

## NEW UNDERGRADUATE CERTIFICATE

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness (IE) <sup>1</sup> :		
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college:		
1c	Home educational unit (department, school, college <sup>2</sup> ):		
1d	Proposed certificate name:		
1e	CIP Code <sup>3</sup> :		
1f	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date <sup>4</sup> : <i>Fall 20</i>
1g	Contact person name:	Email:	Phone:
2. OVERVIEW			
2a	Provide a brief description of the proposed new undergraduate certificate. (300 word limit)		

<sup>1</sup> You can reach Institutional Effectiveness by phone or email (257-2873 or [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)).

<sup>2</sup> Only cross-disciplinary certificates may be homed at the college level.

<sup>3</sup> In consultation with the Undergraduate Council Chair and Registrar, identify the appropriate CIP code(s) *prior* to college-level approval.

<sup>4</sup> Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

**NEW UNDERGRADUATE CERTIFICATE**

2b	This proposed undergraduate certificate (check all that apply):			
	<input checked="" type="checkbox"/> Is cross-disciplinary <sup>5</sup> .			
	<input type="checkbox"/> Is certified by a professional or accredited organization/governmental agency.			
	<input type="checkbox"/> Clearly leads to advanced specialization in a field.			
2c	<b>Affiliation.</b> Is the undergraduate certificate affiliated with a degree program?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)			
2d	<b>Duplication.</b> Are there similar regional or national offerings?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.			
2d	<b>Rationale and Demand.</b> Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)			
2e	<b>Target audience.</b> Check the box(es) that apply to the target student population.			
	<input type="checkbox"/> Currently enrolled undergraduate students.			
	<input type="checkbox"/> Post-baccalaureate students.			
2f	Describe the demographics of the intended audience. (150 word limit)			
2g	<b>Projected enrollment.</b> What are the enrollment projections for the first three years?			
	<i>Year 1</i>	<i>Year 2 (Yr. 1 continuing + new entering)</i>	<i>Year 3 (Yrs. 1 and 2 continuing + new entering)</i>	
	<i>Number of Students</i>			
2h	<b>Distance learning (DL).</b> Initially, will any portion of the undergraduate certificate be offered via DL?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” please indicate below the percentage of the certificate that will be offered via DL.			
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>
				100% <input type="checkbox"/>
	If “Yes,” describe the DL course(s) in detail, including the number of required DL courses. (200 word limit)			

**3. ADMINISTRATION AND RESOURCES**

<sup>5</sup> An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

**NEW UNDERGRADUATE CERTIFICATE**

3a	<b>Administration.</b> Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i>		
3b	<p><b>Faculty of Record.</b> The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> <li>• Selection criteria;</li> <li>• Whether the member is voting or non-voting;</li> <li>• Term of service; and</li> <li>• Method for adding/removing members.</li> </ul>		
3c	<b>Advisory board.</b> Will the undergraduate certificate have an advisory board <sup>6</sup> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” please describe the standards by which the faculty of record will add or remove members of the advisory board. <i>(150 word limit)</i>		
	If “Yes,” please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.		
	Faculty within the college who are within the home educational unit.		
	Faculty within the college who are outside the home educational unit.		
	Faculty outside the college who are within the University.		
	Faculty outside the college and outside the University who are within the United States.		
	Faculty outside the college and outside the University who are outside the United States.		
	Students who are currently in the program.		
	Students who recently graduated from the program.		
	Members of industry.		
	Community volunteers.		
	Other. Please explain:		
	<b>Total Number of Advisory Board Members</b>		
3d	<b>Course utilization.</b> Will this undergraduate certificate utilize courses from other academic units?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director<sup>7</sup> from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units<sup>8</sup> and impact on the course’s use on the home educational unit.</p>		

<sup>6</sup> An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

<sup>7</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

<sup>8</sup> Show evidence of detailed collaborative consultation with such units early in the process.

**NEW UNDERGRADUATE CERTIFICATE**

Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

3e **Financial Resources.** What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? *(300 word limit)*

3f **Other Resources.** Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs? Yes  No   
 If "Yes," identify the other resources that will be shared. *(150 word limit)*

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director<sup>9</sup> of the unit whose "other resources" will be used.

Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

**4. IMPACT**

4a **Other related programs.** Are there any related UK programs and certificates? Yes  No   
 If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose "other resources" will be used.

Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

**5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE**

5a **Admissions criteria.** List the admissions criteria for the proposed undergraduate certificate. *(150 word limit)*

5b **Core Courses.** List the required courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status <sup>10</sup>
			Select one....
			Select one....

<sup>9</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

<sup>10</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

**NEW UNDERGRADUATE CERTIFICATE**

			Select one....
			Select one....
			Select one....

5c	<b>Elective courses.</b> List the electives below.		
Prefix & Number	Course Title	Credit Hrs	Course Status <sup>11</sup>
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....

*Total Credit Hours:*

5d	Are there any other requirements for the undergraduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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5e	Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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**6. ASSESSMENT**

6a	<b>Student learning outcomes.</b> Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)
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6b	<b>Student learning outcome (SLO) assessment.</b> How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)
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6c	<b>Certificate outcome assessment<sup>12</sup>.</b> Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)
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<sup>11</sup> Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

<sup>12</sup> This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

**NEW UNDERGRADUATE CERTIFICATE**

<b>7. OTHER INFORMATION</b>			
7a	Is there any other information about the undergraduate certificate to add? (150 word limit)		
<b>8. APPROVALS/REVIEWS</b>			
Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).			
	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
8a	(Within College)		/ /
			/ /
			/ /
			/ /
8b	(Collaborating and/or Affected Units)		/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
8c	(Senate Academic Council)	<b>Date Approved</b>	<b>Contact Person Name</b>
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		