

# **UNI Foundational Inquiry (UNIFI) Advising Guide 2024-2025**



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## University of Northern Iowa Foundational Inquiry (UNIFI) (requires 37 hours to complete)

### **Written Communication 3 units required**

ENGLISH 1005 College Writing and Research	3
ENGLISH 2015 Introduction to Writing Studies	3
ENGLISH 2120 Critical Writing About Literature	3
PHIL 1050 The Art of Critical Thinking and Writing	3
UNIV 1000 First-Year Cornerstone: Integrated Communication I	3
<b>AND</b> UNIV 1010 First-Year Cornerstone: Integrated Communication II	3

### **Oral Communication 3 units required**

COMM 1000 Oral Communication	3
UNIV 1000 First-Year Cornerstone: Integrated Communication I	3
<b>AND</b> UNIV 1010 First-Year Cornerstone: Integrated Communication II	3

### **Quantitative Reasoning 3 units required**

ECON 1031 Introduction to Business Economics	3
ECON 1041 Principles of Macroeconomics	3
FIN 1040 Financial Skills for Smart Living	3
MATH 1100 Mathematics in Decision Making	3
MATH 1160 Calling Hogwash: Mathematics for Critical Thinking	3
MATH 1204 Mathematical Reasoning	3
MATH 1420 Calculus I	4
PHIL 1030 Elementary Logic	3
SOC SCI 2020 Social Science Statistics	3
STAT 1772 Introduction to Statistical Methods	3

### **Human Condition (Domestic) 3 units required**

ANTH 2003 People of the Great Lakes	3
COMM 2456 Communication and Popular Culture	3
COMM DM 1611 Media and Power	3
CRIM 2152 Crime and Community	3
EDPSYCH 2030 Dynamics of Human Development	3
ENGLISH 2420 Survey of American Literature	3
ENGLISH 2520 Multicultural Literature	3
FAM SERV 1010 Human Identity and Relationships	3
FAM SERV 1020 Family Relationships	3
FAM SERV 1140 Exploring Family Diversity in America	3
HIST 1110 United States History to the Civil War and Emancipation	3
HIST 1120 United States History since the Civil War and Emancipation	3
MIL SCI 3190 America's Military Past	3
PH 2520 Maternal and Infant Health	3
POL AMER 1014 Power & Politics in the U.S.	3
POL GEN 1020 Political Problems in the U.S.: (topic)	3
PSYCH 1001 Introduction to Psychology	3
RELS 1060 American Religious Diversity	3
SOC 1000 Introduction to Sociology	3
SOC 1060 Social Problems	3
SOC 2075 The Self in Social Context	3
SW 2045 American Racial and Minoritized Populations	3

TESOL 2015 Language Today	3
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### **Human Condition (Global) 3 units required**

ANTH 1002 Introduction to Cultural Anthropology	3
ANTH 2300 World Prehistory and the Rise of Civilizations	3
ANTH 3010 Climate Change, Human Migration and Conflict	3
ANTH 3500 Slavery and Human Trafficking	3
ARTHIST 1111 Survey of Art History I	3
ARTHIST 1222 Survey of Art History II	3
BUSINESS 2100 Global Skills: (topic)	3
ENGLISH 2320 Survey of English Literature I: Beginnings to Early Modernity	3
ENGLISH 2340 Survey of English Literature II: Romanticism to Post-Colonialism	3
ENGLISH 3148 The Holocaust in Literature and Film	3
ENGLISH 3162 Ireland: Literature, Culture, History	3
FREN 2020 Francophone Cross-Cultural Bridges	3
GEOG 1110 Global Geography	3
GEOG 1120 Peoples, Cultures, and Environments	3
HIST 1210 Making the Modern World	3
HIST 2210 Problems & Perspectives in Global History: (Topic)	3
LANG 2020 Constructing Cross-Cultural Bridges	3
PHIL 1080 World Philosophies	3
PHIL/RELS 3110 Perspectives on Death and Dying	3
POL INTL 1024 International Relations	3
POL GEN 1041 Global Challenges: (Topic)	3
RELS 1020 Religions of the World	3
SOC 1070 Introduction to Human Rights	3
SOC 2040 Social Movements	3
SOCFOUND 2015 Perspectives on Education	3
SW 1041 Global Social Work	3
TESOL 3565 Intercultural Perspectives	3
UNIV 3003 Study Abroad: (Topic)	3
WGS 1040 Women's and Gender Studies: Introduction	3
WGS 2040 Introduction to LGBTQ Studies	3
WGS 2050 Masculine Cultures	3

### **Scientific Reasoning 3 lecture units required**

#### **1 lab unit required**

ANTH 1001 Bones & Stones: The Science of Human Origins	3
<b>AND</b> ANTH 1003 Bones & Stones: The Science of Human Origins Laboratory	1
ANTH 2005 Archaeology for Beginners	3
<b>AND</b> ANTH 2006 Archaeology for Beginners Laboratory	1
BIOL 1012 Life: The Natural World	3
<b>AND</b> BIOL 1013 Life: The Natural World – Lab	1
BIOL 1014 Life: Continuity and Change	3
<b>AND</b> BIOL 1015 Life: Continuity and Change – Lab	1
BIOL 2051 General Biology: Organismal Diversity	4
BIOL 2052 General Biology: Cell Structure and Function	4
CHEM 1010 Principles of Chemistry	4
CHEM 1020 Chemical Technology	4
CHEM 1110 General Chemistry I	4
CHEM 1130 General Chemistry I-II	5

EARTHSCI 1100 Astronomy	3
<b>AND</b> EARTHSCI 1110 Astronomy Lab	1
EARTHSCI 1200 Elements of Weather	3
<b>AND</b> EARTHSCI 1210 Elements of Weather Laboratory	1
EARTHSCI 1300 Introduction to Geology	4
EARTHSCI 1400 Introduction to Environmental Earth Science	4
GEOG 1210 Planet Earth	3
<b>AND</b> GEOG 1211 Planet Earth Laboratory	1
PHYSICS 1000 Physics in Everyday Life	3
<b>AND</b> PHYSICS 1010 Physics in Everyday Life Laboratory	1
PHYSICS 1511 General Physics I	4
PHYSICS 1701 Physics I for Science and Engineering	4
SCI ED 1100 Inquiry into Earth and Space Science	4
SCI ED 1200 Inquiry into Life Science	4
SCI ED 1300 Inquiry into Physical Science	4

**Human Expression**      **3 units required**

ART 1002 Visual Inventions	3
ARTHIST 1004 Visual Perceptions	3
CHIN 1050 Introduction to Chinese Literature	3
COMM 3455 Creativity, Storytelling and Identity	3
COMM DM 1630 Start a Podcast	3
ENGLISH 1120 Literature: (Topic)	3
ENGLISH 2700 Elements of Creative Writing	3
ENGLISH 3130 Writing & Healing	3
FAM SERV 1210 The Creative Experience	3
FREN 3004 Introduction to Literature in French	3
HIST 2011 Engaging Sources: (Topic)	3
LITED 1044 Children's Literature	3
MUSIC 1100 Soundscapes: Music in Culture	3
MUSIC 1500 Modern Band and Creative Music Making	3
RELS 1040 The Power of Myth: (Topic)	3
SPAN 3004 Introduction to Hispanic Literature	3
THEATRE 1000 Theatre in Our World	3
THEATRE 1005 Acting for Non-Majors	3

**Responsibility**      **3 units required**

BUSINESS 3159 The Ethics of Global Leadership, Cross-Cultural Negotiations, and Sustainability	3
CHEM 1012 Matter Matters	3
COMM 3236 Ethics in Communication	3
EARTHSCI 3336 Natural Resources and Civilizations	3
EARTHSCI 3367 Global Water Environment	3
ECON 1001 Economics of Social Issues	3
ENGLISH 1050 Law and Literature	3
ENTR 1010 Overview of Entrepreneurship	3
HIST 3110 Conflict and Justice in History: (Topic)	3
HIST 3279 Conflict and Justice Study Abroad	3
PH 1101 Introduction to Public Health	3
PHIL 1040 Justice and the Good Life: Philosophical Perspectives	3
PHIL/RELS 1059 Ethics for Professional Life	3
PHIL 1560 Science, Technology, and Ethics (STE)	3
PHIL/RELS 3510/CAP 3173 Bio-Medical Ethics	3
POL COMP 1042 Becoming Global Citizens	3
RELS 3500 Religion and Ethics	3
RTNL 2130 Foundations of the Nonprofit Sector	3

SOCFOUND 2274 Democracy and Education in the 21st Century	3
SOC SCI 2300 Analyzing Ethics, Personal Decision-Making, and Social Responsibility	3
TECH 1015 Introduction to Sustainability	3

**Connect Electives**      **12 units required**

Students must complete twelve (12) credits to satisfy the Connect requirement. Students have the option to pursue a nine- to twelve-hour Multidisciplinary Certificate, listed below, to satisfy the Connect requirement. Students must still earn 12 hours to satisfy the Connect requirement.

