in-class assignment (two hours to complete)

Shakespeare: introduction presenting the life and works of the playwright and the conditions of staging and of the diffusion of his works, followed by a study of six plays, which are particularly linked to the history of their scenic presentation: Romeo and Juliet, Julius Cesar, Hamlet, Othello, Measure for Measure, The Tempest. Evaluation based on an in-class essay (two hours to complete)

6) JGUA 220 Anglophone Culture through Visual Arts: Analysis of Fixed Images

- Objectives
  - The course will cover visual art (mostly painting and photography) in Great Britain and the U.S.
  - We will study how visual arts contribute to the foundation of a cultural identity and its evolution
  - We will introduce image analysis (composition, palette, lighting, texture)

- Competencies
  - Ability to analyze an image, mastering appropriate vocabulary, decoding aesthetic and symbolic issues
· Ability to place a work in its cultural, historical, and artistic context, and to figure out how it fits in a given time period

· Content
  · Presentation of principal genres, styles, and artists along with their context
  · Detailed analysis of images, methodological approach

7) JGUB221 Oral Language Practice and Translation

· Objectives
  · Translation: translation practice to French and to English with various types of texts
  · Oral language practice will be dedicated to presenting video and audio files and speaking critically about them. Oral comprehension will be covered by longer and more difficult material than previous semesters. Students will then have to present their own video or audio material in class.
  · Phonetics: study of intonation of English and the rules of pronunciation

· Competencies
  · Working on beginning level translations in their L1
  · Awareness of oral interaction
  · Acquisition of practical competencies in a presentational situation
  · Allow students to discuss and to debate subjects covered in video or audio clips
  · Giving students key rules of English intonation and main phonological ideas

· Content
  · Phonetics/intonation
  · Translation to English
  · Translation to French
  · Oral Comprehension

8) JGUA225 Introduction to Anglophone Literature

· Objectives
  · Present students with a general view of Anglophone literature (British and American) in order to give them knowledge of specific characteristics of each geographic area in
literary creation, but also lead them to see how these diverse works of literature are connected by a history of a common language.

- Competencies:
  - Continue to develop a mastery of vocabulary and critical literary concepts.
  - Learn the methodology of literary commentary in using one's knowledge of literature in different Anglophone countries.

- Content:
  - Chronologic and contextual approach of literary history
  - Analytical and methodological approach of literary texts
  - Comprehension of contextual analysis of texts
  - Textual analysis and methodology

9) American and British Civilization

- Objectives:
  - Introduce students to the study of social and political aspects in the contemporary Anglo-Saxon world by introducing historical and cultural events of the Anglo-Saxon world.
  - Teach students to analyze and to comment on diverse documents, by identifying important points and by prioritizing ideas in the studied document.

- Competencies:
  - Manage to situate historical and civilizational elements in the geopolitical Anglo-Saxon world
  - Learning to take note of key elements in discussion and in documents

- Content:
  - Introduction to British Civilization
  - Introduction to American Civilization
  - Document analysis, methods of approach, and construction of commentary

10) JLEB123A Literature and Society

This option approaches, in one or more time periods, the issues regarding the relationship of literature or theater with the society of the time: internal relationship with performance (e.g. 19th century novel),
relationship with the public for diverse ideological purposes (particularly in the framework of theatrical performances), the position of careers in the humanities within the spectrum of social roles (promoting the idea of the author). According to the syllabus, methods of analyzing drama, social criticism, and Marxist interpretations are brought up and practiced. In any case, this course gives the occasion to introduce students to ideological movements and ways of thought of the studied time periods, and also introduces the interdisciplinarity of literary studies through specific examples.