

TEMPLATE FOR PROPOSALS FOR NEW CERTIFICATE PROGRAMS

(see http://trinity.duke.edu/uploads/media_items/certificate-programs-definition.original.pdf for full description of Certificates)

Certificate Program Guidelines

A certificate program is a course of study that affords a distinctive, usually interdisciplinary, approach to a subject matter that is not available within any single academic unit. A free-standing academic unit, it is endowed with a defined administrative structure and organized such that, taken as a whole, it consists of courses that do not substantially overlap with any major, minor or other certificate program. There are two versions of certificates: **Version 1**, the regular certificate that is based primarily on academic coursework, and **Version 2**, the experiential certificate that is based on a combination of coursework and co-curricular experiences.

Version 1 Certificate programs must meet the following criteria:

1. no fewer than six (6) courses are required;
2. two (2) or more departments are represented;
3. no more than half (50 percent) of the courses originate in any one department or program; moreover, certificate programs must structure their requirements such that no more than half of the courses taken to satisfy the certificate requirements originate in a single academic unit;
4. combination of courses reflect both breadth and depth;
5. one of the courses is an Introductory course and one is a Capstone course.
6. students may declare at any time; introductory course should be taken as early as possible, but must be taken before the Capstone.

N. B.: A student may use no more than two (2) courses that are also used to satisfy the requirements of any major, minor, or other certificate program.

Version 2 Certificate programs must meet the following criteria:

1. no fewer than four (4) courses are required + two (2) thematically related co-curricular experiences + one (1) public facing e-portfolio;
2. two (2) or more departments or programs are represented;
3. one of the courses is a Foundations or a Gateway course (this can be a Focus course, a writing class, first-year seminar, or other type of foundational course taken in the first year, OR a Gateway course taking no later than the first semester it is offered following the student's first thematically related learning experience).
4. one of the courses is a Capstone course, which may not be taken until the Foundations/Gateway course, two elective courses, and the two thematically related experiences are completed.
5. one thematically related experience needs to exceed 300 hours; the second needs to exceed 150 hours.
6. students must declare as early as possible, but no later than the end of the drop/add period of the fall semester of the junior year (no exceptions); declaration must include four components:
 - a. written essay outlining the logic and rationale for the pathway
 - b. identification of the four courses and two thematically related experiences
 - c. establishment of publicly facing e-portfolio
 - d. selection of a three person faculty advisory committee to vet student declaration proposals (note: may establish single standing faculty committee to do this) and advise students through the certificate

N. B.: A student may use no more than one (1) course that is also used to satisfy the requirements of any major, minor, or other certificate program.

Required Materials for Proposal

- I. Description and Rationale
 - A. Provide a brief description of the proposed certificate program (including whether it is Type 1 or Type 2), and a statement of rationale. Explain how it fits into the educational mission of Trinity College of Arts & Sciences and the University.
 - B. Address relationship to existing programs or majors at Duke, with attention to those that may overlap with the proposed certificate program. Indicate which you have been in contact with concerning your proposal. Indicate any existing programs to be dropped if proposed certificate is approved.
 - C. Address potential impact on existing undergraduate and/or graduate academic programs at Duke, and potential student demand.

- II. Detailed Description: Requirements and Curriculum
 - A. Describe the proposed certificate program in detail, including specific requirements (and pre-requisites, if applicable).
 - B. Indicate whether the proposed certificate program has a graduate component.

- III. Proposed text to appear in Undergraduate Bulletin. (Check and use Bulletin format.)

- IV. List of Current Courses available for the certificate. Give a 3-year semester by semester projection of availability of appropriate courses to meet requirements of the certificate program. Identify them as regular courses or as Special Topics courses, occasionally offered. If courses are outside your unit, ensure that you have contacted instructors of those courses and obtained permission for them to count toward proposed certificate.

- V. Description of New Courses to be offered in connection with the proposed certificate. (Include names of faculty by whom new courses will be taught.)

- VI. Identification of Teaching Faculty
 - A. Provide a list of faculty, including their official faculty titles. Indicate if they have been consulted and are willing to participate.
 - B. Explain extent to which faculty teaching responsibilities in proposed certificate may impact existing programs.
 - C. Estimate need for new faculty, and funding sources.

- VII. Administration

Describe how the proposed certificate program will be administered (program direction, advising, oversight committee, administrative support). If administration is to be shared among staff in different units, explain how this will work.

- VIII. Available Funding

Describe any additional resources required to support the proposed certificate program and source(s) of funding.

- IX. Library Resources

Provide a statement from appropriate personnel in Perkins Library Collections management of availability of library resources needed for proposed program.

- X. Assessment Plan
 - A. Mission Statement (connecting to Trinity college philosophy and mission)
 - B. Student Learning Objectives / Outcomes
 - C. Indicators or measures of learning objectives / outcomes (evidence of student learning, e.g. research projects, exit interviews, student questionnaires/course evaluations, etc.)
 - D. Implementation plan (include time frame, who is responsible for the process, expected outcome levels or success metrics, and feedback mechanism for program improvement)

- XI. Letters of Support
 - A. Letter of Support from Dean of Trinity College of Arts & Sciences
 - B. Letters of Support from Directors of Undergraduate Studies and Chairs of relevant departments. Letters should include confirmation that all faculty in their respective units have been informed about the proposed certificate program, and confirmation of commitment of faculty resources to support it.

**FINAL APPROVAL OF CERTIFICATE RESTS WITH COMMITTEE ON CURRICULUM,
THE DEAN OF TRINITY COLLEGE, AND THE ARTS AND SCIENCES COUNCIL.**

DEADLINE: October 1

Proposals are accepted throughout the year, but in order to be considered by the Curriculum Committee in time to affect the Undergraduate Bulletin for the following academic year, materials must be received by October 1.

Send proposals as e-attachment to Dean Ingeborg Walther at waltheri@duke.edu

[IW, 2013]