The following certificates are available to any UNI student, and can be used to satisfy the Connect requirement of the UNIFI/General Education program. Students must still earn 12 hours to satisfy the Connect requirement.

- Career Success in Organizations Certificate
- Civic Literacy, Engagement, and the Humanities
- Creative Expression and Meaning Certificate
- Critical Thinking and Information Literacy Certificate
- Data Science Certificate
- Developmental Considerations Certificate
- Diversity, Equity, and Inclusion Certificate
- East Asia Certificate
- Innovation in Leadership Certificate
- Sustainability Certificate
- THRIVE! Certificate
- United States Studies Certificate

In the event a student elects not to pursue a certificate, they will be required to take an additional four (4) UNIFI courses totaling twelve (12) credits from any UNIFI Learning Area.

**Connect Elective 1**      **3 units required**

**Connect Elective 2**      **3 units required**

**Connect Elective 3**      **3 units required**

**Connect Elective 4**      **3 units required**

For enrollment requirements of all UNIFI courses, please visit [unifi.uni.edu](http://unifi.uni.edu) or the UNI schedule of courses ([registrar.uni.edu/schedule-of-classes](http://registrar.uni.edu/schedule-of-classes)).

# University of Northern Iowa Foundational Inquiry (UNIFI) Certificates

## Multidisciplinary Certificates

### 9-12 units required

Students must complete twelve (12) credits to satisfy the Connect requirement. Students have the option to pursue a nine- to twelve-hour Multidisciplinary Certificate, listed below, to satisfy the Connect requirement. Students must still earn 12 hours to satisfy the Connect requirement.

The following certificates are available to any UNI student, and can be used to satisfy the Connect requirement of the UNIFI/General Education program. Students must still earn 12 hours to satisfy the Connect requirement.

- Career Success in Organizations Certificate
- Civic Literacy, Engagement, and the Humanities
- Creative Expression and Meaning Certificate
- Critical Thinking and Information Literacy Certificate
- Data Science Certificate
- Developmental Considerations Certificate
- Diversity, Equity, and Inclusion Certificate
- East Asia Certificate
- Innovation in Leadership Certificate
- Sustainability Certificate
- THRIVE! Certificate
- United States Studies Certificate

In the event a student elects not to pursue a certificate, they will be required to take an additional four (4) UNIFI courses totaling twelve (12) credits from any UNIFI Learning Area.

## Career Success in Organizations Certificate

### 12 units required

#### Preparing students for success

No matter their major, all UNI students will work within some form of an organization during their careers. Whether a for-purpose, for-profit, or governmental entity, knowledge of factors that influence how organizations operate helps employees more effectively contribute to the mission of the organization. The purpose of this certificate is to provide a broad understanding of organizations including factors that influence decision making, levels of responsibility, data and written/unwritten rules that govern operations, and professional expectations for communicating and interacting within the organization.

#### Decision-making in Organizations

##### Complete one of the following:

ECON 1031 Introduction to Business Economics	3
ECON 1041 Principles of Macroeconomics	3
POL AMER 1048 Current and Emerging Issues in Public Administration	3
POL AMER 3153 Leadership and Management in Public Service	3
PSYCH 3304 Work Psychology: Well-Being	3
PSYCH 3305 Work Psychology: Performance	3

#### Responsibility in Organizations

##### Complete one of the following:

ECON 1011 Economics of Social Issues	3
FIN 1040 Financial Skills for Smart Living	3
ENTR 1010 Overview of Entrepreneurship	3
POL AMER 3172 Public Budgeting	3

#### Numbers in Organizations

##### Complete one of the following:

MGMT 2080 Introduction to Information Systems	3
CS 1025 Modern Tools for Exploring Data	3
ACCT 2120 Principles of Financial Accounting	3

#### Communication in Organizations

##### Complete one of the following:

ENGLISH 2770 Introduction to Workplace Writing	3
MGMT 2113 Business Communication	3

## Civic Literacy, Engagement, and the Humanities

### 9 units required

This interdisciplinary certificate emphasizes training in civic literacy and the humanities that address how to contribute to the flourishing of a democratic society. It will introduce students to the knowledge, skills, and dispositions associated with civic literacy and the humanities disciplines that prepare them for a life of meaningful engagement with democratic processes at the local, regional, national, and international levels.

#### Civic Knowledge

##### Complete one of the following:

ENGLISH 2420 Survey of American Literature	3
HIST 1110 United States History to the Civil War and Emancipation	3
HIST 1120 United States History since the Civil War and Emancipation	3
POL AMER 1014 Power & Politics in the U.S.	3
POL INTL 1024 International Relations	3
RELS 1060 American Religious Diversity	3
RELS 2600 Religion and the Public Schools	3

#### Civic Values

##### Complete one of the following:

SOCFOUND 2274 Democracy and Education in the 21st Century	3
COMM 2257 Argumentation and Debate	3
ENGLISH 1050 Law and Literature	3
POL THRY 1050 Introduction to Political Theory: Freedom, Justice and Power	3

#### Civic Skills

##### Complete one of the following:

RELS 3180 Religion and Politics: (Topics)	3
PHIL 1040 Justice and the Good Life: Philosophical Perspectives	3
ENGLISH 2015 Introduction to Writing Studies	3
POL AMER 1048 Introduction to Public Administration	3
HIST 1210 Making the Modern World	3

## **Creative Expression and Meaning Certificate** **12 units required**

### **Making sense of the world through creative work**

The purpose of this certification is to provide a multifaceted engagement with the process of creative expressions through diverse artistic paradigms. Rather than view creativity as a state of mind, accessible only through “talent”, students will learn how creative expression and meaning-making is fundamental to the human experience and how they engage with the world around them. Students will be able to choose from four (4) classes across Music, Art, Theatre, and Languages & Literatures. The intersectionality of the Creative Expression and Meaning certificate will lead students to come to understand the essential interrelation of the arts, in all of its modalities, to life through embodied engagement, making creativity accessible and connected to students’ daily lives.

#### **Complete one of the following:**

MUSIC 1100 Soundscapes: Music in Culture 3  
MUSIC 1500 Modern Band and Creative Music Making 3

#### **Complete one of the following:**

ARTHIST 1004 Visual Perceptions 3  
ART 1002 Visual Inventions 3

#### **Complete one of the following:**

ENGLISH 1120 Literature: (topic) 3  
ENGLISH 2700 Elements of Creative Writing 3  
ENGLISH 3130 Writing & Healing 3

#### **Complete one of the following:**

THEATRE 1000 Theatre in Our World 3  
THEATRE 1005 Acting for Non-Majors 3

## **Critical Thinking and Information Literacy Certificate** **9 units required**

### **Exploring systematic approaches to problem solving**

The Critical Thinking and Information Literacy certificate offers students the opportunity to delve into the systematic analysis of problems and the assessment of their possible solutions. Students will hone their decision-making skills and cultivate a critical habit of mind, learning to evaluate and integrate information effectively.

#### **Complete one of the following:**

PSYCH 3310 Psychology of Science and Pseudoscience 3  
PHIL 3360 Intellectual Vices and Virtues: Theory and Practice 3

#### **Complete one of the following:**

MATH 1160 Calling Hogwash: Mathematics for Critical Thinking 3  
PHIL 1030 Elementary Logic 3

#### **Complete one of the following**

LIBRARY 2100 Question Everything: Navigating Information Overload 3  
POL GEN 1060 B.S. Detection 3

## **Data Science Certificate** **12 units required**

### **Building industry-valued skills**

Combining coursework from eight different programs, this innovative certificate provides students with the necessary

skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains, preparing them for success in the majors and after graduation.

This certificate provides students with the necessary skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains.

