

The University

The University and Its Programs

History

The university was established in 1876 by enactment of the Iowa General Assembly, and opened on September 6, 1876, as the Iowa State Normal School - "a school for the special instruction and training of teachers for the common schools of the state." The university offers a broad curriculum at both the undergraduate and graduate levels. Six conventional baccalaureate degrees are offered:

- the Bachelor of Arts,
- the Bachelor of Science,
- the Bachelor of Science in Nursing,
- the Bachelor of Fine Arts,
- the Bachelor of Music, and
- the Bachelor of Social Work.

The university also offers two additional baccalaureate degrees:

- the Bachelor of Applied Science (B.A.S.) degree which offers educational opportunities to those students who have completed an A.A.S. degree and are now seeking to complete a four-year degree. These students are often place-bound and need to take online classes while remaining a full-time employee,
- the external degree of Bachelor of Liberal Studies, an external degree offered in cooperation with the University of Iowa and Iowa State University.

On the graduate level, fourteen degrees are offered:

- the Master of Accounting,
- the Master of Arts,
- the Master of Arts in Education,
- the Master of Arts in Teaching,
- the Master of Athletic Training,
- the Master of Business Administration,
- the Master of Music,
- the Master of Public Policy,
- the Master of Science,
- the Master of Social Work,
- the Professional Science Master's,
- the sixth-year Specialist in Education degree, and
- the Doctor of Education degree.

Location

The university is located in Cedar Falls, Iowa, which has a population of approximately 40,000, with the Cedar Falls-Waterloo greater metropolitan area having a population of more than 169,000. Together with the University of Iowa and Iowa State University, the University of Northern Iowa is governed by the Board of Regents, State of Iowa.

Mission

Established as the Iowa State Normal School, the institution was renamed the Iowa State Teachers College in 1909 and under this title attained a national reputation and status as a leading institution in the field of teacher education. By enactment of the Iowa General Assembly on July 5, 1961, the name of the college was changed to the State College of Iowa and degree programs were added for those not

planning to teach. The change to the University of Northern Iowa was effected on July 1, 1967, following enactment by the Iowa General Assembly on the recommendation of the Iowa Board of Regents. Its current statement of mission was approved by the Iowa Board of Regents:

Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

University Office Hours

The university's principle administrative offices are open from 8:00 a.m.- 4:30 p.m. Monday through Friday throughout the year.

Students and their parents are invited to come to the campus to make arrangements for university enrollment. Such visits should be made on Mondays through Fridays to maximize exposure to the university and its services.

Offices are closed for university holidays (New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas).

The university's academic calendar and holidays are subject to approval by the Iowa Board of Regents.

Organization by Semesters

The university operates on the semester basis. This means that the work during the academic year is divided into two semesters of approximately sixteen weeks each (15 weeks of instruction and 1 week of final exams). One semester hour of credit is based on one hour of work per week for fifteen weeks.

Definitions

Program

Any organized combination of coursework designed for the achievement of specific learning outcomes that is approved through the curriculum process and has a designated Classification of Instructional Program (CIP) code.

Major (33-80 Credits)

Comprehensive program defined around larger disciplinary or multidisciplinary themes. Majors must range between 33 - 80 credits with an exception for the BAS degree (30 credit minimum). Major requirements may only exceed the maximum if the extension is due to overlapped courses between the major and the General Education requirements AND if required due to program accreditation/certification requirements.

Minor (18-24 Credits)

Organized coursework in a subject to create a secondary academic focus, without the time commitment of an additional major. Minors may only exceed 24 credits if necessary to meet licensure or accreditation requirements.

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Certificate (2-18 Credits)

Organized coursework focused on thematic connections that is available as a stand-alone credential beyond taking a single course. A certificate may surpass the 18 credit limit (up to 24 credits for undergraduates; 27 credits for graduates) only if it contains a specialized combination of courses tightly focused on a specific set of skills or knowledge that are aligned with industry standards in which the length is necessary to meet licensure or accreditation requirements.

Post-Masters Advanced Studies Certificate (ASC)

A combination of post-masters degree and graduate courses that lead to a specific professional license or endorsement beyond the requirements of a master's degree.

Degree

A qualification awarded to students upon successful completion of a course of study in higher education. Click here for Undergraduate degree information or here for Graduate degree information.

