

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Proposed Curricular Changes University of Northern Iowa
Date: April 10, 2000

Recommended Action:

Approve the proposed curricular changes from the University of Northern Iowa, including the new major in Accounting, and the proposed minors; and approve the new majors noted below, contingent upon review of the Iowa Coordinating Council for Post-High School Education.

Executive Summary:

This report transmits to the Board of Regents proposals for curriculum changes at the University of Northern Iowa. Curriculum items at the University of Northern Iowa are considered on a two-year cycle, consistent with the publication of the UNI catalog.

The proposed curriculum changes and new majors and minors have been reviewed by the Board Office and the ICEC and are being recommended for approval. Special reports on the Regent "duplication questions" (Procedural Guide §6.09) are attached (Appendix B – beginning on page 37) for the two programs where similar programs exist at the other two Regent universities. The third potentially duplicative program, the Major in Accounting, has previously been discussed by the Board of Regents. That discussion included a report on potential duplication with the recently approved Master in Accounting at Iowa State University.

The new program proposal for the Major in Accounting – M.A. was approved by the Iowa Coordinating Council for Post-High School Education (ICCPHSE) at its February meeting. The remaining new programs will be on the agenda for the May ICCPHSE meeting.

The request for approval includes course changes and new program requests. The request includes 4 new academic majors and 6 new minors. It also includes 114 proposed new courses and 89 current courses that are proposed to be dropped.

The new majors include:

- Major in Accounting – M.A.
- Major in Real Estate – B.A.
- Major in Athletic Training – B.A.
- Major in Physical Education – B.A.

The new minors include:

- Accounting Minor - Business
- Real Estate Minor - Business
- Financial Services Minor - Business
- Natural History Interpretation Minor
- Electrical and Electronics Technology Minor
- Statistics and Actuarial Science Minor

The proposed majors and minors to be dropped include:

- Major in Natural History Interpretation – B.A.
- Major in Science – B.A.
- Major in Science – M.A.
- Athletic Training Minor
- Communication/Journalism – Teaching Minor

Three existing majors and two minors are proposed to be dropped. Several academic areas account for the majority of the new course offerings. These course changes can be summarized as follows:

- In the College of Business Administration, new courses in Accounting support the new Master's degree.
- In the College of Education, new courses in early childhood education and educational leadership have been added to improve programs in those areas. Additional courses in the School of Health, Physical Education, support the new Athletic Training major, as well as program enhancements in health promotion and education, physical education and leisure studies.
- The Department of Modern Languages in the College of Humanities and Fine Arts has reorganized several majors, adding new courses and expanding others to better meet student needs. New courses in English Language and Literature support emerging emphasis areas in creative writing and multicultural literature.
- The Biology Department in the College of Natural Sciences has added courses such as "Histology" and "Virology" as needed for courses addressing those areas that have arisen. The Department of Earth Science has added Field Study courses to provide additional hands-on experiences for students. A new course in Industrial Technology, "The World of Technology," will explore and analyze technologies affecting society for students outside the Industrial Technology major.
- In the College of Social and Behavioral Sciences, several new courses in Design, Family and Consumer Sciences, enhance already existing curriculum in the interior design and textile and apparel majors. The History Department has added new courses on Japan and the Geography Department has added three new courses to support both graduate and undergraduate student enrollments.

- In general, curricular changes reflect the continuous progression, maturation, and adaptation of the academic disciplines and the educational and professional preparation programs they support. The brief "Statements of Curricular Trends," prepared by the deans of the respective colleges, more explicitly review and preview requisite or anticipated changes in various disciplines.

The proposed course changes are summarized in Table 1 below:

**Table 1
Program/Course Changes**

College	New Courses	Dropped Courses*	Number/ Title/ Descrip./ Prereq. Change	Change (g or hrs.)	New Prog. Cert.	Credit				Restate- ment of Majors/ Minors
						New Majors	Dropped Majors	New Minors	Dropped Minors	
BUS	5	2	12	6	1	2	0	3	0	12
EDUC	38	24	60	15	1	2	0	0	1	26
CHFA	35	43	123	41	2	0	0	0	1	55
CNS	21	10	72	13	1	0	3	3	0	36
CSBS	15	10	24	3	0	0	0	0	0	25
Spec PRG	0	0	0	0	0	0	0	0	0	0
Total	114	89	291	78	5	4	3	6	2	154

*Includes both courses dropped through curricular proposals and those dropped under the Seldom/Never Offered Policy.

Conclusion:

In compliance with the Board of Regents' policy on new program approval, the University of Northern Iowa has prepared responses to each of the Regent program approval questions for each of the proposed new programs. The specific responses are attached as Appendix A. At the Board's request, two of the proposed programs that have been identified as potentially duplicative (similar programs exist at another Regent university) the University has also been asked to respond to the Regent questions on program duplication (see Appendix B). These two potentially duplicative programs are the proposed majors in Athletic Training and Physical Education. A third potentially duplicative program has previously been presented to the Board, along with a similar program request at ISU (i.e., Master of Accounting).

All of the proposed programs and minors meet the Board's criteria for new program approval and none have been determined to be "unnecessarily duplicative." The Board's policy allows duplicative programs when there is sufficient need demonstrated and no new costs are involved, as is the case with these programs.

Robert J. Barak

Approved:

Frank J. Stork

FORM B — REGENTS PROGRAM REVIEW QUESTIONS, NEW MAJOR

DEPT/SCHOOL: Accounting

COLLEGE: Business Administration

DEGREE: Master of Accounting (MAcc)

MAJOR IN: Accounting

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

Effective January 1, 2001, individuals who aspire to become Iowa CPAs will have to have 150 hours of education before they can receive their CPA certificate. In fact, over 40 states and territories in addition to Iowa have a similar requirement. Therefore, if the Department of Accounting is to continue its distinctive role of providing a large number of entrants into the accounting profession, it must have an option for students to earn a MAcc degree. The goal of this program will be to facilitate students developing the skills and knowledge necessary to become future leaders in their profession and the business world.

Additional benefits will accrue from this program. MAcc programs are attractive to students who have graduated from other institutions where a MAcc degree is not available. Our goal will be to facilitate student transfers within the state of Iowa as well as from other colleges and universities that would be able to contribute to the racial and ethnic diversity of our program. Adding a MAcc program will facilitate the Department attracting and retaining high-quality faculty from outstanding graduate programs throughout the nation.

- b. How does it further the educational and curriculum needs of other unites in the college or university?

The MAcc curriculum has been developed to build on the strengths of the undergraduate Accounting program.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?

The MAcc program will increase the academic and occupational options for undergraduate students at UNI and at other institutions throughout the state and region. It will provide increased options for elective courses for students who have an interest in this particular program. For example, MBA students may want to take one or more courses from the MAcc program as an elective. The University of Iowa and St. Ambrose University each have Master of Accounting programs. Apart from these programs, the closest MAcc programs are out of state.

- a. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

The Head of Accounting at the University of Iowa and the Chair of the Department of Accounting at Iowa State University were contacted. Because this is a licensing issue for all future CPAs, both of these individuals expressed support. Letters expressing their support will be obtained and included in Appendix A.

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

The UNI proposed program is similar in that a common body of knowledge that is applicable for all Master-level accounting students will be offered. The UNI program differs in that one-half of the program must be taken outside of accounting. This is intended to strengthen students' abilities in the areas of communication, information technology, international business and public administration.

- d. How does the proposed program supplement the current programs available?