### **Applied Tools**

#### **Complete one of the following:**

STAT 1780 Introduction to Data Science 3  
CS 1170 Introductory Programming for Data Science 3

### **Social Issues**

#### **Complete one of the following:**

PHIL 1560 Science, Technology, and Ethics (STE) 3  
MATH 1000 Exploring Social Justice through Mathematics 3

### **Information Literacy**

#### **Complete one of the following:**

POL GEN 1060 B.S. Detection 3  
LIBRARY 2100 Question Everything: Navigating Information Overload 3

### **Statistics**

#### **Complete one of the following:**

STAT 1772 Introduction to Statistical Methods 3  
SOC SCI 2020 Social Science Statistics 3

## **Developmental Considerations Certificate** **9 units required**

### **Learning how to prepare and care for others as they develop**

The focus of this certificate is to provide students with multidisciplinary knowledge of developmental trends from infancy through adolescence. This certificate will provide students with an understanding of and a knowledge base about various developmental processes from multiple perspectives, as well as the ability to apply these concepts to diverse populations.

### **Foundations**

#### **Complete one of the following:**

CSD 3100 Language Acquisition: Children Birth to 5 Years 3  
EDPSYCH 2030 Dynamics of Human Development 3  
FAM SERV 1055 Human Growth & Development 3  
PSYCH 2202 Developmental Psychology 3

### **Movement and Physical Growth**

#### **Complete one of the following:**

KINES 2056 Introduction to Motor Behavior 3  
KINES 2062 Development Trends in Physical Activity & Sport 3

### **Systems and Health**

#### **Complete one of the following:**

PH 2520 Maternal and Infant Health 3  
SW 3175 Child Welfare Policy & Practice 3



## Diversity, Equity, and Inclusion Certificate 12 units required

### Fostering an inclusive culture

The purpose of this certificate is for students to explore topics related to diversity, equity, and inclusion (DEI) from a variety of different content areas. Students will get an opportunity to critique complex social issues from a variety of lenses; including mathematics/science, gender, religion, history, communication, and/or politics. Students will develop a deeper understanding of a variety of perspectives related to DEI, including critically analyzing social justice issues; debating and understanding the values and ethics related to diverse groups, perspectives, and/or societies; learning about and discussing their own and/or others' identities; and delve into more global sociocultural issues related to different aspects of culture.

### Critical Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

EARTHSCI 3336 Natural Resources and Civilizations	3
MATH 1000 Exploring Social Justice Issues through Mathematics	3
POL INTL 1024 International Relations	3
POL AMER 1014 Power & Politics in the U.S.	3
RELS 1020 Religions of the World	3
RELS 1060 American Religious Diversity	3
WGS 1040 Women's and Gender Studies: Introduction	3

### Ethical Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

ECON 1001 Economics of Social Justice	3
PHIL 1040 Justice and the Good Life: Philosophical Perspectives	3
COMM 3236 Ethics in Communication	3
HIST 3110 Conflict and Justice in History: (Topic)	3

### Perspectives on Identity

#### Complete one of the following:

PH 2520 Maternal and Infant Health	3
COMM 3455 Creativity, Storytelling and Identity	3
WGS 2040 Introduction to LGBTQ Studies	3
ENGLISH 2520 Multicultural Literature	3
WGS 2050 Masculine Cultures	3

### Sociocultural Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

ANTH 1002 Introduction to Cultural Anthropology	3
GEOG 1120 Peoples, Cultures, and Environments	3
HIST 1110 United States History to the Civil War and Emancipation	3
HIST 1120 United States History since the Civil War and Emancipation	3
HIST 2210 Problems & Perspectives in Global History: (Topic)	3
SW 1041 Global Social Work	3

## East Asia Certificate 9 units required

### Engaging the globe

Emphasizing primarily China and Japan but with some coverage of Korea and Vietnam, the East Asia Certificate introduces material to students from the perspective of four

very different academic disciplines, with an emphasis on both East Asian diversity and cultural commonalities.

Students must take one (1) course from each of the following areas (for a total of 9 credits).

Students must take an additional three-credit course from UNIFI to complete the general education program.

#### Complete one of the following:

CHIN 1050 Introduction to Chinese Literature	3
HIST 2210 Problems & Perspectives in Global History: (Topic) (Identity, Diversity, and Commonality in East Asia)	3

#### Specific topic only

#### Complete one of the following:

HIST 2210 Problems & Perspectives in Global History: (Topic) (Becoming Familiar with East Asia – Japan as Example and Exception)	3
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#### Specific topic only

HIST 2210 Problems & Perspectives in Global History: (Topic) (One Thousand Years of Samurai)	3
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#### Specific topic only

#### Complete one of the following:

CHIN 1060 Introduction to Chinese Culture: (Topic)	3
RELS 2110 Great Living Religions: Confucianism, Daoism, and Zen	3

## Innovation in Leadership Certificate

12 units required

### Leading for the future

The Innovation in Leadership Certificate focuses on the intersection of business, nonprofit, and government to recognize the strengths and weaknesses of each, leading to creating shared value partnerships to develop innovative responses to solving complex system problems.

### Entrepreneurial Fundamentals

#### Required:

ENTR 2010 Financials for the Entrepreneurial Enterprise	3
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### Foundations of the Nonprofit Sector

#### Required:

RTNL 2130 Foundations of the Nonprofit Sector	3
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### Current and Emerging Issues in Public Administration

#### Complete one of the following:

POL AMER 1048 Current and Emerging Issues in Public Administration	3
POL AMER 3153 Leadership and Management in Public Service	3

### Nonprofit Leadership

#### Required:

RTNL 2210 Nonprofit Leadership Practicum, Level 1	2
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## Sustainability Certificate 9 units required

### Working for a sustainable future

This certificate encompasses interdisciplinary topics that address how to promote human prosperity while protecting the planet. This certificate will equip students to: understand the ways in which the economy, environment, and human

welfare can operate in harmony; understand the value of a systems thinking approach.

**Required:**

TECH 1015 Introduction to Sustainability 3

**Complete one of the following:**

BIOL 1012 Life: The Natural World 3

**AND** BIOL 1013 Life: The Natural World – Lab 1

EARTHSCI 1400 Introduction to Environmental Earth Science 4

GEOG 2250 Nature-Society Relations 3

PHYSICS 1000 Physics in Everyday Life 3

**Complete one of the following:**

EARTHSCI 3336 Natural Resources and Civilizations 3

ECON 1001 Economics of Social Issues 3

HIST 3110 Conflict and Justice in History: (Topic) (Animal - Human Relations) 3

**Specific topic only**

HIST 3110 Conflict and Justice in History: (Topic) (Climate Change) 3

**Specific topic only**

PHIL 1560 Science, Technology, and Ethics (STE) 3

**THRIVE! Certificate 12 units required**

**Empowering students to thrive**

The transition from college to adulthood is marked by a change in roles and responsibilities where one is expected to become a more self-sufficient and independent decision maker. The purpose of this certificate is to empower UNI students to thrive as adults in physical, mental, social, and financial domains. Irrespective of the life roles and responsibilities assumed during adulthood, UNI college students can benefit from better writing skills, speaking skills, and a more critical appraisal of physical, mental, social, and financial components of wellness. In addition to self-care, this certificate is anchored on values and ethics in order for students to reflect and act to the benefit of their communities.

**Physical Domain**

**Complete one of the following:**

KINES 2053 Physical Activity and Nutrition for Health and Fitness 3

PH 1101 Introduction to Public Health 3

**Social Domain**

**Complete one of the following:**

ECON 1001 Economics of Social Issues 3

FAM SERV 1010 Human Identity and Relationships 3

**Mental Domain**

**Complete one of the following:**

PSYCH 2403 The Science and Experience of Human Flourishing 3

SW 3143 Self-Care and Stress Management in Helping Professions 3

**Financial Domain**

**Complete one of the following:**

ENTR 2010 Entrepreneurial Fundamentals 3

FIN 1040 Financial Skills for Smart Living 3

**United States Studies Certificate 9 units required**

**Examining our nation**

Combining coursework from five different disciplines, the United States Studies Certificate offers students the opportunity to analyze the diverse experiences and values of the people of the United States and investigate solutions to over-arching problems such as climate change and social inequities.

**Complete one of the following:**

RELS 1060 American Religious Diversity 3

POL AMER 1014 Power & Politics in the U.S. 3

**Complete one of the following:**

ENGLISH 2420 Survey of American Literature 3

HIST 1110 United States History to the Civil War and Emancipation 3

HIST 1120 United States History since the Civil War and Emancipation 3

**Complete one of the following:**

ENGLISH 2520 Multicultural Literature 3

MIL SCI 3190 America's Military Past 3

For enrollment requirements of all UNIFI courses, please visit [unifi.uni.edu](http://unifi.uni.edu) or the UNI schedule of courses ([registrar.uni.edu/schedule-of-classes](http://registrar.uni.edu/schedule-of-classes)).