Semester Designation for Courses

Each course description has a semester(s) designation indicating when it is typically offered. The semester designation is listed at the **end** of each course description in parenthesis -- i.e., (Offered Fall and Spring), (Offered even Springs), (Variable), etc. Every effort will be made to abide by the designations, but this is not a guarantee that the course will be offered as indicated.

Course Number Information

Course Credit Expectation

UNI adheres to the federal definition of the credit hour in all courses, regardless of instruction mode, meeting pattern, or course format.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or,
- The equivalent amount of work in item (1) over a different amount of time; or,
- At least an equivalent amount of work in item (1) for other activities, including laboratory work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours/units of credit.

In addition, distance/online courses and independent studies are expected to reflect equivalencies in the amount of instructional time and student work leading to equivalent learning outcomes as reflected in the same courses offered face-to-face.

Common Course Numbers

Following are course numbers which are common to departments across campus. These common numbers may be used under named conditions by prefixing with the department subject prefix:

1059, 2059, 3159/5159, 4159/5159, 6259, 7359: Reserved for temporary courses of a special or experimental nature. May be repeated on different topics.

3133, 4133/5133, 6233 Workshop: 1-6 hrs. Courses offered for special groups as announced in advance. Lecture workshops require 16 classroom contact hours for every one hour of credit. Activity workshops require 30 classroom contact hours for every hour of credit. Students may take work in one or more workshops. Undergraduates may not use more than 6 hours toward graduation. Graduate workshops may be used toward the completion of a graduate program with departmental approval, not to exceed 15 credit hours.

3179 Cooperative Education: 1-6 hrs. For students who wish to apply classroom learning to field experience. Requires approval by the faculty supervisor, the head of the academic department granting credit, and Cooperative Education/Internship staff for placement agreement, project, and credit arrangements. Credit may not be applied to a major or minor without approval by the department offering the major or minor. Co-op/Internship staff assist in developing placements and arranging student interviews with employers and maintain contact with student and employer during the co-op/internship experience. May be repeated for a maximum of 12 hours credit.

1086, 2086, 3186/5186, 4186/5186, 6286, 7386 Studies in "_____": Courses to be offered by departments for specialized work not covered by regular courses. Credit and topic for "study" to be given in Schedule of Classes. May be repeated on different topics.

109C, 319C, 519C Credit for Prior Learning (CPL): Undergraduate students: 0-6 hrs; Graduate students: 0-15 hrs.

319P Presidential Scholars Research: 1-3 hrs. For Presidential Scholars only. Credit and topic to be approved by the Presidential Scholars Board. May be repeated once for a maximum of 6 hours.

4198 Independent Study: Hours to be arranged in advance. A provision for undergraduate students to do work in a special area not offered in formal courses. (Does not provide graduate credit.) Permission of the head of the department offering the work is required. Projects must be approved well before the beginning of the semester in which the work is to be done.

4199 Study Tour: 1-12 hrs. Offered as announced in the Schedule of Classes. See Summer Bulletin for general description and consult appropriate department for specific information.

6285 or 7385 Readings: Offered as needed in the various disciplines - not offered as a class. Independent readings from a selected list as approved in advance by department head. Credit to be determined at time of registration. May be repeated.

6289 or 7389 Seminar: Offered as needed in the various disciplines. Credit and topic to be given in Schedule of Classes. May be repeated on different topics.

629C Continuous Registration: Graduate students who have completed all of their program but not all of their graduation requirements, e.g. comprehensive exams, thesis, paper/project, recitals, etc., must be continuously registered until the degree is completed. Students reaching this stage will be automatically registered in the course ___629C, *Continuous Registration*, and assessed the appropriate tuition. Continuous registration ensures that students can

access their university email accounts and utilize library services through graduation. May be repeated.

629R Directed Research: 1-6 hrs. Course is available to thesis and non-thesis students on a credit/no credit basis. Students may enroll in the course following enrollment in all allowable hours of ____6299 (6-9 hours for thesis students and 3 hours for non-thesis students). Students may take this course for a maximum of 6 hours per semester. Please refer to individual programs for possible exceptions. May be repeated to maximum of 12 hours.

6297 or 7397 Practicum: 1-4 hrs. Offered as needed in the various disciplines to provide practical experience in college teaching. May be repeated.

6299 or 7399 Research: See details for approval and registration. Repeatable to the maximum credits for a student's degree.