The planned program at UNI will be an attractive option for our own undergraduate students as well as for students from other institutions who would like to take advantage of the tradition of excellence in accounting education that UNI has developed over the years. Without this program, our undergraduate students will be at a severe disadvantage because all who aspired to be CPAs will have to attend another institution unless they simply want to accumulate undergraduate hours or earn an MBA.

- e. Has the possibility of some kind of inter-institutional program or other cooperative effort been explored? What are the results of this study?

Because of the requirement for all CPA candidates to acquire 150 hours of education prior to receiving their CPA certificate, all undergraduate students need to have this opportunity available on their respective campuses. Therefore, the possibility of an inter-institutional program or cooperative effort exists but has not been explored.

3. Estimate the enrollment in this program for the next five years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a. Undergraduate:					
Majors	<u>753</u>	<u>725</u>	<u>700</u>	<u>700</u>	<u>700</u>
Non-majors	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
b. Graduate:					
Majors	<u>30</u>	<u>35</u>	<u>40</u>	<u>45</u>	<u>50</u>
Non-majors	<u>5</u>	<u>5</u>	<u>10</u>	<u>10</u>	<u>10</u>

- c. On what basis were these estimates made?

principal reason for the decline, which has been experienced nationwide, is the reality of the 150-hour requirement that becomes effective in Iowa on January 1, 2001. This results in many students electing to major in other disciplines.

The graduate estimate is based on the current number of students who aspire to enter public accounting as a career and, therefore, are required to comply with the 150-hour requirement. However, we know that some of these students will take additional undergraduate hours and some will enter UNI's or some other institution's MBA program.

- d. What are the anticipated sources of these students?

The principal source for graduate students for the MAcc program is the graduates of the undergraduate program who aspire to have a career as a practicing CPA. During 1997-1998, UNI graduated 166 undergraduate students. Approximately one-third of these students were qualified to earn a graduate degree in accounting. In addition, the graduates of the many high-quality liberal arts institutions in Iowa will be interested in entering a program where they will be able to complete the requirements for a MAcc degree in one year.

4. Provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

UNI accounting graduates have an excellent track record of securing employment in public accounting, industry and the not-for-profit sector of the economy. Demand in all three of these areas is forecast to stay at its current level or increase. Based on observations of the Accounting Advisory Council members, it is anticipated that graduates of the MAcc program will have very attractive opportunities. Letters from CPA firms, industry and not-for-profit organizations are in the last section of this binder.

5. Are there accreditation standards for this program?

Yes, there are accreditation standards for MAcc programs.

- a. What is the accreditation organization?

The American Assembly of Collegiate Schools of Business accredits these programs.

- b. What accreditation timetable is anticipated?

The UNI College of Business Administration is scheduled for its reaccreditation visit during 1999-2000. The first students will be admitted for the Fall 2000 semester. Because the MAcc program cannot earn accreditation until it is established, our time line is that the accounting programs should be accredited the next time the College of Business Administration is up for AACSB reaccreditation.

Does the proposed program meet minimal national standards for the

program, e.g., Council of Graduate Schools or other such bodies?

The program has been designed to meet the accreditation standards of the American Assembly of Collegiate Schools of Business.

7. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

The reactions of the Iowa Coordinating Council for Post-High School Education will be secured after the MAcc program has been approved on the UNI campus.

8. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

Articulation agreements will be developed with the liberal arts colleges throughout the state. In all likelihood, graduates of these programs will have completed the core courses necessary for admission to the program. If they aspire for admission and fail to meet the requirement, an individual program of study will be designed. Of course, this likely will lengthen their program of study. It is anticipated that the vast majority of students transferring from other institutions will enter the program and graduate one year later.

9. Additional Resource Needs

- a. Estimate the probably marginal increases in expenditures that may be necessary as a result of the adoption of this program for the next three years.

ESTIMATED INCREMENTAL COST

	First Year	Second Year	Third Year
(1) Faculty			
(2) Graduate Assistants	30,000	30,000	30,000
(3) General Expense			
(4) Equipment			
(5) Library Resources			
(6) New Space Needs			
(7) Computer Use			
(8) Other (specify)			
TOTAL COST			

- b. Describe the nature of and justification for the additional resource needs.

Additional resources are needed in order to meet the goals and

objectives of the program. Some of the graduate assistants' funds will be used by the Department of English to employ graduate students in the Business Writing Program. These GA's will be assigned to assist in the development of written communication skills for the MAcc students.

- c. How is it anticipated that the additional resource needs will be provided?

New funding through the Board of Regents.

FORM I — REGENTS PROGRAM REVIEW QUESTIONS: NEW MINOR

DEPT/SCHOOL: Accounting

COLLEGE: Business Administration

DEGREE: Bachelor of Arts

MINOR IN: Accounting

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

The proposed Accounting minor will have no impact on students who are currently Accounting majors.

- b. How does it further the educational and curriculum needs of other units in the college or university?

Students in several areas of the CBA may elect to earn a minor in Accounting. Examples of these include Finance and MIS. For these majors, an Accounting minor would add an additional competency to their major. For example, MIS majors frequently deal with accounting information.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?

Because all of the courses required for the Accounting major already are offered and there is available capacity to accommodate the minors, the Department has not identified all of the other programs in Iowa that offer a minor in Accounting. This proposal is being offered solely to provide an additional option for UNI CBA undergraduate students.

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Other programs have not been consulted in the development of this minor.

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

This proposed Accounting minor would be similar to other Accounting minors. Differences likely would exist in the required courses, but that would be the extent of any differentiation.

- d. How does the proposed program supplement the current programs

The proposed program provides an important supplement for students majoring in other programs within the CBA.

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

The possibility of an inter-institutional program or other cooperative effort has not been explored.

3. Are there accreditation standards for this program?

- a. What is the accreditation organization?

There are no accreditation standards for a minor in Accounting

- b. What accreditation timetable is anticipated?

4. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

N/A

5. Report any additional resources required.

None

6. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

This reaction will be obtained once the Accounting minor intended for students majoring in some other discipline of the CBA has secured campus approval.

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

Articulation agreements will not be developed for this proposed minor.

NORTH REGENTIS PROGRAM REVIEW QUESTIONS NEW MAJOR

DEPT/SCHOOL: Finance COLLEGE: Business

DEGREE: Bachelor of Arts
MAJOR IN: Real Estate

1. Need
a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

Having Real Estate as a separate major will give the Real Estate Program better visibility. It will be better understood by real estate industry professionals. In addition, the real estate industry will be better able to identify with the Real Estate Program because they will perceive greater ownership in a separate major. That is, the real estate industry will be more supportive of a major in Real Estate. This in turn should enhance the job prospects for real estate graduates.

- b. How does it further the educational and curriculum needs of other units in the college or university?

There are several advantages of having Real Estate as a separate major. A Real Estate major provides a clearer choice and better understanding of the differences between General Finance and Real Estate. The two areas are close complements of each other and a clearer distinction between the two should facilitate student decisions regarding there are of study. A strong Real Estate major will have a halo effect on the rest of the college and university. Analogous situations that already exist are the Accounting program in the College of Business Administration and the general strength of the UNI College of Education. Strong areas enhance the image of the entire institution. A third advantage of a separate Real Estate major is the real estate industry will be more willing to give financial and other support to a program in which they have a feeling of ownership. Support of the industry is integral to the success of the UNI Real Estate Education Program. A Real Estate major will improve relations between the University and the real estate community.

2. Relationship to other programs
a. What programs in this field of study are available in other colleges and universities in Iowa?

None

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Not applicable

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

Not applicable

- d. How does the proposed program supplement the current programs available?

