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67 Update: Third Round UNIFI Certificate Application

University of Northern Iowa. General Education Re-envisioning Committee.

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**UNIFI Committee
Multidisciplinary Certificate
Proposal Packet**

Table of Contents

Certificate Description & Requirements	2
Structure Examples	3-4
Student Learning Outcomes	5-6
Certificate Proposal Form	6
Course Proposal Form	9

Thank you for submitting an application for a multidisciplinary certificate in our new general education program, University of Northern Iowa Foundational Inquiry (UNIFI). This packet provides you with (1) information about the multidisciplinary certificate, (2) examples of how a certificate might be structured, (3) lists of both the minimum required Student Learning Outcomes (SLOs) and the additional SLOs for the UNIFI program, and (4) the forms you'll need to propose a certificate.

Please fill out the Certificate Proposal Form. Fill out Course Proposal Forms for all courses that you want to include in the certificate and that have not yet been submitted for approval to the UNIFI Committee. Do not include or attach additional documents. Email the completed forms to jeremy.schraffenberger@uni.edu by February 15, 2022 in order to be considered for the inclusion in the UNIFI program beginning in Fall 2023.

Certificate Description:

Certificates apply liberal arts approaches to topics that don't fall within a single discipline or domain. They are intended to convey to students that the world's complexity cannot be understood solely from the perspective of any one discipline, and that different approaches can complement one another to build more holistic understanding, revealing insights that might otherwise have remained undiscovered. The strongest certificate proposals will combine significantly different disciplinary approaches, e. g. biology, psychology, and theater (as opposed to political science, public administration, and political communication).

Certificates also give students a chance to further develop key foundational skills of critical thinking, writing, and oral communication. We expect that those skills will be applied in the context of the certificate's theme, and we assume that the number of assignments need not be as high as in gold tier classes. For example, if a business course fulfills the writing SLO for a certificate in the purple tier, we expect that class to devote time to enabling students to write effectively (as opposed to merely assigning writing as an afterthought); however, the course need not require as many writing assignments as gold tier writing courses, and writing need not be a major emphasis of the course. The same holds for SLOs from the blue tier repeated in the purple tier.

Requirements:

- Each certificate must address SLO 1 (critical thinking), SLO 2 (writing), and SLO 3 (oral communication).
- Each certificate must also address at least two additional SLOs from the list of general education SLOs.
- Each certificate must include classes from at least two substantively different disciplines.
- Certificates must require three or four courses.

- Instructors must be prepared to submit artifacts to be assessed on the relevant outcomes.
- Departments must be willing and able to offer certificate courses regularly.
- Each certificate must be able to schedule enough seats every semester within each category in order to meet student demand for the certificate and allow a timely path to graduation.
- Certificate proposals must show which courses address which outcomes.
- Course proposals must show how the course meets the relevant outcome(s).
- Courses cannot have prerequisites. ALEKS scores and language proficiency (as determined by relevant faculty members) are acceptable.
- Courses must be designed to include students from majors outside the departments proposing the course.

Options:

- Each course within the certificate need not address all the outcomes but must be thematically linked to the other courses.
- Key outcomes may be addressed by multiple courses within the certificate.
- Certificates may include only three courses or may offer three or four lists of possible courses (“requirement boxes”) from which students choose from two or more options. (See examples below.)
- The UNIFI Committee will consider experimental courses and/or newly revised courses.
- A certificate course may also count as a major course.
- A certificate course may also be taken by students not pursuing a certificate.
- A certificate course may also appear in one of the blue tier Learning Areas.
- If a course also appears in a blue tier Learning Area, it may be assessed for a different (or additional) outcome in the certificate. For example, if a writing-intensive philosophy class appears both in the Human Condition category and in a certificate, it will *not* be assessed for writing in the Human Condition category, but it *may* fulfill the writing SLO, in which case it will be assessed for writing as a part of the certificate.

Structure Examples:

We offer these generic examples to help guide faculty and departments in the development of potential certificates. They are not meant to be exhaustive but to offer a sense of possible ways of structuring a certificate.

Example 1: Three-course certificate, including one required class that all students must take, with only five classes included overall. Requires more seats/sections being offered of each course each semester when scheduling but is simpler to connect the courses and to arrange across departments.

Example 2: Four-course certificate, with multiple courses available in each requirement box. Provides more choice for students and also allows departments more flexibility in

scheduling seats/sections from semester to semester. More courses in each requirement box also makes more room for study abroad options.

Example 3: Three-course certificate, with multiple course options in each requirement box, allowing for each course to have fewer seats/sections scheduled each semester.

EXAMPLE 1: Three-Course Certificate. SLOs to be covered are 1, 2, 3, 6 & 9.

