

DRAFT

Guidelines for Course Proposals New General Education Program

Gold Tier:

Written Communication Guidelines for Course Proposal

Category description: Courses in the written communication category should be designed to enhance foundational communication skills and habits of mind necessary for success at UNI and beyond. In addition to the process of reading, researching, writing, and revising, written communication courses will also enable students to develop critical thinking skills.

Student Learning Outcomes to be addressed:

SLO 1 Critical Thinking - “Engage in effective critical inquiry to address complex topics.” Critical inquiry can take different forms, depending on the instructor and discipline, but courses in this category will emphasize the thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence, before accepting or formulating an opinion or conclusion.

SLO 2 Writing - “Write effectively.” Courses that fulfill this learning outcome must include regular writing assignments that require research, revision, and reflection. Regardless of discipline, writing itself must be one of the emphases of the course, and the conventions of Standard writing English must be covered. The artifact for assessment will demonstrate the ability to write with clarity, focus, organization, and originality for a specific purpose and audience.

General guidelines for submission:

- All categories potentially include courses from a wide range of disciplinary perspectives
- Course proposal must show how course meets relevant outcome(s)
- Instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- Courses may also count as major courses
- Courses cannot have prerequisites

- Courses must be designed to include students from majors outside the department proposing the course
- Departments must be willing and able to offer the course regularly
- Committee will consider experimental courses
- Committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Oral Communication

Guidelines for Course Proposal

Category description: Courses in the oral communication category are designed to enhance foundational communication skills and knowledge necessary for success at UNI and beyond. Oral communication courses will also teach active listening, as well as how to engage in civil discourse, especially in diverse groups.

Student Learning Outcomes to be addressed:

SLO 3 Speaking - “Demonstrate competent listening and effective speaking skills in a variety of contexts.” To do this, courses in this category will

- give focused attention to and instruction on the skills needed to speak effectively in a variety of contexts.
 - offer at least four opportunities for formal oral presentations, one of which should be a group project;
 - give regular and consistent feedback on presentation skills
- Instruct students in the development of engaged and reflective listening skills

SLO 5 Collaboration - “Work with others across difference to achieve common goals.”

SLO 6 Diversity - “Examine human diversity and commonality.”

Recognizing that working effectively across difference requires knowledge of how human differences and commonalities affect the ways in which communication occurs and how it is received, courses in this category will

- give focused attention to and instruction on how to communicate effectively in groups, including
 - awareness of the ethical responsibilities of communicators
 - effective group communication skills, so that students can learn and practice strategies for creating and maintaining successful communication in groups.
 - skills for engaging in civil discourse and intercultural communication

General guidelines for submission:

- All categories potentially include courses from a wide range of disciplinary perspectives

- Course proposal must show how course meets relevant outcome(s)
- Instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- Courses may also count as major courses
- Courses cannot have prerequisites
- Courses must be designed to include students from majors outside the department proposing the course
- Departments must be willing and able to offer the course regularly
- Committee will consider experimental courses
- Committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Quantitative Reasoning

Guidelines for Course Proposal

Category description: This category is not intended to be limited exclusively to mathematics. It may potentially encompass any discipline that uses quantitative methods—with an emphasis on courses that demonstrate how quantitative reasoning can be used to achieve meaning, and the value of quantitative approaches, theoretical and/or practical, rather than on courses that merely involve the routine manipulation of numbers or equations.

Student Learning Outcomes to be addressed:

SLO 1 Critical Thinking - “Engage in effective critical inquiry to address complex topics.”

SLO 4 Quantitative - “Frame and solve problems using quantitative reasoning.”

General guidelines for submission:

- all categories potentially include courses from a wide range of disciplinary perspectives
- course proposal must show how course meets relevant outcome(s)
- instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- courses may also count as major courses
- courses cannot have prerequisites
- courses must be designed to include students from majors outside the department proposing the course
- departments must be willing and able to offer the course regularly
- committee will consider experimental courses
- committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Blue Tier:

Human Condition (Domestic & Global)

Guidelines for Course Proposal

Category description: The aim of this category is to enlarge students' understanding of what it means to be human by urging them to branch out beyond their own specific background, and to enable them to think about their experience from that broadened perspective. This category includes two courses, one with a domestic or U.S. focus, and one with a global or international focus. Please specify which subcategory your course will fulfill.

Student Learning Outcomes to be addressed:

SLO 6 Diversity & Commonality - "Examine human diversity and commonality"

- This outcome can be addressed by emphasizing positive, neutral, or negative aspects of human diversity & difference; for example:
 - The multiplicity of human experience and practices, historically, culturally, etc.
 - Disparities, injustices, or inequalities related to race, class, sex, gender, etc.
- Diversity refers to a wide range of specific content; for example:
 - Colonialism, queer theory, or the Civil Rights Movement
 - Authors from minoritized backgrounds
 - Class relations, sexual difference, ideas about slavery in Western civilization
- The commonality aspect of the outcome is similarly broad, and refers to those aspects of being human that are shared across historical, geographical, and cultural differences, and also to structures, practices, and institutions that may be shared within a specific human community.

SLO 7 Human Condition - "Analyze ideas, works, or institutions as diverse conceptions of the human condition." The focus is on analyzing what it means to be human. It includes:

- Findings and knowledge in the social sciences
- Theories and ideas in the social sciences and humanities
- Works of art, literature, and philosophy

General guidelines for submission:

- All categories potentially include courses from a wide range of disciplinary perspectives
- Course proposal must show how course meets relevant outcome(s)
- Instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- Courses may also count as major courses
- Courses cannot have prerequisites
- Courses must be designed to include students from majors outside the department proposing the course
- Departments must be willing and able to offer the course regularly
- Committee will consider experimental courses

- Committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Scientific Reasoning Guidelines for Course Proposal

Brief category description:

Scientists discern basic principles that explain natural phenomena through observation and analysis of the world. Scientists rely on theory and experimentation to test and refine understanding of our minds and bodies, our complex environment, and the universe.

Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with the study of basic principles, such as the structure of matter, biological evolution, human behavior, and thermodynamics. A laboratory experience is expected to be part of the course (either 4-credit integrated course or 3-credit course plus a concurrent 1-credit lab).

After completing a course in this category, students will be able to critique claims using the tools of scientific inquiry.

Student Learning Outcomes to be addressed:

SLO 1 Critical Thinking - “Engage in effective critical inquiry to address complex topics.”

SLO 8 Scientific Reasoning - “Critique claims using the tools of scientific inquiry.”

General guidelines for submission:

- all categories potentially include courses from a wide range of disciplinary perspectives
- course proposal must show how course meets relevant outcome(s)
- instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- courses may also count as major courses
- courses cannot have prerequisites
- courses must be designed to include students from majors outside the department proposing the course
- departments must be willing and able to offer the course regularly
- committee will consider experimental courses
- committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Human Expression

Guidelines for Course Proposal

Category description: A course in this category must include the creation as well as the analysis or interpretation of creative works in a medium relevant to the field or domain of the course. Creative work can include any artifact, concrete or ephemeral, newly created or a curation of work, in the arts. Courses should provide relevant instruction for creating and in analysis/interpretation, which culminates in assessed work for each skill. The work students create and that which they analyze/interpret should be related by general field of practice or medium.

Student Learning Outcomes to be addressed:

SLO 9 Creativity - “Engage in a creative process to produce artistic work,”

- The artifact for assessment of creative work should be a reflection on a student’s personal creative process and learning stemming from that process. Creative assignments can vary widely in medium including but not limited to drawing or painting, choreography or performance art, theatrical scene design or acting, music performance or musical curation, poetry or creative nonfiction.

SLO 10 Artistic Meaning - “Interpret creative works and ideas as expressions of meaning and purpose.”

- The analysis/interpretation artifact for assessment could center on one or more pieces from a body of work studied in the course or student work produced during the course. The goal is to practice analysis and interpretation. Students should demonstrate understanding and knowledge of the elements and principles of the medium they are analyzing/interpreting.

General guidelines for submission:

- all categories potentially include courses from a wide range of disciplinary perspectives
- course proposal must show how course meets relevant outcome(s)
- instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- courses may also count as major courses
- courses cannot have prerequisites
- courses must be designed to include students from majors outside the department proposing the course
- departments must be willing and able to offer the course regularly
- committee will consider experimental courses
- committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Responsibility Guidelines for Course Proposal

Brief category description:

Courses in the Responsibility category give students the opportunity to develop a greater understanding of their personal and civic responsibilities by exploring ethical theories and their application to human conduct.

To qualify, a course would:

- Provide students with a philosophical context and theoretical framework to examine ethical issues.
- Prompt students to engage in self-reflection
- Issue/disciplinary orientation (Clear sense of what societal issue addressed)

Student Learning Outcomes to be addressed:

SLO 11 Values - “Analyze the origins and consequences of one’s own personal values.”

SLO 12 Ethics - “Courses will offer multiple opportunities for student self-reflection on, and analysis of, their personal values.”

General guidelines for submission:

- all categories potentially include courses from a wide range of disciplinary perspectives
- course proposal must show how course meets relevant outcome(s)
- instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- courses may also count as major courses
- courses cannot have prerequisites
- courses must be designed to include students from majors outside the department proposing the course
- departments must be willing and able to offer the course regularly
- committee will consider experimental courses
- committee may ask faculty to resubmit a course proposal if revisions are deemed necessary

Green Tier:

Multi-disciplinary Certificate Guidelines for Certificate & Course Proposals

Description: Certificates should bring liberal arts approaches to a topic that doesn't fall within a single discipline or domain. This tier is 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 complete understanding. The certificates also give students a chance to further develop key skills of critical thinking, writing, and oral communication. All certificates must address these three outcomes, in addition to two other SLOs (see below). Each course within the certificate must address two of the certificate's SLOs (each course will not address all five). Certificates are optional, but the 9-12 credits included within them are not. If a student opts not to take a certificate, they must take additional blue tier courses.

Student Learning Outcomes to be addressed by all certificates:

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 two SLOs to be chosen by faculty members developing the certificate:

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.”

Example: A certificate on the theme of “Water” could include courses such as “The Symbol of Water in Religion and Culture,” “Images of Water in Literary Texts,” “Environmental Justice and the Politics of Water,” “Chemistry of Water,” and many others. Beyond these sample courses, such a certificate could represent fields as diverse as public health, geography, physics, biology, and art.

Requirements for each certificate:

- Syllabi for all courses to be included must be submitted in the application process
- Experimental courses and/or newly revised courses will be considered
- Across the 3 or 4 classes for a certificate, the SLOs 1, 2, and 3, plus two more, must be met by the completion of the certificate
- Each class within the certificate must meet two SLOs
- Classes must be submitted from a minimum of two disciplines
- Certificate courses can also be included in the Blue Tier
- Certificates will not be required for students; they may choose to take additional credits from the blue tier instead (to reach required total of 37)
- Certificates may require three or four courses
- Certificates may include more than four possible courses as options for students
- Course proposal must show how course meets relevant outcome(s)
- Instructors must be prepared to submit artifacts to be assessed on the relevant outcomes
- Courses may also count as major courses
- Courses cannot have prerequisites
- Courses must be designed to include students from majors outside the department proposing the course
- Departments must be willing and able to offer the course regularly
- Committee will consider experimental courses
- Committee may ask faculty to resubmit a certificate or specific course proposal if revisions are deemed necessary