Not applicable

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

There is broad and deep industry support for a Real Estate major. Several industry trade groups offer continuing education to their members. The UNI Real Estate Education Program has worked cooperatively with the Iowa Chapter of the Appraisal Institute, the Iowa Chapter of Real Estate Educators' Association, the Iowa Chapter of Certified Commercial Investment Members, and the Iowa Association of REALTORS. These relationships have resulted in courses being offered to their members and which have also been available to the undergraduate students of the UNI Real Estate Education Program. In addition, during the spring 1998 semester the Real Estate Appraisal and Investment course was offered over the ICN to students at Iowa State University in Ames. ISU does not have a similar course. ISU offered our course as a Finance elective to their students. It is an example where cooperation between the schools expands the educational opportunities to all students. ISU does not offer any real estate courses other than a principles course, so the ICN course enhanced the offerings available to ISU students. The Real Estate Appraisal and Investment course is part of a reciprocal arrangement between the UNI College of Business Administration and ISU. ISU has agreed to offer their insurance courses over the ICN to UNI students. The first of which will happen during the spring of 1999.

3. Estimate the enrollment in this program for the next five years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a. Undergraduate:					
Majors	<u>45</u>	<u>47</u>	<u>50</u>	<u>53</u>	<u>57</u>
Non-majors	<u>5</u>	<u>7</u>	<u>10</u>	<u>12</u>	<u>14</u>
b. Graduate:					

Majors	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	-
Non-majors	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	

- c. On what basis were these estimates made?

Historic trends, and increasing demand for skilled employees from the real estate industry.

- d. What are the anticipated sources of these students?

Most real estate students will continue to be drawn from the state of Iowa. However, as the program continues to improve and become more widely recognized, students from outside the state will be attracted to UNI. This will occur especially as graduates of the UNI Real Estate Program enter the work place outside the state of Iowa. This is particularly expected to happen for states surrounding Iowa that do not have their own established Real Estate Program.

4. Provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

Based on information from the UNI Office of Placement and Career Services, the placement rate of Finance majors has exceeded 90%. This placement rate, although not explicitly separated for real estate students, appears to be equally as high. The Program was originally intended to train Iowa students for jobs in Iowa. An important tangent to this was to foster economic development in the state of Iowa, because the real estate industry plays a crucial role in economic development. To a very large extent this has occurred as expected as the majority of real estate graduates have stayed in Iowa. However, as the reputation of the Program improves and becomes more widely known, there have been increasing numbers of graduates starting careers outside of Iowa. As a result, recent graduates have secured jobs in Iowa as well as Wisconsin, Missouri, Nebraska, Michigan, New York, Texas, and Colorado. A list of employers would include: AEGON, USA, The Principal Finance Group, Midland Loan Services, GMAC, Capital Mortgage, AMRESO Capital, Iowa Realty Commercial, The Welsh Companies, CB Commercial/Hubbell Commercial, R & R Investors, Coldwell Banker, Hunziger Realty of Ames, ReMax REALTORS of Dubuque, Cedar Falls Community Credit Union, John Deere Community Credit Union, Century 21 Golden Cities REALTORS, Bankers Trust Company of Des Moines, Amerus Properties, among others.

5. Are there accreditation standards for this program?

No

- a. What is the accreditation organization?

Not applicable

- b. What accreditation timetable is anticipated?

Not applicable

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

The Real Estate Program is housed in the UNI Department of Finance and the College of Business Administration. The College is accredited by AACSB which is the most highly recognized accrediting body of business school programs.

7. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

None

8. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

Articulation agreements per se are not being developed. The reason is the UNI Real Estate Program is the only program leading to a bachelor's degree in the state of Iowa. The UNI College of Business Administration has a reciprocity agreement whereby the UNI College of Business Administration will periodically offer courses over the ICN to ISU and vice versa, for courses not offered by the receiving institution. This allows students at both schools access to a wider variety of courses without the need for each school to develop its own course in-house. This results in cost savings for both schools and also allows students at one school to interact with students from the other school.

With respect to the Iowa community colleges, the UNI Real Estate Program does not accept courses from the community colleges. However, articulation agreements exist between the UNI College of Business Administration as a whole and each of the community colleges for courses offered at the freshmen and sophomore levels. The Real Estate Program has brochures that are customized for the community colleges that show courses which community college students can take that do transfer to UNI. These brochures exist to stimulate interest in the UNI Real Estate Education Program. They also have met with considerable favor by making the process of transferring from a community college to UNI more transparent and thereby smoother and easier.

9. Additional Resource Needs

- a. Estimate the probable marginal increases in expenditures that may be necessary as a result of the adoption of this program for the next three years. [Note: for new space needs (item f), estimate the amount and cost of new and/or remodeled space]

	FIRST YEAR	SECOND YEAR	THIRD YEAR
(1) Faculty			
(2) Graduate Assistants			
(3) General Expense			
(4) Equipment			
(5) Library Resources			
(6) New Space Needs			
(7) Computer Use			
(8) Other (specify)			
TOTAL COST			

- b. Describe the nature of and justification for the additional resource needs.
- c. How is it anticipated that the additional resource needs will be provided? [For programs planning to use external grants, what would be the effect of the grant termination?]

FORM - REGENT'S PROGRAM REVIEW QUESTIONS - NEW MINOR

DEPT/SCHOOL: Finance COLLEGE: Business

DEGREE: Bachelor of Arts
MINOR IN: Real Estate - Business Minor

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

A number of students majoring in other areas already take real estate courses. It provides students majoring in other business areas the opportunity to take real estate courses and have it recognized as a bona fide course of study. It will allow students to explore other career opportunities and have it recognized on their transcript.

- b. How does it further the educational and curriculum needs of other units in the college or university?

Career opportunities abound in real estate. Allowing business majors to minor in Real Estate will give them access to some of the many jobs available. In addition, everybody at some point in their lives is touched by real estate issues. The minor will provide a prescribed course of study for students with an interest in real estate with respect to eventually buying a home or investing in real estate.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?

None

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Not applicable

6. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

None sought at this time.

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

The College of Business Administration has articulation agreements with all the Iowa Community Colleges. These agreements cover the College in general. It would apply to the proposed minor.

FORM I — REGENTS PROGRAM REVIEW QUESTIONS: NEW MINOR

DEPT/SCHOOL: Finance

COLLEGE: Business

DEGREE: BA

MINOR IN: Financial Services for Business Majors

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

The proposed minor will allow students to develop a background in financial services as a specialty within the general discipline of Finance. The financial services industry is the largest employer in the state of Iowa and the existence of this minor will allow students from other disciplines to pursue careers in the area.

- b. How does it further the educational and curriculum needs of other units in the college or university?

There are a number of students from other units on campus who are taking financial services courses. This minor will allow them to demonstrate their interest in a more formal way.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?

There are no other programs in financial services in the state of Iowa.

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Not applicable

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

Not applicable

d. How does the proposed program supplement the current programs available?

Not applicable

e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

Not applicable

3. Are there accreditation standards for this program?

a. What is the accreditation organization?

b. What accreditation timetable is anticipated?

There are no accreditation standards for this program. The College of Business Administration is accredited by AACSB and the courses would be offered through the business school.

4. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

Yes

5. Report any additional resources required.

No additional resources beyond those currently in place are required.

6. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

No reaction

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

Since the program involves courses to be taken at the junior level, there does not appear to be any articulation issue relative to community colleges.