Certificate Theme: “Our Own Voices: Diversity and Creativity”

<u>REQUIREMENT 1</u>	<u>REQUIREMENT 2</u>	<u>REQUIREMENT 3</u>
SLO 1	SLO 2 & 6	SLO 3 & 9
<i>Required:</i> Class A (offers high number of seats every semester to meet demand)	<i>Choose 1:</i> Class B Class C	<i>Choose 1:</i> Class D Class E

EXAMPLE 2: Four-Course Certificate. SLOs to be covered are 1, 2, 3, 6, 7 & 12.

Certificate Theme: “Justice”

<u>REQUIREMENT 1</u>	<u>REQUIREMENT 2</u>	<u>REQUIREMENT 3</u>	<u>REQUIREMENT 4</u>
SLO 1 & 3	SLO 2 & 12	SLO 1 & 7	SLO 6 & 12
<i>Choose 1:</i> Class A Class B Class C	<i>Choose 1:</i> Class D Class E Class F Class G	<i>Choose 1:</i> Class H Class I Class J Class K (study abroad)	<i>Choose 1:</i> Class L Class M (study abroad)

EXAMPLE 3: Three-Course Certificate. SLOs to be covered are 1, 2, 3, 8 & 12.

Certificate Theme: “Cooperation: Mycorrhizae to Social Movements”

<u>REQUIREMENT 1</u>	<u>REQUIREMENT 2</u>	<u>REQUIREMENT 3</u>
SLO 1 & 8	SLO 2 & 3	SLO 8 & 12
<i>Choose 1:</i> Class A Class B Class C	<i>Choose 1:</i> Class D Class E Class F Class G Class H	<i>Choose 1:</i> Class I Class J Class K Class L

Student Learning Outcomes:

All certificates must address SLOs 1, 2, and 3. In addition to these three, they must also address at least two more SLOs, of the certificate organizers' choice.

To enable maximum flexibility in course design, we are using broad descriptions of the SLOs here. However, if a specific course will also appear in a blue tier Learning Area, it will need to meet the more specific guidelines for that category as well.

Required SLOs:

SLO 1 Critical Thinking: Engage in effective critical inquiry to address complex topics.

SLO 2 Writing: Write effectively.

SLO 3 Speaking: Demonstrate competent listening and effective speaking skills in a variety of contexts.

Additional SLOs (choose two):

SLO 4 Quantitative Reasoning: Frame and solve problems using quantitative reasoning.

SLO 5 Collaboration: Work with others across differences to achieve shared goals.

SLO 6 Diversity: Examine human diversity and commonality.

SLO 7 Human Condition: Analyze ideas, works, or institutions as diverse conceptions of the human condition.

SLO 8 Scientific Reasoning: Critique claims using the tools of scientific inquiry.

SLO 9 Creativity: Engage in a creative process to produce artistic work.

SLO 10 Artistic Meaning: Interpret creative works and ideas as expressions of meaning and purpose.

SLO 11 Values: Analyze the origins and consequences of one's own personal values.

SLO 12 Ethics: Apply ethical reasoning to important issues facing society.

Certificate Form:

1. Is this a “revise & resubmit” proposal that was previously submitted in the first call for proposals? If yes, please indicate so here, and highlight changes made throughout the form that address the questions/concerns of the first round of reviews. (You may copy and paste relevant content from the first round application.)

2. Title of Certificate:

3. Organizing Faculty Members:

4. Sponsoring Departments/Programs (please list all, and provide an email indicating department head support):

5. Sponsoring Colleges (please list all):

6. Theme or topic of the certificate:

7. Course titles, unabbreviated:

8. Structure of the certificate (include course titles or abbreviations; please also include proposed course rotation (in order to offer the entire certificate in a timely manner for students):

<u>REQUIREMENT 1</u>	<u>REQUIREMENT 2</u>	<u>REQUIREMENT 3</u>	<u>REQUIREMENT 4</u> (optional)
SLOs: Courses:	SLOs: Courses:	SLOs: Courses:	SLOs: Courses:

Individual Course Form: (If a course has already been approved for a blue tier category, you may just list the course title. If a course proposal has been submitted but not yet approved, you may attach that proposal.)

1. Title:

2. Originating department, course prefix, and number (if applicable):

3. What is the predicted or preferred class size?

4. What will be the proposed frequency of offering (i.e., one section per year, one section per semester, multiple sections per semester)?

5. Please provide a description of the course, including general themes and topics. Depending on the course, you may also include format (discussion/lecture), assignments, readings, and any other elements that will help the committee understand how your course addresses the SLOs you have chosen for it.

6. SLOs will be assessed in each course. In deference to faculty expertise, specific rubrics for assessment will be developed by the faculty members teaching in each Learning Area. That said, what would you propose to use as a possible assessment artifact for at least one outcome of this course? Please briefly describe the assignment.
7. Please explain how the course will be pertinent and thought provoking for students across majors (from Accounting to Theatre):
8. If this proposal is submitted from someone other than your department head, please include an email from your department head acknowledging support for this course.