

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 2014-2016 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, 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. The proposed changes are seen primarily in the College of Education and the College of Humanities, Arts, and Sciences. Furthermore, some of the proposed changes are the result of restructured programs. This process allows the faculty to ensure that their curricula are up-to-date to best serve students and the state.

Proposed new courses are typically first offered as pilots so that departments can be certain that proper staff resources are available. Pilot courses also generate valuable information about student learning, proper course structure, and overall feasibility of the courses prior to the development of formal proposals to add to the curriculum. The university is adding six new courses in the Liberal Arts Core. Of particular note is Cornerstone, a two-semester set of courses designed to serve as a first-year experience for incoming freshmen. Cornerstone meets the university’s writing and oral communication requirements, provides students with peer mentors, and exposes them to the range of academic and student support services on campus. Data from the first two pilot years indicate that Cornerstone students are retained at a higher rate than the rest of the student body.

- ◇ University Catalog. The proposed curriculum changes will be shown on the 2014-2016 University Catalog.
- ◇ Net changes. The proposed changes include an addition of 103 new courses and the elimination of 55 courses, resulting in a net increase of 48 courses.

**SUMMARY OF PROPOSED CURRICULUM CHANGES**

College	New Courses	Dropped Courses	Net Change	Course Number Change	Credit Value Change	Title Change
Business Administration	5	0	+5	0	0	6
Education	40	30	+10	14	10	43
Humanities, Arts, and Sciences	40	18	+22	60	22	62
Social and Behavioral Sciences	12	7	+5	22	7	13
Interdisciplinary Programs	6	0	+6	0	1	0
<b>TOTAL</b>	<b>103</b>	<b>55</b>	<b>+48</b>	<b>96</b>	<b>40</b>	<b>124</b>

**SUMMARY OF PROGRAM CHANGES**

**PROGRAMS ADDED**

None

**MERGED PROGRAMS/PROGRAM NAME CHANGES**

None

**PROGRAMS TERMINATED**

None

**NEW MINORS**

- Instructional Strategist Minor
- Interdisciplinary Language Studies Minor: French
- Spanish/English Translation Minor
- Social Welfare Minor

**MINORS SUSPENDED**

None

**MINORS TERMINATED**

- Chemistry Minor - Teaching

## CURRICULAR TRENDS BY COLLEGE

### COLLEGE OF BUSINESS ADMINISTRATION

- ➔ Place-bound professionals across the state desire to enhance their knowledge and career prospects by obtaining a graduate degree in business administration. While on-campus and distance education attendance are options, there is unmet demand for face-to-face modes of delivery in smaller Iowa towns with a relatively large professional employment base.
  - The UNI MBA program, in collaboration with Pella Corporation, Vermeer Manufacturing, and other major employers in Pella, launched its inaugural portable MBA program in Pella. UNI faculty deliver the courses face-to-face in Pella. While the first cohort of students is completing the program, the college will analyze demand data from different parts of the state to decide whether to accept a second cohort in Pella or deliver the program in a different part of the state. The college is prepared to serve the state by delivering the MBA program in any location where there is adequate demand for this traditional mode of delivery.
- ➔ The need for personal financial planning expertise is expanding. Recruiters and prospective employers recognize Certified Financial Planning (CFP) as the most desired designation in this field.
  - The UNI Department of Finance added an emphasis to the Finance major called Personal Wealth Management which will assist graduates to earn the CFP designation.
- ➔ Employer feedback has indicated that new graduates need higher skill levels in the areas of negotiations, persuasion, and influence.
  - A new course, Dynamics of Negotiations, was created as an elective in the college. The course is designed to be relevant to the broad spectrum of negotiations issues that future leaders and managers may face.

### 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.
- ➔ 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 continues to update and strengthen its undergraduate and graduate curricula as part of its mission to provide students a high quality education that will prepare them to be valuable members of a global society and to be competitive in professional schools and the increasingly technological workplace.
- The College's goal is to maintain up-to-date curricula and improve student retention and success in light of UNI's mission and the traditional values of a liberal arts education.
- The College's curricular review and revision processes were based on a number of assessment practices, including Academic Program Review, and Student Outcomes Assessment; and in response to program closures and suspensions in Spring 2012.
- Changes to teacher preparation programs are designed to increase enrollment and improve the ability of graduates to teach effectively in communication arts, fine arts, and STEM disciplines. Changes in these areas are in response to student outcomes assessments and academic program reviews as well as to changes in teacher licensure and national recommendations.

 **COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES**

- Curriculum changes stemming from the 2013-2014 curriculum cycle reflect changes in disciplinary trends, student demand, and faculty turnover. In addition to updates in course titles and course descriptions, restatements were completed for majors, minors or certificates resulting in dropping or adding courses. The elimination of seven courses primarily reflects changes in the disciplines.
- The majority of program restatements reflected changes in course names, course availability, or addition of elective options for students (Family Services, Gerontology, Textile & Apparel, two minors, a Political Science certificate, and an Industrial/Organizational certificate in Psychology). The more substantial restatement involved the Master of Social Work Program:
  - The Practicum and Practicum Seminar were restructured to make progress through the program more understandable for students and more administratively efficient for the department. No new credits for courses were created; the program remains the same length.
    - The seminar was separated from the practicum; the seminar is graded but the practicum remains credit/no credit.
    - The practicum and seminar are structured to include a block placement option and a non-block placement option.
    - The practicum was divided into three potential labels (Foundation, Trauma Informed, and Advanced Social Administration) to show students' chosen "track" on the transcript.
- Twelve new courses were added to the curriculum, including a professional development course to be used in the *Live Like a Student* campaign in the Financial Aid Office and one internship. New content courses were offered on an experimental basis to ensure sufficient student demand and intellectual rigor. Most of the courses reflect discipline changes and/or new faculty interests.