FORM H – REGENTS PROGRAM REVIEW QUESTIONS: NEW MAJOR

DEPT/SCHOOL: HPELS – Physical Education Division
DEGREE:
MAJOR IN: Athletic Training

COLLEGE: Education

- 1. Need
 - a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

There are many students who are working towards a minor in athletic training. This minor is called an internship program, by national standards, and allows the students to become eligible to sit for the national certification examination. With the change of national standards the internship programs will be non-existent beginning January of 2001. With this in mind the major in athletic training will meet the standards of an accredited curriculum athletic training program which will be the only route of eligibility for national certification. This major will meet the needs of the students by providing them with the courses and experiential learning that will make them eligible to sit for the athletic training certification exam.

This major will also allow the students to continue their services that they provide to the community and to the university. Presently the student athletic trainers provide athletic training services to the hundreds of intercollegiate athletes at the University of Northern Iowa. The students dedicate hundreds of hours a month in assisting the athletes with injury prevention, rehabilitation and emergency care. In addition to serving the intercollegiate athletes the students also provide emergency care to the intramural program at UNI. The student athletic trainers also serve the community. The student athletic trainers provide all of the area high schools with emergency care for Friday night football games as well as cover all of the slate play-off games. The students cover all of the high school athletic events that take place at UNI that include football and track. The students volunteer their services to the Special Olympics, Cedar Valley Soccer Association as well as other community athletic events. Lastly, students have demonstrated their pride within the community by getting involved with the Adopt a Highway program.

- b. How does it further the educational and curriculum needs of other units in the college or university?

- 2. Relationship to other programs
 - a. What programs in this field of study are available in other colleges and universities in Iowa?

University of Iowa
Iowa State University

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Dr. Dan Foster (University of Iowa)
Reactions: Ms. Mary Meyer (Iowa State University)

FORM H – REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

This program is similar to the other two programs in that they all allow students to become eligible to sit for the national athletic training certification exam.

This program is different from Iowa State's program in that their program is an emphasis in physical education. ISU's program is not as comprehensive, with regards to course work, as this program. UNI's program emphasizes experiential learning with the six clinical experience courses. UNI also requires additional courses such as Current Trends of Athletic Training, Seminar in Athletic Training, Pharmacology in Athletic Training, and Therapeutic Exercise. All of which provide the students with additional competencies that will better prepare the students for the athletic training profession.

The University of Iowa concentrates more on preparing students for physical therapy, medicine, and or graduate degrees. Their program emphasizes physics and chemistry and more of the biological sciences. UNI concentrates more on athletic training specific courses.

- d. How does the proposed program supplement the current programs available?

This program supplements the above programs in that each program is limited to the number of students in their programs. Each program is limited to a number of students by having an 8 student to 1 certified athletic trainer ratio. Therefore the number of students in the state of Iowa that will be able to receive an education in athletic training is limited. See attached standards.

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

No

- f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program (NOTE: This applies only to community college degree programs which may transfer students to this program).

None

- g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

3. Estimate the enrollment in this program for the next five years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a. Undergraduate:					
Majors	25	35	45	45	50
Non-majors	_____	_____	_____	_____	_____
b. Graduate:					
Majors	_____	_____	_____	_____	_____
Non-majors	_____	_____	_____	_____	_____

FORM H – REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

- c. On what basis were these estimates made?

The estimated enrollment is based upon the number of students currently in the program (21), the number of students entering the program (12), and the number of next year freshmen whom have stated they are coming to UNI for the athletic training program (8).

- d. What are the anticipated sources of these students?

Students directly out of high school and transfers.

4. Provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

See attached placement statistics.

5. Are there accreditation standards for this program?

Yes

- a. What is the accreditation organization?

Commission on Accreditation of Allied Health Education Programs.

- b. What accreditation timetable is anticipated?

We anticipate to turn in all accreditation materials following approval of this major.

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

Yes

7. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

8. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

None

9. Additional Resource Needs

- a. Estimate the probable marginal increases in expenditures that may be necessary as a result of the adoption of this program for the next three years. [Note: for new space needs (item f), estimate the amount and cost of new and/or remodeled space]

FORM H – REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

	FIRST YEAR	SECOND YEAR	THIRD YEAR
(1) Faculty			
(2) Graduate Assistants			
(3) General Expense			
(4) Equipment			
(5) Library Resources			
(6) New Space Needs			
(7) Computer Use			
(8) Other (specify)			
TOTAL COST			

- b. Describe the nature of and justification for the additional resource needs.
- c. How is it anticipated that the additional resource needs will be provided? [For programs planning to use external grants, what would be the effect of the grant termination?]

No new estimated costs will be necessary. All of the resources, facilities, and faculty are already existent.

FORM H – REGENTS PROGRAM REVIEW QUESTIONS: NEW MAJOR

DEPT/SCHOOL: HPELS – Physical Education Division
 DEGREE:
 MAJOR IN: Physical Education

COLLEGE: Education

1. Need
 - a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

Several factors address the need of a discipline-specific major in physical education. First, the external reviewer brought to campus in cooperation with the academic program review of the School of Health, Physical Education and Leisure Services (HPELS) conducted in the Spring of 1995 recommended that an additional major in physical education which did not lead to teacher licensure be developed as soon as possible. This recommendation supported a need already identified by the Physical Education faculty: the preparation of students for career opportunities in a wide range of fields dealing with the study of human movement. Second, the Surgeon General's Report on Physical Activity and Health published in 1996 cited the need for life-long activity. For example, it stated that only 22% of adults engage in leisure time physical activity at the level recommended for health benefits and that 80% of children's activity needs are met outside the school setting. The Centers for Disease Control's National Physical Activity Initiative has undertaken several projects in conjunction with state governments, national organizations, and professional groups to promote physical activity throughout the life span. A discipline-specific major in physical education would prepare students to meet such needs of people throughout their lifetimes in diverse settings as recommended in the Surgeon General's Report and as supported by the varied initiatives by the Centers for Disease Control. Third, according to Judith Young in "Current Trends and Issues in Physical Education" in the Physical Education Sourcebook published by Human Kinetics in 1996:

Whereas prior to 1975 career information offered to students focused on the teacher-coach option, now physical educators and college/university faculty need to make their students aware of the full range of career opportunities available for those interested in physical activity, sport, or both. Individuals may specialize in exercise physiology, motor development, biomechanics, sport history, sport psychology, sport sociology, or measurement and evaluation. The body of knowledge for each of these fields has become highly specialized.

Again, a discipline-specific major would allow students to specialize in a variety of options in physical education in addition to teaching physical education in the K-12 school setting. Fourth, most programs of study at the University of Northern Iowa allow for both a discipline-specific major and a teaching major. This proposed discipline-specific major in physical education is designed to complement that of the current program of study in physical education leading to K-12 teaching licensure. The offering of two majors, physical education and physical education – teaching, would allow for the study of human movement in a structure parallel to that of other bodies of knowledge across the UNI curriculum. The Physical Education Division at

FORM H – REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

UNI has accepted the challenge of preparing students to meet the needs of an ever-changing society by offering contemporary studies of human movement. In the most recent revision of the goals in its Strategic Plan (November 1997), the Physical Education Division identified one of the five goals as

Provide graduate and undergraduate degree programs of high quality designed for students preparing for careers in a variety of human movement fields.