# UNIFI Checklist

Engage (Skills)				
<input type="checkbox"/> <b>Written Communication</b>	<input type="checkbox"/> <b>Oral Communication</b>	<input type="checkbox"/> <b>Quantitative Reasoning</b>		
Discover (Knowledge)				
<input type="checkbox"/> <b>Human Condition</b> (Domestic)	<input type="checkbox"/> <b>Human Condition</b> (Global)	<input type="checkbox"/> <b>Scientific Reasoning</b> (with lab)	<input type="checkbox"/> <b>Human Expression</b>	<input type="checkbox"/> <b>Responsibility</b>
Connect (Multidisciplinary Certificate)				
<input type="checkbox"/> <b>Course Choice #1</b>	<input type="checkbox"/> <b>Course Choice #2</b>	<input type="checkbox"/> <b>Course Choice #3</b>	<input type="checkbox"/> <b>Course Choice #4</b>	

## General Education Mission

UNI's general education curriculum is an innovative, common experience for all students, enabling them to develop skills and knowledge across a breadth of disciplines.

## UNI Foundational Inquiry (UNIFI)

Inspired by the University of Northern Iowa mission to engage students in high-quality and high-impact learning experiences within a challenging and supportive environment, UNI's general education requirements are designed to ensure that students' foundational learning experiences lead to a lifetime full of potential.

Called UNI Foundational Inquiry (UNIFI), the program comes after years of thoughtful work by trusted faculty and administration.

UNIFI is:

- streamlined at 37 credits (Choose 12, 3-credit classes plus a 1-credit lab and you're done).
- removes prerequisites (Exceptions: ALEKS score for some math or science courses; Language proficiency; Priority registration for specific majors)
- offering eleven micro-credentialed certificates

## Student Learning Outcomes (SLOs)

1. Critical Thinking: Engage in effective critical inquiry to address complex topics.
2. Writing: Write effectively.
3. Speaking: Demonstrate competent listening and effective speaking skills in a variety of contexts.
4. Quantitative Reasoning: Frame and solve problems using quantitative reasoning.
5. Collaboration: Work with others across differences to achieve shared goals.
6. Diversity: Examine human diversity and commonality.
7. Human Condition: Analyze ideas, works, or institutions as diverse conceptions of the human condition.
8. Scientific Reasoning: Critique claims using the tools of scientific inquiry.
9. Creativity: Engage in a creative process to produce artistic work.
10. Artistic Meaning: Interpret creative works and ideas as expressions of meaning and purpose.
11. Values: Analyze the origins and consequences of one's own personal values.
12. Ethics: Apply ethical reasoning to important issues facing society.

# Learning Area Descriptions

## Written Communication

Courses in the Written Communication learning area are designed to enhance foundational communication skills and habits of mind necessary for success at UNI and beyond. In addition to the processes of reading, researching, writing, and revising, written communication courses enable students to develop critical thinking skills.

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

**SLO 2:** Write effectively.

## Oral Communication

Courses in the Oral Communication learning area are designed to enhance foundational communication skills and knowledge necessary for success at UNI and beyond. Oral communication courses also teach active listening, as well as how to engage in civil discourse, especially in diverse groups.

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

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

**SLO 6:** Examine human diversity and commonality.

## Quantitative Reasoning

Courses in the Quantitative Reasoning learning area encompass any discipline that uses quantitative methods or formal logic, with an emphasis on courses that demonstrate how such methods can be used to explain reality and achieve meaning. Because these courses address both quantitative reasoning and critical thinking, they locate mathematical skills and reasoning in a context of explaining or solving complex problems.

## Human Condition (Domestic)

Courses in the Human Condition-Domestic learning area enlarge students' understanding of the many possible meanings of being human by urging them to branch out beyond their own specific background, enabling them to think about their experience from that broadened perspective. This learning area includes courses from a very wide range of disciplines with a focus on the United States.

**SLO 6:** Examine human diversity and commonality.

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

## Human Condition (Global)

Courses in the Human Condition-Global learning area enlarge students' understanding of the many possible meanings of being human by urging them to branch out beyond their own specific background, enabling them to think about their experience from that broadened perspective. This learning area includes courses from a very wide range of disciplines with global or international focus.

**SLO 6:** Examine human diversity and commonality.

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

## Scientific Reasoning

Courses in the Scientific Reasoning learning area focus on discerning basic principles that explain natural phenomena through observation and analysis of the world. Students learn how scientists rely on theory and experimentation to test and refine understandings of our human minds and bodies, life on earth, and the physical universe. Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with the study of basic principles. After completing a course in this learning area, students will be able to critique claims using the tools of scientific inquiry.

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

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

## Human Expression

Courses in the Human Expression learning area include the creation as well as the analysis or interpretation of creative works in the arts. Students engage in a creative process to produce artistic work, and interpret creative works and ideas as expressions of meaning and purpose.

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

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

## Responsibility

Courses in the Responsibility learning area give students the opportunity to develop skills in ethical reasoning, gaining a greater understanding of their personal responsibilities and their roles as citizens. The learning area aims to enable students to move beyond ideological reactions to questions that require careful normative judgment. It does not aim to instill in students a particular moral code, but to help them develop the habits of reasoning based on consistent principles, and judging based on evidence and logic, which they will need as citizens in charge of creating our shared world.

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

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

# Engage: Written Communication (WC)

## Learning Area Description

Courses in the Written Communication learning area are designed to enhance foundational communication skills and habits of mind necessary for success at UNI and beyond. In addition to the processes of reading, researching, writing, and revising, written communication courses enable students to develop critical thinking skills.

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

**SLO 2:** Write effectively.

### Select one Course (3 hours)

**ENGLISH 1005** College Writing and Research

**ENGLISH 2015** Introduction to Writing Studies

**ENGLISH 2120** Critical Writing About Literature

**PHIL 1050** The Art of Critical Thinking and Writing

**UNIV 1000** First-Year Cornerstone: Integrated Communication I

**AND UNIV 1010** First-Year Cornerstone: Integrated Communication II

## Advising Notes

UNIV 1000 First-Year Cornerstone: Integrated Communication I and UNIV 1010 First-Year Cornerstone: Integrated Communication II will be taught in a 2-semester sequence for first-year freshmen. Students must successfully complete both courses in their first year of college, or they will not satisfy Written Communication and Oral Communication. Additional instructions regarding UNIV 1000 and UNIV 1010 substitutions are located on page 13.

Some majors require a minimum grade in a Written Communication course to satisfy requirements.

## Course Descriptions

**ENGLISH 1005. College Writing and Research** — 3 hrs. Recommended for students who have ACT English and Reading scores of 18-26; students who have ACT English scores of 17 or less are advised to take ENGLISH 1002 first. Emphasis on critical reading and the writing of a variety of texts with attention to audience, purpose, and rhetorical strategies. Attention to integrating research materials with students' critical and personal insights. No credit if prior credit in ENGLISH 2015 or ENGLISH 2120.

**ENGLISH 2015. Introduction to Writing Studies** — 3 hrs. Examines writing and research as social and learning technology. Students will devise their own research problem, find and evaluate credible sources, write and revise academic and professional research.

**ENGLISH 2120. Critical Writing About Literature** — 3 hrs. Study of techniques of various literary forms including poetry, drama, and fiction. Attention to processes and purposes of critical and scholarly writing and to documentation. Introductory course for English Department majors and minors.

**PHIL 1050. The Art of Critical Thinking and Writing** — 3 hrs. The course aims to develop fundamental skills of critical thinking and writing academic essays at the college level and enable students to make the most of their college education. As part of their coursework, students will use the skills they develop in the course to think critically and write with skill, clarity, and rigor on a range of issues that are meaningful to them and relevant to their lives as college students and as citizens. Class sessions will combine lecture and discussion, including small group work.

**UNIV 1000. First-Year Cornerstone: Integrated Communication I** — 3 hrs. The first course in a two-course single-year sequence that integrates written, oral, visual, and electronic communication. Guidance and practice in critical reading, research processes, and rhetorical strategies applied to composing and delivering effective oral and written discourse - including visual and digital resources - for different purposes and audiences. Attention to problem-solving resources and strategies for academic success and life-long learning. Includes assignments related to a university-wide reading selection. Credit earned for both UNIV 1000 and UNIV 1010 satisfies the UNIFI/General Education Written and Oral Communication requirements; credit earned for UNIV 1000 alone satisfies neither the UNIFI Written or Oral Communication requirement. Prerequisite(s): first-year student; neither UNIFI Written or Oral Communication requirement previously satisfied.

