

Contact: Diana Gonzalez

PROPOSED CURRICULUM CHANGES FOR THE UNIVERSITY OF NORTHERN IOWA

Action Requested: Consider approval of the request for curriculum changes by the University of Northern Iowa for the 2016-2017 Catalog.

Executive Summary: The proposed changes include the curriculum changes resulting from collegiate and department review of existing courses. The request for the proposed curriculum changes was reviewed by the Board Office and is recommended for approval. This request addresses the Board of Regents Strategic Plan priority of “educational excellence and impact” as well as Goal # 8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ Curriculum changes. Curriculum changes at UNI reflect new knowledge, new demands in various professions and settings, workforce development needs, program reorganization, student interests, and faculty expertise.
- ◇ Process. Academic departments are responsible for developing initial curriculum proposals. Changes to programs and courses are in response to workforce needs, student interest, requirements of accrediting bodies, laws and regulations, student outcomes assessments, academic program reviews, new demands in professional fields, program reorganization, faculty expertise, and advances in the fields. Course catalog and curricula at UNI are particularly influenced by changes in the state’s requirements for teacher licensure and endorsements as well as accreditation. The proposed changes are seen primarily in the College of Education and the College of Humanities, Arts, and Sciences. Curriculum modifications allow the faculty to ensure that their curricula are up-to-date to best serve students and the state. While budgetary limitations may slow growth in new programs, funds will continue to be reallocated in strategic directions that support economic and workforce development initiatives across the state.
- ◇ University Catalog. The proposed curriculum changes will be shown on the 2016-2017 University Catalog.
- ◇ Net changes. The proposed changes include an addition of 79 new courses and the elimination of 207 courses, resulting in a net decrease of 128 courses.

**SUMMARY OF PROPOSED CURRICULUM CHANGES
2016-2017**

College	New Courses	Dropped Courses	Net Change	Course Number Change	Credit Value Change	Title Change
Business Administration	2	8	-6	2	0	3
Education	22	30	-8	4	7	10
Humanities, Arts, and Sciences	27	126	-99	19	5	35
Social and Behavioral Sciences	26	36	-10	9	9	30
Interdisciplinary Programs	2	7	-5	0	0	0
TOTAL	79	207	-128	34	21	78

SUMMARY OF PROGRAM CHANGES

PROGRAMS ADDED

None

MERGED PROGRAMS/PROGRAM NAME CHANGES

None

PROGRAMS TERMINATED

None

NEW MINORS

- None
- Air Quality
- Astronomy
- Environmental Earth Science
- Geology
- Public History

MINORS TERMINATED

- Physical Education – Elementary Teaching

CURRICULAR TRENDS BY COLLEGE

COLLEGE OF BUSINESS ADMINISTRATION

- ➔ In addition to strengthening the content of courses across departments to meet the changing expectations of employer stakeholders, the major course of action in curriculum is in response to increased demand and professional expectations for supply chain professionals. Moving products faster and more efficiently than competitors can lead to a real advantage for organizations. The Department of Labor's Occupational Outlook Handbook (www.bls.gov) shows that Logisticians – those who analyze and support an organization's supply chain – with a Bachelor's degree earn on average \$72,780. In addition, the job outlook is very positive with a much faster than average growth rate. Student response to the job outlook has been significant. From 2013 to 2015, students choosing the Management Supply Chain and Operations emphasis grew by 134%. In response to these trends, new courses were developed integrating analytics and quantitative analysis to expand course opportunities for students; updates were made to foundation courses to increase knowledge regarding global linkages in the supply chain.

COLLEGE OF EDUCATION

- ➔ The College uses a variety of indicators to assess quality of courses, changes to existing courses, and creation of new courses, including program reviews, student outcomes assessment, teacher work sample methodology, and accreditation mandates. The current process of curricular revision has facilitated the College's mission to become the premier PreK-12 program in the state, region, and nation. The college continues to promote innovation, curricular efficiency, and student learning.
- ➔ The College focused on fine-tuning existing courses, restating course and major/minor descriptions, and adding content to existing courses to fulfill accreditation standards and mandates. The proposed changes recognize the changing trends in all College areas; the proposed curriculum changes address these issues.
- ➔ Curriculum changes responded to emerging needs of educators and human services personnel throughout Iowa and the nation and are consistent with the mission of the College to provide high quality undergraduate and graduate programs that prepare educational and human services professionals for direct service and leadership roles in school and non-school settings.

COLLEGE OF HUMANITIES, ARTS AND SCIENCES

- ➔ The College continually assesses the curriculum and updates courses and degree programs as needed as part of its goal to develop and maintain excellence in departments and programs by building on its reputation of commitment to teaching and learning. Review and revision of the curriculum is an important step in continual assessment processes, such as Student Outcomes Assessment and Academic Program Review.
- ➔ Some revisions are housekeeping and routine updates but others are designed to increase student success, by increasing and refining collaborative interdisciplinary offerings and addressing changes in state teaching and endorsements. Name and description changes were designed to provide greater clarity for students and others who examine the course offerings.

 **COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

- The mission of the College is to promote an understanding of how individuals, societies, and cultures contribute to human development. The College accomplishes this mission through continuous assessment of curriculum and programs.
- Departments and programs in the College use a variety of assessment strategies, including internal evaluations, such as student outcomes assessment, academic program review, student demand, and external evaluations for professional accreditation bodies, to maintain academic excellence and to remain current in each discipline.
- The College dropped and added courses as a reflection of discipline changes. In August 2013, the Geography Department requested approval to re-open admissions to the re-designed Bachelor of Arts Program in Geography (ESAC 9). The redesigned program combined its prior four tracks into a single program with a common core of classes. The Master's in Social Work Program restructured its curriculum without increasing its length.