Currently there are 11 students who are pursuing the unadvertised Individual Studies Major with foci on the discipline-specific study of human movement because there does not exist on the UNI campus a major that suits their career interests. In addition, since 1994 seven students have graduated with an Individual Studies Major with a focus on human movement. These students would have chosen the proposed Physical Education major had it existed. Also, since 1996 several students have changed from Physical Education Major – Teaching to other majors because teaching physical education in the schools, K-12, was not their interest. Finally, since 1996 three students have chosen to graduate "without licensure." As these students pursued the Physical Education Major – Teaching, they discovered that although they were interested in the study of human movement, teaching was not the right career path for them. They probably would have appreciated the opportunity to pursue the study of physical education in an environment other than the K-12 school setting. Based on the verbally expressed desire of several students, currently declared as Physical Education Major – Teaching and Health Promotion Major, there would be additional students who would change to a discipline-specific program of study in human movement.

- b. How does it further the educational and curriculum needs of other units in the college or university?

Offering a program of study of human movement not limited to a K-12 focus would allow for the provision of course work related to human movement more appropriate to serve the needs of other units both within the School of HPELS and across the UNI campus. Such areas include majors/minors/certificates in Health Promotion, Athletic Training, Biology, Psychology, and Gerontology. Furthermore, with a discipline-specific program of study of human movement in place, there would exist the opportunity to develop interdisciplinary programs that would include new applications of the study of human movement. Facilities and equipment available in the new Wellness/ Recreation Center would support the study of human movement in a variety of contexts.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?

Of the four-year colleges and universities in Iowa, 16 offer programs of study in physical education leading to K-12 teacher licensure and 18 offer programs of study in fields related to physical education including physical education – general, exercise science/physiology and movement studies, and sport and

FORM H - REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

- b. Comments were requested from all the college and universities identified as offering a major in physical education and/or in an area identified as closely related to "physical education."
- c. UNI is the Regents System's Carnegie Comprehensive University. As a Comprehensive University, the University of Northern Iowa provides a unique quality program which complements those at both the Research Institutions and the Colleges within the State. The proposed undergraduate program will provide learning experiences which focus on the application of the knowledge of human movement to the enhancement of the quality of life and which are enhanced by active, rigorous graduate programs and the faculty which share that focus. Furthermore, because of its size and "friendly" environment, UNI is the preferred choice of many students for postsecondary education.
- d. How does the proposed program supplement the current programs available?

This proposed program of study would expand the range of opportunities in the study of human movement. Currently, the only option in the study of human movement is the teaching option leading to teaching licensure in K-12 physical education. With the development of new career opportunities as well as the increased interest in the study of human movement in relation to other fields of study in contemporary society, there is a need to offer opportunities for such study in a variety of contexts. The trend in physical education is to offer opportunities to pursue the study of human movement in a variety of subdisciplines/contexts because the body of knowledge of human movement relates to that which takes place in diverse settings, beyond just those in K-12 school settings.

- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

No. However, if this proposed program is approved, discussions with UNI's two primary feeder community colleges are anticipated.

- f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program (NOTE: This applies only to community college degree programs which may transfer students to this program). If this proposed major is approved, we will be in contact with NIACC and DMACC, UNI's major feeder community colleges, to ensure smooth articulation.
- g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

3. Estimate the enrollment in this program for the next five years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a. Undergraduate:					
Majors	10	40	60	80	80
Non-majors	10	0	0	0	0
b. Graduate:					
Majors	0	0	0	0	0
Non-majors	0	0	0	0	0

FORM H – REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

- c. On what basis were these estimates made?

Currently declared Individual Studies Majors in areas of sport psychology and fitness specialists and students in Physical Education and Health Promotion who have expressed a desire for such a major.

- d. What are the anticipated sources of these students?

Majors in Individual Studies, Health Promotion, Physical Education – Teaching, Biology, and new entering and transfer students.

4. Provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally.

In the past 15 years new employment categories have developed. Such areas include fitness directors, fitness leaders, exercise specialists, personal trainers, sport and facility managers, cardiac rehabilitation personnel, sports medicine specialists, adult activity specialists, sport psychologists, sport journalists, and equipment specialists.

5. Are there accreditation standards for this program?

- a. What is the accreditation organization?

Not specifically. As specific tracts develop, certification standards such as those of the American College of Sport Medicine will be followed.

- c. What accreditation timetable is anticipated?

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

7. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

To be submitted

9. Additional Resource Needs

- b. Estimate the probable marginal increases in expenditures that may be necessary as a result of the adoption of this program for the next three years. (Note: for new space needs (item f), estimate the amount and cost of new and/or remodeled space)

FORM H -- REGENTS REVIEW QUESTIONS: NEW MAJOR, continued

	FIRST YEAR	SECOND YEAR	THIRD YEAR
(1) Faculty			
(2) Graduate Assistants			
(3) General Expense			
(4) Equipment			
(5) Library Resources			
(6) New Space Needs			
(7) Computer Use			
(8) Other (specify)			
TOTAL COST			

- b. Describe the nature of and justification for the additional resource needs.
- c. How is it anticipated that the additional resource needs will be provided? [For programs planning to use external grants, what would be the effect of the grant termination?]

DEPT/SCHOOL: BiologyCOLLEGE: Natural Sciences

DEGREE: _____

MINOR IN: Natural History Interpretation

1. Need

This is a restructuring of an existing program in which two related majors are combined and the unique feature of one of the majors is being retained as an accompanying minor.

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?

This minor separates classes related to interpretation and education from those involving biology or science content. Thus, students can major in the content area and gain the interpretation skills from a minor without having to take an "extended" major.

- b. How does it further the educational and curriculum needs of other units in the college or university?

This minor can now be taken by students in two departments. This extends the interpretation skills to a department not previously served.

2. Relationship to other programs.

- a. What programs in this field of study are available in other colleges and universities in Iowa?

Recently Iowa State University expanded their program in Interpretation. They currently offer Interpretation of Natural Resources as an option in their Animal Ecology Major.

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

Consultation was made with Dr. James Pease, Iowa State Extension Wildlife Specialist, and primary advisor for the Interpretation of Natural Resources option.

Summary of reaction: He felt the existing Natural History Interpretation Major was strong and the strength would be retained in repackaging into a Biology Major: Ecology and Systematics and Natural History Interpretation Minor. In his opinion, it is important that these programs be in science departments so that the students obtain a strong content background in conjunction with the necessary interpretation skills and techniques. Both content and interpretation training were deemed essential from this experience and perspective.

- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different? Does it have a different emphasis?

Similarities: Both UNI and the ISU programs contribute to the training of interpretative naturalists. Both are offered by science departments and contain content and interpretation courses as well as pre-internship opportunities.

Differences: There are some differences in the specific courses, but the primary difference is in the packaging. The ISU program is a major with an option for interpretation whereas the UNI program is going from a major to a minor combined with a Biology Major: Ecology and Systematics Emphasis. The UNI program has more extensive interpretive experiential requirements in its interpretation courses, both in class and out of class. In addition, UNI requires an Interpretation internship which is optional at ISU.

- d. How does the proposed program supplement the current programs available?
- This minor in combination with the Biology Major: Ecology and Systematics Emphasis forms the Natural History Interpretation program and replaces the current natural History Interpretation Major.
- e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

The two programs meet the needs of students at the two institutions and there are sufficient local natural history centers, county conservation boards and other interpretative programs to provide the necessary professional service training opportunities. At a region 5 National Association of Interpreters (NAI) Conference held on the UNI campus, UNI students arranged a meeting to share training program information with other naturalists in training from ISU and Wisconsin.

- f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program (NOTE: This applies only to community college degree programs which may transfer students to this program).

N/A.

- g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

N/A

3. Are there accreditation standards for this program?

There are no official accreditation standards at present, however, the Iowa Association of Naturalists (IAN) has developed suggested standards for natural history interpreters. These were used as guidelines in developing the UNI program.