**UNIV 1010. First-Year Cornerstone: Integrated Communication II** — 3 hrs. The second course in a two-course single-year sequence that integrates written, oral, visual, and electronic communication. Attention to interpersonal and small group communication and to research strategies and resources for academic inquiry, especially for the use in persuasive communication contexts. Continued guidance and practice in composing and delivering effective oral and written discourse - including use of visual and digital resources - for documents and presentations within various professional and public settings. Credit earned for both UNIV 1000 and UNIV 1010 satisfies the UNIFI/General Education Written and Oral Communication requirements. Prerequisite(s): first-year student; UNIV 1000.

# Engage: Oral Communication (OC)

## Learning Area Description

Courses in the Oral Communication learning area 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.

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

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

**SLO 6:** Examine human diversity and commonality.

### Select one Course (3 hours)

**COMM 1000** Oral Communication

**UNIV 1000** First-Year Cornerstone: Integrated Communication I

**AND UNIV 1010** First-Year Cornerstone: Integrated Communication II

## Advising Notes

UNIV 1000 First-Year Cornerstone: Integrated Communication I and UNIV 1010 First-Year Cornerstone: Integrated Communication II will be taught in a 2-semester sequence for first-year freshmen. Students must successfully complete both courses in their first year of college, or they will not satisfy Written Communication and Oral Communication. Additional instructions regarding UNIV 1000 and UNIV 1010 substitutions are located on page 13. Some majors require a minimum grade in a Written Communication course to satisfy requirements.

## Course Descriptions

**COMM 1000. Oral Communication** — 3 hrs. Development of speaking and listening skills by studying the process and theory of communication and by applying communication principles to various speaking situations.

### UNIV 1000. First-Year Cornerstone: Integrated

**Communication I** — 3 hrs. The first course in a two-course single-year sequence that integrates written, oral, visual, and electronic communication. Guidance and practice in critical reading, research processes, and rhetorical strategies applied to composing and delivering effective oral and written discourse - including visual and digital resources - for different purposes and audiences. Attention to problem-solving resources and strategies for academic success and life-long learning. Includes assignments related to a university-wide reading selection. Credit earned for both UNIV 1000 and UNIV 1010 satisfies the UNIFI/General Education Written and Oral Communication requirements; credit earned for UNIV 1000 alone satisfies neither the UNIFI Written or Oral Communication requirement. Prerequisite(s): first-year student; neither UNIFI Written or Oral Communication requirement previously satisfied.

### UNIV 1010. First-Year Cornerstone: Integrated

**Communication II** — 3 hrs. The second course in a two-course single-year sequence that integrates written, oral, visual, and electronic communication. Attention to interpersonal and small group communication and to research strategies and resources for academic inquiry, especially for the use in persuasive communication contexts. Continued guidance and practice in composing and delivering effective oral and written discourse - including use of visual and digital resources - for documents and presentations within various professional and public settings. Credit earned for both UNIV 1000 and UNIV 1010 satisfies the UNIFI/General Education Written and Oral Communication requirements. Prerequisite(s): first-year student; UNIV 1000.

# First-Year Cornerstone Advising FAQs

**What happens if a student does not pass the FALL semester of UNIV 1000 First-Year Cornerstone or receives a letter grade that is lower than their major requires to satisfy the UNIFI Written Communication and Oral Communication requirements (which is a C- for the College of Business)?**

As soon as the student receives their unsatisfactory UNIV 1000 Cornerstone grade, they should drop UNIV 1010 before the spring semester begins. The student should work with their advisor to decide what class to take in its place. The student will need to complete both Written Communication and Oral Communication to satisfy UNIFI requirements.

If a student desires to replace a grade of “F” (or the less than satisfactory grade) in Cornerstone, they may complete an Undergraduate Student Request found in the Student Center of MyUNiverse under “Student Requests.” The student should request to have one of the Written Communication or Oral Communication courses substitute for the fall semester grade in Cornerstone. The form should then be submitted for appropriate approvals.

**What happens if a student passes the FALL semester of UNIV 1000 Cornerstone, but does not pass the SPRING semester of UNIV 1010 Cornerstone or receives a letter grade that is lower than their major requires to satisfy the UNIFI requirements (such as a C- for the College of Business)?**

Students must pass both semesters of Cornerstone (UNIV 1000 and UNIV 1010) to satisfy both the Written Communication and Oral Communication learning areas. If a student desires to replace the “F” (or the less than satisfactory grade) in Cornerstone, they may complete an Undergraduate Student Request found in the Student Center of MyUNiverse under “Student Requests.” The student should request to have one of the Written Communication or Oral Communication courses substitute for the spring semester grade in Cornerstone. The form should then be submitted for appropriate approvals.

**What happens if a student wishes to replace one of the grades in a semester of UNIV 1000 & UNIV 1010 Cornerstone (even if it was better than a C-)?**

If a student desires to replace the original Cornerstone grade, they may complete an Undergraduate Student Request Form found in the Student Center of MyUNiverse under “Student Requests.” The student should request to have one of the Written Communication or Oral Communication courses substitute for a specific grade, either UNIV 1000 or UNIV 1010. The form should then be submitted for appropriate approvals.

**What happens if a student wants to drop UNIV 1000 or UNIV 1010 Cornerstone with a “W” by the deadline in either the fall or spring semester?(Find the deadline date under “View Dates to Observe” for full semester courses at <https://registrar.uni.edu/calendar>).**

The student should contact both Nichole Zumbach Harken (email [nichole.harken@uni.edu](mailto:nichole.harken@uni.edu) with student ID number and course section number) and their advisor to facilitate dropping UNIV 1000 or UNIV 1010 by the stated deadline. The student will need to complete both Written Communication and Oral Communication to satisfy UNIFI requirements.



# Engage: Quantitative Reasoning (QR)

## Learning Area Description

This learning area may potentially encompass any discipline that uses quantitative methods or formal logic, with an emphasis on courses that demonstrate how such methods can be used to explain reality and achieve meaning. Because these courses address both quantitative reasoning and critical thinking, they should locate mathematical skills and reasoning in a context of explaining or solving complex problems.

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

**SLO 4:** Frame and solve problems using quantitative reasoning.

### Select one Course (3-4 hours)

**ECON 1031** Introduction to Business Economics (3)

**ECON 1041** Principles of Macroeconomics (3)

**FIN 1040** Financial Skills for Smart Living (3)

**MATH 1100** Mathematics in Decision Making (3)

**MATH 1160** Calling Hogwash: Mathematics for Critical Thinking (3)

**MATH 1204** Mathematical Reasoning (3)

**MATH 1420** Calculus I (4)

**PHIL 1030** Elementary Logic (3)

**SOC SCI 2020** Social Sciences Statistics (3)

**STAT 1772** Introduction to Statistical Methods (3)

## Advising Notes

### ALEKS Placement Examination

All UNI students are expected to take the ALEKS placement examination. MATH 1420 Calculus I and STAT 1772 Introduction to Statistical Methods have ALEKS prerequisite scores. ALEKS cut scores are considered prerequisites. Students are not allowed to enroll in a course without demonstrating the designated ALEKS score. Additional instructions regarding ALEKS scores and course placement are located on page 16.

### Mathematical Reasoning

Priority registration in MATH 1204 Mathematical Reasoning is given to Elementary Education majors.

### Precalculus and Calculus

Students who do not score into Calculus, and who have previous coursework in Precalculus or Calculus, are advised to complete the ALEKS Review Module and repeat the ALEKS test before enrolling for repeat coursework. The ALEKS system is designed to save students time and money.

Students without previous coursework in Precalculus or Calculus should enroll in the following courses according to their ALEKS scores and major requirements:

MATH 1140 Precalculus **or**;

MATH 1110 Analysis for Business Students **and**

MATH 1130 Trigonometry **or**;

MATH 1120 Mathematics for Biological Sciences **and**

### MATH 1130 Trigonometry

Students who prepare for Precalculus or Calculus with UNI coursework instead of ALEKS scores must contact the Math Department at 319-273-2631 for assistance registering for Precalculus and Calculus.

### Introduction to Statistical Methods

Students who do not achieve the cut score for Introduction to Statistical Methods, and who have previous coursework in high school Algebra II or College Algebra, are advised to complete the ALEKS Review Module and repeat the ALEKS test before enrolling for repeat coursework. The ALEKS system is designed to save students time and money.

Please contact the Mathematics Department at 319-273-2631 with additional questions about math course placement.