7300 Post-Comprehensive Registration: Doctoral students who have completed all of their program but not all of their graduation requirements, e.g. dissertation, etc., must be continuously enrolled in ____ 7300, *Post Comprehensive Registration*, until all degree requirements have been met to ensure continued access to their university email accounts and library services. May be repeated.

Individual Studies Program

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

Self-Forming Seminar (INDIVSTU 4192): 1-3 hrs. This course is a type of group independent study which allows students with a common interest to organize a time for study together with each member of the team often working on part of a larger problem or project. A faculty consultant must agree to evaluate the completed project at the end of the term.

Individual Study Project (INDIVSTU 4193/5193): This course is an opportunity for research, creative work, or experience-oriented study in areas not usually covered by the university curriculum. The form of the project and the number of credit hours assigned to the project (usually 1-3) are worked out between the student and the faculty consultant selected.

Interdisciplinary Readings (INDIVSTU 4196): 1-3 hrs. This course allows the student to develop a program of readings on a topic not dealt within the university's regular course offerings. The reading list and the number of credit hours must be approved by a faculty member specifically chosen to supervise and aid the students work.

Undergraduate Thesis (INDIVSTU 4197): 1-6 hrs. The writing of a thesis may be required for Individual Studies majors. This project may take the form of a research paper, creative work, or application of knowledge gained from an internship or work-related experience. The thesis topic must be approved by the faculty advisor. Copies of Undergraduate Thesis Guidelines are available in the Individual Studies Office.

Course Number Explanation

Courses are designated by an alpha subject field (up to 8 characters) and 4-digit course number. The alpha subject field refers to the department or area of the course; the number refers to the specific course. For example, in the course designated ART 3011, *ART* refers

to the Department of Art and Graphic Design and the *3011* refers to the course.

- **Courses numbered 0000 through 0999:** Non-credit courses and courses that are offered to non-matriculated students (such as CIEP)
- **1000 through 1999:** Introductory, elementary, and general education courses that are appropriate for first year students and others with no special background. A course in this series will have few if any prerequisites
- **2000 through 2999:** Lower level undergraduate courses; those that ideally are taken by second and perhaps third year students. These courses might build on materials and knowledge from the 1000 series courses and may have prerequisites
- **3000 through 3999:** Upper level undergraduate courses, courses for majors, courses which require significant prerequisites
- **4000 through 4999:** Advanced upper level undergraduate courses including seminars, advanced independent study courses, honors thesis work, etc.
- **5000 through 5999:** Introductory graduate or first year graduate courses
- **6000 through 6999:** Upper level graduate courses
- **7000 through 7999:** Doctoral courses

Memberships and Accreditation

The University of Northern Iowa is a member of the American Association of State Colleges and Universities (AASCU), the American Association of Colleges for Teacher Education (AACTE), and the Council of Graduate Schools in the United States (CGS). The university is accredited through the doctoral degree (Doctorate of Education) by the Higher Learning Commission (HLC),

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL, 60604
800-621-7440

Academic programs of the university have been accredited by the following professional accrediting agencies: the Association to Advance Collegiate Schools of Business (AACSB - International), the National Association of Schools of Music (NASM), the Council on Social Work Education (CSWE), the American Speech-Language-Hearing Association (ASHA), the Foundry Educational Foundation (FEF), the Accrediting Council for Collegiate Graphic Communication (ACCGC), the Council for Interior Design Accreditation (CIDA), the National Association of Schools of Theatre (NAST), The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), and the National Association of School Psychologists (NASP). The Culture and Intensive English Program (CIEP) is accredited by the Commission on English Language Program Accreditation (CEA). The MATR (Master of Athletic Training) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In addition, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA), has conferred accreditation for the two master's level programs in counseling, Clinical Mental Health Counseling and School Counseling, both from the Department of Family, Counseling, & Aging. The Master of Public Policy (MPP)

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is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Electrical Engineering Technology and Manufacturing Engineering Technology are accredited by the Engineering Technology Accreditation Commission (ETAC) of ABET, <https://www.abet.org>, under the General Criteria and the Electrical Engineering Technology and the Manufacturing Engineering Technology program Criteria(s) respectively. The baccalaureate nursing program at the University of Northern Iowa is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing.