- a. What is the accreditation organization?

None

- b. What accreditation timetable is anticipated?

We have communicated with both the IAN and the NAI to encourage them to develop certification programs for natural history interpreters. If that occurs, the UNI program should meet or exceed the standards.

4. Does the proposed program meet minimal standards for the program, e.g., Council of Graduate Schools or other such bodies?

There are no national standards although the NAI is in the process of developing certification guidelines for individuals. We used information they have gathered in developing the UNI program.

5. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

N/A

6. Report any additional resources required.

No additional resources will be required. This minor in combination with the Biology Major: Ecology and Systematics Emphasis will replace the current Natural History Interpretation Major as per the recommendation of the Program Review Team to the Biology Department.

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

N/A

FORM 1 REGENTS PROGRAM REVIEW QUESTIONS NEW MINOR

DEPT/SCHOOL: Industrial Technology COLLEGE: Natural Sciences

DEGREE: Minor in EET (Electrical and Electronics Technology)

MAJOR IN: N/A

1. Need

- a. How will this proposed program further the educational and curriculum needs of the students in this discipline?
It offers students in majors other than EMS (Electro-Mechanical Systems) the opportunity to take career building core courses in Electrical and Electronics Technology. It has no direct effect on the students in the EMS major other than the broadening experience of having colleagues in classes from other majors. It is hoped that this program may have a cross-fertilizing effect and also encourage EMS students to consider exploring courses and minors in other programs. Please see response to question (5) for further discussion of indirect benefits to EMS students.
- b. How does it further the educational and curriculum needs of other units in the college or university?
It offers students in majors other than EMS to take career building core courses in Electrical and Electronics Technology. Possible majors of interest might be Computer Science and Physics Majors.

2. Relationship to other programs

- a. What programs in this field of study are available in other colleges and universities in Iowa?
In the State of Iowa, no four year college degree program offers this minor program. There are, however, somewhat similar programs available through two-year community colleges. These programs differ from the proposed minor chiefly in the depth and rigor of pedagogy due to the curriculum and institutional differences between two and four year colleges. Considering all these issues, including the depth and rigor of pedagogy, there is clearly no truly equivalent minor program in the State of Iowa in either two or four year colleges.
- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.
N/A
- c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?
N/A
- d. How does the proposed program supplement the current programs available?

It offers students whose major is other than EMS the opportunity to take career enhancing courses in Electrical and Electronics Technology. Interested majors might include Computer Science, Physics, and the other majors in the Industrial Technology Department such as Manufacturing

e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?
Not applicable due to the lack of any other such four year college minor program in the State of Iowa.

3. Are there accreditation standards for this program?

a. What is the accreditation organization?

N/A

b. What accreditation timetable is anticipated?

N/A

4. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

N/A

5. Report any additional resources required.

NONE. The program's aim is to better utilize existing pedagogical assets by utilizing unused capacity in classes that must be taught in any case. The program represents a maximization of the use of existing resources, not an investment of new resources.

6. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

N/A

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

N/A

UNIVERSITY OF NORTHERN IOWA

DEPT: Mathematics
COLLEGE: CNS

DEGREE: Bachelor
MINOR IN Statistics and Actuarial Science

1. Need
 - a. How will this proposed program further the educational and curriculum needs of the students in this discipline?
 - b. How does it further the educational and curriculum needs of other units in the college or university?

Students majoring in business and mathematics have requested a way to recognize a concentration of courses in statistics and actuarial science that is less than an additional major.

2. Relationship to other programs
 - a. What programs in this field of study are available in other colleges and universities in Iowa?

The University of Northern Iowa offers a Mathematics major in Statistics and Actuarial Science. The University of Iowa offers majors in Statistics and in Actuarial Science. Iowa State University offers a major in Statistics. In addition, the University of Iowa and Iowa State University offer minors in Statistics. Drake University does not offer undergraduate majors or minors in Statistics and does not have a minor in Actuarial Science, but offers a major in Actuarial Science.

- b. With what representatives of these programs have you consulted in developing this proposal? Provide a summary of the reactions of each institution consulted.

With Jim Broffitt, Chair, Department of Statistics and Actuarial Science, University of Iowa; with Dean Isaacson, Chair, Department of Statistics, Iowa State University; with Antone Alber, Dean, College of Business and Public Administration, Drake.

Jim Broffitt: We offer a minor in statistics but not actuarial science. At one time there was an actuarial minor on the books, but it was dropped shortly thereafter. Because of the difficulty of the actuarial major and the corresponding career path, some faculty felt that if a student was not wholeheartedly devoted to studying actuarial science, it was of little benefit. Therefore the minor was dropped. On another point, a student could complete the proposed minor at UNI with as little as two courses in statistics proper, so that it may be misleading to call this a minor in statistics and actuarial science.

Dean Isaacson: Your plan sounds good to me. We have no objection to the proposed minor at UNI. We agree that formal recognition of this area could result in more students choosing graduate work in statistics.

Antone Alber: We do not offer a minor in either area. We have no objection to UNI's proposed minor as long as the program is not offered in Des Moines. We would

recommend that a student take Calculus III rather than an Introduction to Statistical Methods in the minor.

c. In what ways is this proposed program similar to those mentioned above? In what ways is it different or does it have a different emphasis?

The proposed minor would be similar to those at the University of Iowa and Iowa State University if it were pursued by a student choosing to emphasize statistics. For students choosing courses related to actuarial science, this minor is distinct from those offered at either of the other institutions.

d. How does the proposed program supplement the current programs available?

It is available to students at UNI. It also allows recognition of the completion of additional courses in statistics and actuarial science by business students.

e. Has the possibility of some kind of interinstitutional program or other cooperative effort been explored? What are the results of this study?

Responses from the University of Iowa, Iowa State University, and Drake University state that none offers the appropriate courses at a distance. No institution indicated an intent to develop them.

f. Please list the Iowa institutions in which articulation agreements are being developed for the proposed program.

None, beyond those presently in place for course transfers.

g. Please provide the Classification of Instructional Program (CIP) Code for the proposed program.

Awaiting assignation by the Registrar after approval through the curriculum process.

3. Are there accreditation standards for this program? No

4. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

There are no national standards in this area.

5. Report any reactions of the Iowa Coordinating Council for Post-High School Education.

Apparently cannot be sought until our curriculum process has completed action on the program.

6. Report any additional resources required.

a. Estimate the probable marginal increases in expenditures that may be necessary as a result of the adoption of this program for the next three years.

- b. Describe the nature of and justification for the additional resource needs.
- c. How is it anticipated that the additional resource needs will be provided?

No additional costs are expected. Current courses and sections can meet expected demand.

7. List the Iowa institutions in which articulation agreements are being developed for the proposed program.

None.

University of Northern Iowa Response

Section 6.09 of the Procedural Guide lists the principles and standards to be addressed regarding program duplication. The specific response provided by the University of Northern Iowa's School of Health, Physical Education and Leisure Services is as follows:

6.09 Principles and Standards for Program Duplication

- A. *The Board of Regents recognizes that program overlap or duplication cannot be evaluated in absolute terms. Some duplication is desirable, appropriate, and essential. Other duplication is inappropriate.*
- B. *Policy Decisions concerning the appropriateness of new programs or the expansion of existing programs that appear to duplicate activities in other institutions should be based on such considerations as the following:*

1. Does the institution have personnel, facilities and equipment adequate to establish and maintain a high quality program or should the program be located in another Institution where adequate resources are available?