### Courses that do not require ALEKS Scores

ECON 1031 Introduction to Business Economics

ECON 1041 Principles of Macroeconomics

FIN 1040 Financial Skills for Smart Living

PHIL 1030 Elementary Logic

SOC SCI 2020 Social Science Statistics

## Course Descriptions

### **ECON 1031. Introduction to Business Economics** — 3 hrs.

A survey of how markets and the economy as a whole function, with emphasis on decision making by businesses and economic literacy. Topics include markets for goods, services, and inputs; cost of production; and the measurements and determinants of national income, unemployment, and inflation. No credit for students who have credit or are concurrently enrolled in ECON 1041 or ECON 1051. May not be used for credit on Economics majors or minors.

### **ECON 1041. Principles of Macroeconomics** — 3 hrs.

Introduction to the economizing problem and economic institutions. National income determination, monetary and fiscal policy, and global economic issues.

### **FIN 1040. Financial Skills for Smart Living** — 3 hrs.

This course will prepare students for their own personal financial well-being in life. The course will cover the main topics of personal finance at a broad level including setting goals, budgeting, saving, investing, insurance, credit, loans, making home and automobile purchases, retirement planning, and estate planning.

### **MATH 1100. Mathematics in Decision Making** — 3 hrs.

Selection of mathematical topics and their applications with an emphasis on mathematical reasoning. Topics include probability and statistics.

### **MATH 1160. Calling Hogwash: Mathematics for Critical Thinking** — 3 hrs.

This course will discuss how mathematics, statistics, and “mathematics” are used to persuade people, and to spread

# Engage: Quantitative Reasoning (QR)

hogwash with a veneer of scientific credibility. Example topics include uses and abuses of data visualization, choices in measures of center and spread, selective use of percentages, truncating axes, the relationship between correlation and causation, forms of bias, and abuses of Big Data. There will be discussions, videos, readings, and examples from current traditional and social media. There will be at least one project where students will apply these techniques to attempt to persuade their classmates of something important to them.

## **MATH 1204. Mathematical Reasoning** — 3 hrs.

Mathematics as problem solving, communication, connections, and reasoning. Includes whole numbers, rational number concepts, operations, and connections to algebraic thinking.

**MATH 1420. Calculus I** — 4 hrs. Limits, differentiation, introduction to integration including the fundamental theorem of calculus. Prerequisite(s): Satisfactory score on ALEKS exam.

**PHIL 1030. Elementary Logic** — 3 hrs. Critical thinking, using both formal and informal methods, including proof techniques and recognizing logical fallacies. Enhances reading, writing, and thinking in any area of study, and in preparing for grad-school exams (e.g., LSAT, GMAT, and GRE).

**SOC SCI 2020. Social Sciences Statistics** — 3 hrs. This course provides an introduction to a variety of statistical methods used in quantitative data analysis particularly in the social sciences. These statistical methods are used in quantitative data analysis, levels of measurement, frequency distribution, graphic representations, measures of average and dispersion, cross-tabulations and measures of association, probability and hypothesis testing, bivariate analyses, statistical inference using single and multiple samples and analysis of variance. General topics include research methodologies and statistical tests, including measures of central tendency and variability, Z-scores, Hypothesis testing, T-tests, ANOVA, Chi-square, correlation, Bivariate regression and Confidence intervals.

**STAT 1772. Introduction to Statistical Methods** — 3 hrs. Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimations and hypothesis testing. No credit for students with credit in STAT 1774. Students with credit in STAT 3770 should not enroll in STAT 1772. Prerequisite(s): Satisfactory score on ALEKS exam.

# ALEKS Exam and Placement Scores

## ALEKS Exam

ALEKS is a mathematics placement exam used at the University of Northern Iowa to determine appropriate placement in math course(s), along with select business, chemistry, and physics courses. The following students are expected to complete the mathematics placement test prior to orientation:

All entering freshman students

All entering transfer students who are planning to enroll in any math class during their time at UNI

## ALEKS Math Placement Guidelines

Please consult <https://success.uni.edu/new-students/aleks/aleks-scores-placement> for the most current ALEKS information and placement scores.

ALEKS Score	Class to be enrolled in	ALEKS review module to prepare for this level
≥76%	<b>MATH 1420 Calculus I</b>	Preparation for Calculus
≥61%	<b>MATH 1130 Trigonometry</b> Does not satisfy UNIFI QR. <b>MATH 1140 Precalculus</b> Does not satisfy UNIFI QR. <b>MATH 1150 Calculus for Technology</b> Does not satisfy UNIFI QR.	Preparation for Precalculus
≥55%	<b>ECON 1011 Statistics for Business Analytics</b> (required prerequisite for this course is STAT 1772 Introduction to Statistical Methods) Does not satisfy UNIFI QR. <b>ECON 2090 Decision Analytics</b> (required prerequisite for this course is STAT 1772 Introduction to Statistical Methods) Does not satisfy UNIFI QR. <b>CHEM 1110 General Chemistry I</b> Satisfies UNIFI SR.	Preparation for Precalculus
≥50%	<b>STAT 1772 Introduction to Statistical Methods</b> (Communication Sciences and Disorders majors may have ≥45%) <b>STAT 1780 Introduction to Data Science</b> Does not satisfy UNIFI QR.	Preparation for College Algebra
≥46%	<b>MATH 1160 Calling Hogwash: Mathematics for Critical Thinking</b> <b>MATH 1110 Analysis for Business Students</b> Does not satisfy UNIFI QR. <b>MATH 1120 Mathematics for Biological Sciences</b> Does not satisfy UNIFI QR.	Preparation for College Algebra
≥45%	<b>MATH 1000 Exploring Social Justice Issues through Mathematics</b> Does not satisfy UNIFI QR. <b>PHYSICS 1511 General Physics I</b> Satisfies UNIFI SR.	Preparation for Intermediate Algebra
<45%	<b>MATH 1100 Mathematics in Decision Making</b> <b>MATH 1204 Mathematical Reasoning</b> <b>MATH 0100 Intermediate Algebra</b> Does not satisfy UNIFI QR; does not count toward minimum hours required for baccalaureate degree.	If your ALEKS score is 41 or below AND your ACT Math score is 17 or below, you are strongly recommended to enroll in MATH 0100 Intermediate Algebra to maximize your success in math and your major of choice.

# Discover: Human Condition (Domestic) (HD)

## Learning Area Description

The aim of this learning area is to expand students' understanding of the many possible meanings of being human. By urging students to branch out beyond their own specific background, they will learn to think about their experience from a broadened perspective. This category includes courses from a wide range of disciplines. Students will take two courses from this category: one with a domestic or U.S. focus, and one with a global or international focus.

**SLO 6:** Examine human diversity and commonality.

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

### Select one Course (3 hours)

**ANTH 2003** People of the Great Lakes

**COMM 2456** Communication and Popular Culture

**COMM DM 1611** Media and Power

**CRIM 2152** Crime and Community

**EDPSYCH 2030** Dynamics of Human Development

**ENGLISH 2420** Survey of American Literature

**ENGLISH 2520** Multicultural Literature

**FAM SERV 1010** Human Identity and Relationships

**FAM SERV 1020** Family Relationships

**FAM SERV 1140** Exploring Family Diversity in America

**HIST 1110** United States History to the Civil War and Emancipation

**HIST 1120** United States History Since the Civil War and Emancipation

**MIL SCI 3190** America's Military Past

**PH 2520** Maternal and Infant Health

**POL AMER 1014** Power & Politics in the U.S.

**POL GEN 1020** Political Problems in the U.S.: (topic)

**PSYCH 1001** Introduction to Psychology

**RELS 1060** American Religious Diversity

**SOC 1000** Introduction to Sociology

**SOC 1060** Social Problems

**SOC 2075** The Self in Social Context

**SW 2045** American Racial and Minoritized Populations

**TESOL 2015** Language Today

## Course Descriptions

**ANTH 2003. People of the Great Lakes** — 3 hrs. Survey of Great Lakes cultures and societies from the Ice Age to the 21st century.

**COMM 2456. Communication and Popular Culture** — 3 hrs. Introduction to the critical analysis, study, and performance of popular culture artifacts, phenomenon and texts. Special emphasis given to the socio-political implications and technological advances affecting popular culture consumption in U.S. culture.

**COMM DM 1611. Media and Power** — 3 hrs. Analysis and critique of the production and consumption of media messages to develop students as ethical and active digital citizens.

**CRIM 2152. Crime and Community** — 3 hrs. Exploration of the connection between community characteristics and crime with an emphasis on crime in the inner city. Students are presented with theories that address why some neighborhoods have concentrated crime and learn about what scholars, organizers, police, and politicians can do to reduce crime.