Other programs at the University of Northern Iowa have also been approved by external organizations. Teacher preparation programs at the University of Northern Iowa have received approval from the Iowa State Department of Education, the Department of Chemistry has approval from the American Chemical Society (ACS), and the B.A. in Family Services is an approved program for educating Certified Family Life Educators by the National Council on Family Relations (NCFR).

Within the Division of Student Life, the Student Health Center is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), the Health Clinic Laboratory is accredited by the Commission on Office Laboratory Accreditation (COLA), and the Counseling Center is accredited by the International Association of Counseling Services (IACS).

UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Assessment of academic programs is managed through the cycle of Academic Program Review, which includes both internal and external review processes. In addition to Academic Program Review, other assessment activities and the collection of data related to student learning outcomes are managed through the resources and leadership of the Office of Undergraduate Studies (assessment.uni.edu), the Dean of the Graduate College (grad.uni.edu) and the Office of Institutional Effectiveness and Planning (ie.uni.edu).

Professional Licensure Disclosure

Federal regulations (34 CFR 608.408) require institutions of higher education to determine whether or not licensure-related programs satisfy the educational requirements for professional licensure in the states where prospective students are located. Accordingly, institutions are required to disclose for each program that leads to licensure whether:

- the program meets the educational requirements for professional licensure in a specific state;
- the program does not meet the educational requirements for professional licensure in a specific state;

For further information specific to the University of Northern Iowa, please visit the Professional Licensure Information webpage.

Assessing Student Learning at UNI

UNI is committed to the assessment of student learning for the ongoing improvement of curriculum, programs, and services offered by the university and for accreditation processes. Students, faculty, staff, and administrators all play a role in student learning and all

benefit from the creation of useful and meaningful assessment strategies and information.

Academic, administrative, and student affairs departments and units are expected to engage in direct assessment by reviewing authentic student work such as research papers, laboratory reports, student projects, student reflective activities, etc. These efforts are enriched by indirect assessment activities most often in the form of surveys, program evaluation forms, focus groups, or any of a variety of other mechanisms. Some assessment instruments are given to specific groups of students; others are given to students randomly selected from a group or groups of students. Assessments may be administered both inside and outside of the classroom.

Assessment-related data are kept confidential for individual students. Aggregate data is collected and shared within programs and is available in a password protected archive. Student outcomes assessment does not impact course grades or progress toward graduation.

Additional information about assessment policies and processes at UNI can be found on the Academic Assessment website assessment.uni.edu/. Questions about assessment at UNI can be directed to the Office of Undergraduate Studies, the academic colleges, and the Office of Institutional Research & Effectiveness (ie.uni.edu/).

Student Learning Outcomes

Guiding Principles

1. The university recognizes that the primary motive for academic assessment is to improve student learning.
2. The assessment
 - a. Students will be better positioned to take responsibility for their own learning if educational goals and objectives are clearly defined and measured.
 - b. The University of Northern Iowa is accredited by the
 - c. Assessment provides faculty and staff with a forum to discuss student learning.
3. Faculty/staff are expected to be active participants in assessment activities.
4. Programs will engage in the continuous direct assessment of student learning.
5. The process of assessment begins with the establishment of measurable student learning outcomes (SLOs).

Assessment Processes

Program faculty will demonstrate student achievement by engaging in the following four step continuous assessment process:

1. Identify measurable student learning outcomes.
2. Intentionally and systematically measure the SLOs using direct assessment methods.
 - a. **Note: While indirect assessment (or indirect evidence) of student learning can provide a program with useful information, it cannot be the sole evidence used to student learning and does not meet HLC requirements.**
3. Analyze the assessment results pertaining to the outcome being measured.

4. Provide evidence that assessment results are being used to improve student learning.

Programs will ensure that each learning outcome is assessed at least once within academic program review or program accreditation cycles.

UNI Student Learning Outcomes (SLO)

Critical Thinking

Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

Communication

Graduates will display competence in oral, written, and visual communication, as appropriate for their discipline.

Program Content Knowledge

Graduates will demonstrate discipline-specific knowledge and skills in their major fields of study.

Additionally, graduate and undergraduate programs have outcomes specific to their programs and degree offerings. We maintain that students are better positioned to take responsibility for their own learning if educational goals and objectives are clearly defined and measured. Program-specific student learning outcomes (SLOs) can be accessed via the department pages throughout this catalog.