UNI has an excellent physical education faculty that is capable of providing and maintaining a high quality discipline-specific physical education program as well as the current physical education teaching program. In addition, recently hired faculty and the current search underway for a new faculty member will be capable of providing expertise in both physical education programs. Adequate faculty time will be available for several reasons: the number of sections of some current courses will be decreased; some faculty are currently receiving credit for teaching some of the proposed new courses as Independent Study or as Experimental courses; faculty will receive teaching credit for the proposed new "senior" courses based on accumulated enrollment figures rather than each semester.

The new Wellness/Recreation Center offers a wealth of possibilities for theoretical, laboratory, and activity courses. In the building process classrooms and laboratories were equipped with up-to-date equipment. Also, opportunities to coordinate with Wellness Recreation Services exist.

2. Does Student Demand for the proposed program justify its development or expansion?

At the time the proposed Physical Education Major was first submitted to approving curricular bodies, there were eleven students who were pursuing the unadvertised Individual Studies Major with foci on the discipline-specific

study of human movement because there does not exist on the UNI campus a major that suited their career interests. Since that time another seven students have declared such an Individual Studies Major. In addition, since 1994 seven students have graduated with an Individual Studies Major with a focus on human movement. These students would have chosen the proposed Physical Education Major had it existed. Also, since 1996 several students have changed from Physical Education Major – Teaching to other majors because teaching physical education in the schools, K-12, was not their interest. Finally since 1996, three students have chosen to graduate "without licensure." As these students pursued the Physical Education Major – Teaching, they discovered that although they were interested in the study of human movement, teaching was not the right career path for them. They probably would have appreciated the opportunity to pursue the study of physical education in an environment other than the K-12 school setting. Based on the verbally expressed desire of several students, currently declared as Physical Education Major – Teaching and Health Promotion Major, there would be additional students who would change to a discipline-specific program of study in human movement.

Estimated enrollment in this program for the next five years.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Undergraduate:					
Majors	10	40	60	80	80
Non-majors	10	0	0	0	0
Graduate:					
Majors	0	0	0	0	0
Non-majors	0	0	0	0	0

3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?

In the past 15 years new employment categories have developed. Such areas include fitness directors, fitness leaders, exercise specialists, personal trainers, sport and facility managers, cardiac rehabilitation personnel, sports medicine specialists, adult activity specialists, sport psychologists, sport journalists, and equipment specialists.

According to Judith Young in "Current Trends and Issues in Physical Education" in the Physical Education Sourcebook published by Human Kinetics in 1996:

4. Whereas prior to 1975 career information offered to students focused on the teacher-coach option, now physical educators and college/university faculty need to make their students aware of the full range of career opportunities

available for those interested in physical activity, sport, or both. Individuals may specialize in exercise physiology, motor development, biomechanics, sport history, sport psychology, sport sociology, or measurement and evaluation. The body of knowledge for each of these fields has become highly specialized.

In addition, the Surgeon General's Report on Physical Activity and Health published in 1996 cited the need for life-long activity. For example, it stated that only 22% of adults engage in leisure time physical activity at the level recommended for health benefits and that 80% of children's activity needs are met outside the school setting. The Centers for Disease Control's National Physical Activity Initiative has undertaken several projects in conjunction with state governments, national organizations, and professional groups to promote physical activity throughout the life span. A discipline-specific major in physical education would prepare students to meet such needs of people throughout their lifetimes in diverse settings

4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?

Because several four-year colleges and universities in Iowa currently offer programs of study in fields related to physical education, it does not appear that anyone of them might be said to offer a more "substantial" program than another. Some of the colleges and universities offer both a teaching focus and a specific "non-teaching" focus. Letters from SU1 and ISU in response to consultation a year ago are provided in the original curriculum packet. In addition, recent communication from SU1 (letter from Department of Sport, Health, Leisure, & Physical Studies - stating "Your proposal for a 'liberal arts' physical education major appears to offer a good alternative for those students with an interest in the field but who have no desire to teach. . . it would seem that you have the necessary resources to offer a quality non-teaching major in physical education") indicate support for the UNI's proposed discipline-specific physical education major. No other responses which might indicated unnecessary duplication were received from the 21 colleges and universities contacted.

3. Limiting the study of physical education at UNI to that of teaching is restrictive to those students who have selected UNI for their post-secondary education but upon pursuing a teaching career in physical education find, for varying reasons, that it is not suitable to them. Offering a discipline-specific focus would permit those students to change majors and to remain at UNI.

5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?

Facility construction does not appear to be a concern. With new facilities, namely the Wellness/Recreation Center, currently in place on the UNI campus, the proposed new major in discipline-specific physical education can easily be accommodated without additional capital construction at UNI. Other of the 21 colleges and universities in Iowa would probably not be required to undertake capital construction either. As concerns faculty capability, however, it would seem that additional faculty would have to be hired at many of the colleges and universities in order to offer more than one discipline-specific focus in physical education.

6. Would the proposed development enhance other programs already in place at the University?

This proposed program of study would expand the range of opportunities in the study of human movement. Currently, the only option in the study of human movement is the teaching option leading to teaching licensure in K-12 physical education. With the development of new career opportunities as well as the increased interest in the study of human movement in relation to other fields of study in contemporary society, there is a need to offer opportunities for such study in a variety of contexts. The trend in physical education is to offer opportunities to pursue the study of human movement in a variety of subdisciplines/contexts because the body of knowledge of human movement relates to that which takes place in diverse settings, beyond just those in K-12 school settings.

In addition, offering a program of study of human movement not limited to a K-12 focus would allow for the provision of course work related to human movement more appropriate to serve the needs of other units both within the School of HPELS and across the UNI campus. Such areas include majors/minors/certificates in Health Promotion, Athletic Training, Biology, Psychology, and Gerontology. Furthermore, with a discipline-specific program of study of human movement in place, there would exist the opportunity to develop interdisciplinary programs that would include new applications of the study of human movement. Facilities and equipment available in the new Wellness/Recreation Center would support the study of human movement in a variety of contexts.

7. Is the proposed program consistent with the institutional mission statement?

- Yes, according to "Focused on Excellence" UNI Strategic Plan 2001 – 2006 (DRAFT presented by the UNI Strategic Planning Committee to the University)

of Northern Iowa Cabinet – February 16, 2000) which states UNI's mission statement as:

The University of Northern Iowa is a comprehensive institution committed to providing a diverse, dynamic learning environment, founded on a strong liberal arts curriculum and characterized by excellence in teaching, research and service. The university focuses on undergraduate education that emphasizes a personalized learning environment and selected masters and doctoral programs that provide students with specialized professional educational experiences. UNI programs incorporate scholarship and service to individuals, communities and organizations throughout the state, the nation and the world.

Accordance is further emphasized in goals 1 and 3 of the document:

Goal 1:

Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.

Goal 3:

Involve the University in addressing critical local, state, national and global needs that also enrich the University's educational experiences.

8. Has it been determined that independent colleges in Iowa do not offer programs similar to those proposed and at comparable quality and cost? (Board of Regents Minutes, December 19-20, 1984, pp. 264-265)

This particular question has been addressed in responding to questions 4 and 5 in order to indicate that there does not appear to be one "substantial" program already in existence in the state of Iowa, neither at one of the State Board of Regents schools or at the independent colleges/universities.