**EDPSYCH 2030. Dynamics of Human Development** — 3 hrs. Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains (e.g., physical, cognitive, psychosocial) will be discussed. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing.

**ENGLISH 2420. Survey of American Literature** — 3 hrs. Historical, cultural, theoretical, and/or formal study of literature from the geographical area that has become the United States. Genres may include drama, fiction, film, non-fiction, poetry, and other literary and cultural texts.

**ENGLISH 2520. Multicultural Literature** — 3 hrs. Selected texts from multicultural literatures of the United States (e.g., African American, Asian American, Hispanic American, Jewish American, Native American); may also include texts from postcolonial literatures.

**FAM SERV 1010. Human Identity and Relationships** — 3 hrs. Use of social science theory and research to understand psycho-socio-cultural influences in the development of identity and interpersonal relationships. Emphasizes application of current research and theory to facilitate positive individual growth and committed intimate relationships.

**FAM SERV 1020. Family Relationships** — 3 hrs. Understanding contemporary families as they exist in their cultural context. Exploration of how families change and adapt to normative and non-normative challenges. Application of family theory and current research in order to understand family dynamics.

**FAM SERV 1140. Exploring Family Diversity in America** — 3 hrs. Exploration of diverse family/kin networks in America. Explore similarities and differences with issues such as: family characteristics, life-cycle (e.g., marriage, children), adaptation, and impacts of systemic forces (e.g., oppression).

# Discover: Human Condition (Domestic) (HD)

**HIST 1110. United States History to the Civil War and Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history through the Civil War and the end of slavery. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**HIST 1120. United States History since the Civil War and Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history from the end of slavery to the present. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**MIL SCI 3190. America's Military Past** — 3 hrs. Course is open to all students. This course will furnish ROTC Cadets with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. "CLASS" will emphasize basic research skills: understanding historiographical debates within a military framework, developing effective note taking, outlining techniques, picking a feasible research topic finding useful primary sources and drawing inferences from them, examining American military campaigns and leaders in order to complete a battle analysis, and short research assignments.

**PH 2520. Maternal and Infant Health** — 3 hrs. Provides an overview of maternal and child health concepts, issues and trends. Topics covered include conception, pregnancy, childbirth, lactation and public health, prevention, and epidemiological issues in maternal and infant health.

**POL AMER 1014. Power & Politics in the U.S.** — 3 hrs. Politics is about the exercise of power. This course examines the basic structure, organization, and institutional powers of American government. We will also examine how diverse citizens of the U.S. are linked to government through such things as political parties, interest groups, and elections.

**POL GEN 1020. Political Problems in the U.S.: (topic)** — 3 hrs. This course addresses topical political problems in the U.S. with a focus on problems related to human differences and diversity. Examples of topics may include wealth and income inequality, inequities in the criminal justice system, disparities in education policy, or the partisan divide. As part of addressing these problems, the course also covers different theoretical perspectives for thinking about politics, and supports students in developing skills for critically assessing information sources. Offered on specific topics listed in the Schedule of Classes. May not be repeated on different topics.

**PSYCH 1001. Introduction to Psychology** — 3 hrs. Survey of basic principles in psychology including cognitive, emotional, social, developmental, and biological processes. Course requires participation in psychological research; or an alternative acceptable to both students and the department which provides a similar educational experience.

**RELS 1060. American Religious Diversity** — 3 hrs. American Religious Diversity examines the meanings and functions of religion in the United States by focusing on minoritized and marginalized religious identities, communities, and institutions. Drawing upon methods used in the cultural study of religion, students will gain greater awareness of the rich diversity of religious life in the United States while also learning about historical instances of religious intolerance within US history.

**SOC 1000. Introduction to Sociology** — 3 hrs. Why do we do the things we do? Why is our society the way it is? Sociology teaches students to understand human behavior in an increasingly complex and dynamic social world. Students analyze how and why people act, think, and feel the ways they do. Identity, relationships, institutions, social structures, and the sociological perspective are topics covered.

**SOC 1060. Social Problems** — 3 hrs. Social problems teaches students to analyze a variety of contemporary issues facing groups of people. Students will examine the causes, consequences, and potential solutions to the problems. Topics include topics like poverty, drugs, sex trafficking, discrimination, and mental illness

**SOC 2075. The Self in Social Context** — 3 hrs. Analysis of how people's thoughts, feelings, actions, and identities are influenced by social processes, interactions, and structures. Special attention to how people acquire, construct, and negotiate identities and how they are influenced by social realities of race, class, gender, and sexual orientation in these processes.

**SW 2045. American Racial and Minoritized Populations** — 3 hrs. Exploration of the construction and function of "race" and "ethnicity" from a historical, political, and socioeconomic perspective focusing on the United States experiment. Students are engaged in a variety of learning experiences both online and in the classroom involving large and small groups.

**TESOL 2015. Language Today** — 3 hrs. Examination of linguistic diversity within the U.S. with a focus on how language use is related to personal and group identity.



# Discover: Human Condition (Global) (HG)

## Learning Area Description

The aim of this learning area is to expand students' understanding of the many possible meanings of being human. By urging students to branch out beyond their own specific background, they will learn to think about their experience from a broadened perspective. This category includes courses from a wide range of disciplines. Students will take two courses from this category: one with a domestic or U.S. focus, and one with a global or international focus.

**SLO 6:** Examine human diversity and commonality.

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

### Select one Course (3 hours)

**ANTH 1002** Introduction to Cultural Anthropology

**ANTH 2300** World Prehistory and the Rise of Civilizations

**ANTH 3010** Climate Change, Human Migration and Conflict

**ANTH 3500** Slavery and Human Trafficking

**ARTHIST 1111** Survey of Art History I

**ARTHIST 1222** Survey of Art History II

**BUSINESS 2100** Global Skills: (topic)

**ENGLISH 2320** Survey of English Literature I: Beginnings to Early Modernity

**ENGLISH 2340** Survey of English Literature II: Romantics to Post-Colonialism

**ENGLISH 3148** The Holocaust in Literature and Film

**ENGLISH 3162** Ireland: Literature, Culture, History

**FREN 2020** Francophone Cross-Cultural Bridges

**GEOG 1110** Global Geography

**GEOG 1120** People, Cultures, and Environments

**HIST 1210** Making the Modern World

**HIST 2210** Problems & Perspectives in Global History: (Topic)

**LANG 2020** Constructing Cross-Cultural Bridges

**PHIL 1080** World Philosophies

**PHIL/RELS 3110** Perspectives on Death and Dying

**POL INTL 1024** International Relations

**POL GEN 1041** Global Challenges: (Topic)

**RELS 1020** Religions of the World

**SOC 1070** Introduction to Human Rights

**SOC 2040** Social Movements

**SOCFOUND 2015** Perspectives on Education

**SW 1041** Global Social Work

**TESOL 3565** Intercultural Perspectives

**UNIV 3003** Study Abroad: (Topic)

**WGS 1040** Women and Gender Studies: Introduction

**WGS 2040** Introduction to LGBTQ Studies

**WGS 2050** Masculine Cultures

## Course Descriptions

**ANTH 1002. Introduction to Cultural Anthropology** — 3 hrs. Introduction to examining the human condition in cross-cultural perspective. Consideration of the diversity and commonality among human cultures and societies. Includes experiences and perspectives from a wide range of human groups by examining their technologies,

economic systems, family life, political structures, art, languages, and religious beliefs and practices.

### **ANTH 2300. World Prehistory and the Rise of Civilizations**

— 3 hrs. Archaeology of human evolution from the appearance of Homo sapiens to earth's earliest societies with an emphasis on cultural development of complex civilizations in the Middle East, Americas, Europe, Asia, and Africa.

### **ANTH 3010. Climate Change, Human Migration and Conflict**

— 3 hrs. There is growing consensus among professionals in the intelligence and security fields that climate change has very real impacts on demographic displacement, vulnerability of growing masses of people to severe disasters (both natural and human-made) and that there are serious near- and long-term implications for national and global security. This course examines current and emerging forms of threats to nations and human communities that result, at least in part, from climate change.

**ANTH 3500. Slavery and Human Trafficking** — 3 hrs. The purpose of this course is to explore ethnical citizenship through an examination of global slavery and human trafficking. We will begin with a brief look at historic slavery in Europe and Africa and some of the "timeless" aspects of slavery, including sexual abuse, relationships with free people, economic roles, access to freedom or manumission, and rebellion. We will then proceed to a more in-depth examination of African slavery in the Americas, including the United States, between roughly 1492 and the late 1800s. Finally, we will draw from our reflections on historic slavery to examine contemporary forms of human trafficking. Throughout the course we will discuss several common themes in accounts of enslaved and/or trafficked people: their legal status; demographics and work routines; treatment; "conditions of life"; community and culture; access to freedom; relationship to the culture and society of free people; historic and contemporary consumer demands for enslaved and trafficked humans; and life after liberation.