University of Northern Iowa Response

Section 6.09 of the Procedural Guide lists the principles and standards to be addressed regarding program duplication. The specific response provided by the University of Northern Iowa's Department of Physical Education to the question of duplication is as follows:

6.09 Principles and Standards for Program Duplication

- A. The Board of Regents recognizes that program overlap or duplication cannot be evaluated in absolute terms. Some duplication is desirable, appropriate, and essential. Other duplication is inappropriate.
- B. Policy Decisions concerning the appropriateness of new programs or the expansion of existing programs that appear to duplicate activities in other institutions should be based on such considerations as the following:
 - 1. Does the institution have personnel, facilities and equipment adequate to establish and maintain a high quality program or should the program be located in another institution where adequate resources are available?

As indicated in our athletic training proposal (Form A section), UNI presently offers a minor in athletic training. The minor is a 37 credit hour minor. With the transition from a minor program to a major program several courses were redesigned which resulted in the re-distribution of credit hours (See major minor correlation in appendices). In the past three certified athletic trainers, partially employed by the Department of Intercollegiate Athletics and the School of Health, Physical Education, and Leisure Services (HPELS), taught all of the courses, each teaching three credit hours per semester. In 1998 a full time tenure track faculty member was hired to direct the athletic training program towards accreditation. Collectively the athletic training faculty and staff account for 18 credit hours of teaching per semester. As indicated in the appendices of our proposal 13 credits of athletic training courses are taught per semester. Therefore, UNI has more than adequate personnel for teaching the athletic training courses each semester.

The University of Northern Iowa has more than adequate facilities for an athletic training program. In addition to utilizing the athletic training facilities of the Department of Intercollegiate Athletics the School of HPELS has constructed an athletic training education laboratory which has been equipped with over \$20,000 worth of supplies. In addition to the University resources the athletic training program utilizes several clinical sites throughout the community as well as medical groups. Presently, the medical community has proposed to build a new sport performance center on UNI's campus for 1.5 million dollars which will house new athletic

training facilities as well as an orthopedic medical clinic that will collaborate with the athletic training education program.

According to the Standards set by the Commission on Accreditation of Allied Health Education Programs (See standards in appendices), UNI has adequate facilities, personnel, and resources to become an accredited athletic training program.

2. Does Student Demand for the proposed program justify its development or expansion?

Years of Enrollment	Total number of Students in Athletic Training Program
2000	48
1999	26
1998	16
1997	10
1996	13

The table indicates the increase in demand of the UNI athletic training program over the past five years. Since the hire of the athletic training program director, and the announcement of proposing an athletic training major, the number of students has tripled in the past two years.

With the elimination of the internship routes to certification eligibility the only accredited athletic training program in the State of Iowa is the University of Iowa. Their program presently limits their enrollment to 14-16 per year turning away approximately the same amount. Therefore there would only be 14-16 student athletic trainers graduating per year after January 1, 2004 in the state of Iowa. Presently, there are an unlimited number of internship programs all over the state of Iowa. Each of these programs enrolling several student athletic trainers per year. With the 2004 deadline the interest in athletic will continue, however, there will only be one school for which students can become certified athletic trainers. Students that are not enrolled at SUI will then need to leave the state to be educated in athletic training.

Therefore, with the elimination of the internship route, increased enrollment, and only one accredited athletic training program in Iowa, the UNI athletic training program is more than justified.

3. Do adequate employment opportunities for graduates exist, and is it likely that they will continue to exist?

As indicated on the placement summaries located in the appendices in our proposal, between 1994 and 1998 40% of all graduates of athletic training curriculum programs received athletic training related employment after graduation. In addition 36% went to graduate school, 12 % received other employment, with only 4% remaining unemployed. With the internship route to certification eligibility eliminated there will only be approximately 581 students taking the certification exam compared to 2,388. Therefore, there will be a 76% decrease in the number of graduating student athletic trainers looking for employment each year. With this significant decrease employment will be readily available for future athletic training graduates.

4. In fields in which one university already offers a substantial program, but in which another university is proposing a new or expanded program, could the first institution reasonably accommodate the necessary expansion or would its resources and facilities be so taxed that such an expansion would reduce educational quality?

As the table for question 2 indicates, the enrollment in the athletic training program at UNI has more than doubled in the past two years. With the University of Iowa being the only accredited program, and presently turning away more than 15-20 students a year, SUI could not accommodate our students nor the hundreds of other athletic training students presently in internship athletic training programs across the state of Iowa. Furthermore SUI could not accommodate such a number of students without substantially adding to its faculty, facilities, and additional resources.

5. Would a comparable program development or expansion at the first university (see Point 4) require new capital construction producing a higher cost alternative to that proposal?

A comparable program development at SUI would require hiring new faculty that duplicates those already available at UNI. The expanded program would require capital construction in the Cedar Falls/Waterloo area that duplicates those already at UNI. Therefore a comparable program development at SUI would produce a higher cost alternative to the proposed UNI athletic training program.

6. Would the proposed development enhance programs already in place at the university?

The proposed athletic training program will enhance the intercollegiate, intramural, and community programs. The student athletic trainers presently provide assistance to the three staff athletic trainers at UNI in preventing, treating, and rehabilitating athletic injuries for the 18 different intercollegiate athletic teams. The students dedicate countless numbers of hours a month in assisting the hundreds of athletes at UNI. In addition to serving the intercollegiate athletic teams the students also provide emergency care to the intramural program at UNI. The students also serve the community. The student athletic trainers provide all of the area high schools with emergency care for Friday night football games as well as cover all of the state play-off games. The students cover all of the high school events that take place at UNI that include football and track. The students volunteer their services to the Special Olympics, Cedar Valley Soccer Association as well as other community athletic events. Lastly, students have demonstrated their pride within the community by getting involved with the Adopt a Highway program.

Without the approval of the athletic training program several programs at UNI and within the community will suffer greatly.

7. Is the proposed program consistent with the institutional mission statement?

The proposed Bachelors of Athletic Training Program is a professional program designed to prepare students to become certified athletic trainers through didactic and experiential learning experiences. Learning experiences are developed on campus and within the community therefore, the proposed program is consistent with the University's mission that "increases knowledge and promotes student growth through scholarship and service, and shares it's expertise with individuals, communities and organizations" (University of Northern Iowa's Mission Statement, 1998-2000 programs and course catalog, pg. 4)

8. Has it been determined that independent colleges in Iowa do not offer programs similar to those proposed and at comparable quality and cost? (Board of Regents Minutes, December 19-20, 1984, pp. 264-265)

The only independent colleges in Iowa currently offering a major of athletic training are Upper Iowa University, Coe College and St. Ambrose University. Each of these programs are internship routes to certification eligibility and are not accredited programs. With speaking with Don Bishop, Upper Iowa's athletic training program director, they will not have the resources to become an accredited athletic training program. Coe

College and St. Ambrose will also have challenges with meeting the criterion of the standards of becoming an accredited athletic training program. However, as stated in answer number three, the University of Iowa is presently the only accredited athletic training program in the state and with all of the present internship programs in the state of Iowa, there will be a high demand for several programs in the near future. Therefore, the state of Iowa could accommodate several accredited athletic training programs.

In addition, tuition at the University of Northern Iowa is substantially less than at Coe College and St. Ambrose. At UNI athletic training students pay \$3,610.50 for 12 or more credits per semester as compared to Coe's \$8,695 and St. Ambrose's \$6,675 per semester tuition. Therefore, athletic training students at UNI would be saving approximately \$6,129- 10,169 annually on tuition.

When comparing the quality of the curricular design of the above-mentioned programs, UNI's athletic training program is more holistic, and has more experiential learning opportunities. UNI also has more faculty and staff as well as better facilities and community resources.