### **ARTHIST 1111. Survey of Art History I**

— 3 hrs. Introduction to history of art; Ancient through Medieval.

### **ARTHIST 1222. Survey of Art History II**

— 3 hrs. Introduction to history of art; Renaissance through Modern.

### **BUSINESS 2100. Global Skills: (topic)**

— 3 hrs. This class is set up with a study abroad as its focus, which will provide students with hands-on learning experiences designed to increase understanding of another cultural and economic environment different from their own. Through a variety of assignments and site visits, students will gain an invaluable introduction to various countries; their ecology, history and geography, as well as current cultural, business, and, in some cases, environmental practices.

### **ENGLISH 2320. Survey of English Literature I: Beginnings to Early Modernity**

— 3 hrs. Broad historical, cultural, theoretical, and formal consideration of artful expressions by English speaking peoples from the earliest documentary witnesses through early modernity.

# Discover: Human Condition (Global) (HG)

**ENGLISH 2340. Survey of English Literature II: Romanticism to Post-Colonialism** — 3 hrs. Broad historical, cultural, theoretical, and formal consideration of artful expressions by English speaking peoples from the British Romantic Movement to contemporary world writing.

**ENGLISH 3148. The Holocaust in Literature and Film** — 3 hrs. Examination of responses to the Holocaust in literary texts and visual narratives. Includes issues of survivor testimony and representation, the possibilities and limitations of language and cinematic images, the role of memory, and questions of ethics and trauma. [Same as CAP 3148]

**ENGLISH 3162. Ireland: Literature, Culture, History** — 3 hrs. Applying various perspectives from the arts, humanities, and social sciences to selected topics and issues in Irish literature, culture, and history; includes visits to notable related sites in Ireland. Generally offered as a Summer Study Abroad course. [Same as CAP 3162]

**FREN 2020. Francophone Cross-Cultural Bridges** — 3 hrs. A variety of learning experiences, including cultural readings, lectures, presentations, class discussions, and tours of iconic cultural and historical sites will allow students to examine culture's role in an individual identity and reality formation. Students will explore France through many lenses with the objective of reaching a greater understanding of its cultural, historic, and linguistic diversity, culminating in a cultural comparison between France and the U.S.

**GEOG 1110. Global Geography** — 3 hrs. Global geography is the study of people, places and the connections between them. How people give meaning and character to different places, and how the growing level of interdependence between those places shape and reshape the cultural, political, economic, and environmental nature of individual societies and global society as a whole.

**GEOG 1120. Peoples, Cultures, and Environments** — 3 hrs. Spatial perspectives on the dynamics of socio-cultural and human-environmental interactions, including processes, patterns, and systems examined from local to global scales of analysis. Through these perspectives, the course examines global human diversity and commonality via topics that include globalization, culture, population, sustainability and economies, while incorporating theories, findings, and works that illuminate the human condition.

**HIST 1210. Making the Modern World** — 3 hrs. A survey of global history from 1800 to the present, examining the events and processes that shaped the contemporary world. (World History course)

**HIST 2210. Problems & Perspectives in Global History: (Topic)** — 3 hrs. A thematic exploration of global history, emphasizing diversity and the comparative study of the human condition in historical perspective. May be repeated on different topics.

**LANG 2020. Constructing Cross-Cultural Bridges** — 3 hrs. Within a Study Abroad experience, exploring multiple components of a specific culture firsthand; attention to the interrelationships among various cultural components such as history, religion, social values and practices, community organization, and language; course activities and requirements designed to increase intercultural understanding and effective interactions among individuals across different cultures. (Same as TESOL 3550)

**PHIL 1080. World Philosophies** — 3 hrs. This course introduces multiple philosophical traditions around the globe. One focus is on finding common and diverging themes demonstrating shared human interests across differences. Another is the demonstration of unique philosophical ideas and developments of societies and cultures often given little attention in traditional philosophy courses.

**PHIL/RELS 3110. Perspectives on Death and Dying** — 3 hrs. Multidisciplinary study of death, dying, and bereavement across cultures, religious and ethnic groups, and historical periods, with attention to ritual and memoir, ethical dilemmas at the end of life, and psychology of mourning. (Same as CAP 3194 and RELS 3110)

**POL INTL 1024. International Relations** — 3 hrs. Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases.

**POL GEN 1041. Global Challenges: (Topic)** — 3 hrs. This course will help students investigate the effect of politics and power by studying how people around the world respond to political problems. Students will learn about political science concepts related to government rules and institutions, political behavior and social movements, public policy, ideas and ideology, or others and apply them to current political problems that people are wrestling with around the world. May not be repeated on different topics.

**RELS 1020. Religions of the World** — 3 hrs. Living religions with emphasis on texts, beliefs, tradition, values, and practices.

**SOC 1070. Introduction to Human Rights** — 3 hrs. In recent years, "human rights" has become among the most powerful ways of thinking about and fighting for a more just world. This course provides an introduction to the interdisciplinary study of human rights as a concept, a set of laws and institutions, and as a set of political and cultural practices with a particular focus on the sociological study of human rights. The course will begin with a study of the foundations of human rights that seeks to answer questions such as "What are human rights?" and "How or why do we have these rights?" Students will investigate the practice of human rights and the political structures that enable us to address human rights violations around the globe with an

# Discover: Human Condition (Global) (HG)

emphasis on the relationship between the individual and society. Finally, this course will allow students to consider the most salient, and often controversial, contemporary human rights challenges we face today, here in the U.S. and abroad.

**SOC 2040. Social Movements** — 3 hrs. Social movements occur when people break from their ordinary, everyday lives and try to make broad social change. In this survey course we will examine the social, cultural, and political forces that launch social movements, form the trajectory of movements, and shape counter-movements. We will look at historical and current cases, looking at how social movements are formed, and what makes them successful or unsuccessful.

**SOCFOUND 2015. Perspectives on Education** — 3 hrs. This course explores foundational topics in education from a variety of interdisciplinary perspectives at an introductory level. A major goal of the course is to help students deepen their understanding of and appreciation for education as a fundamental human endeavor that includes, but ultimately transcends formal schooling.

**SW 1041. Global Social Work** — 3 hrs. This course orients students to conceptual practice issues regarding social welfare within a global context and across a range of global social issues. Students will use global contextual frameworks to examine the dimensions of social problems (e.g. racial/ethnic discrimination, access to education, poverty, health care, child-well-being, food security, violence, cultural conflicts, colonization, urbanization and modernization, effects of climate change, etc.) in the United States and other countries. Students will utilize these frameworks to assess intervention methods at a variety of practice levels (e.g. working with individuals, families, groups, communities, policies) being used to address social problems in different countries. The course prepares students to use professional knowledge, values, and skills in practice in interdisciplinary collaboration with international populations and communities, whether in work with immigrant/refugee individuals, families, groups and populations in the United States, with international social welfare organizations, or on-site work in other countries.

**TESOL 3565. Intercultural Perspectives** — 3 hrs. An interdisciplinary approach for understanding intercultural perspectives and developing effective intercultural skills for meeting the challenges of today's interconnectedness of societies and cultures both locally and globally. (Same as CAP 3165 and GER 3334)

**UNIV 3003. Study Abroad: (Topic)** — 3 hrs. This course provides students the opportunity to explore firsthand a range of identities, communities, and conceptions of the human condition. Engage in effective critical inquiry to address complex topics in a global context. By analyzing ideas, works, and institutions, alongside the act of traveling abroad, UNI students will

develop habits of mind characterized by thorough exploration of issues, ideas, histories, artifacts, and theories, including the collection and analysis of evidence before accepting or formulating an opinion or conclusion in relationship to another culture or one's own.

**WGS 1040. Women's and Gender Studies: Introduction** — 3 hrs. Interdisciplinary study of women's and gender issues from historical and contemporary perspectives, using the methods and theories of feminist scholarship and gender analysis. Topics may include study of systems of domination and subordination, stereotyping and gender bias, intersections of gender, race, ethnicity, sexuality, class.

**WGS 2040. Introduction to LGBTQ Studies** — 3 hrs. This class is dedicated to the interrogation of institutions of oppression and the ways that power circulates. We will examine the constructed and essential components of sex, gender, sexuality, and relationships to see how these axes operate in everyday life and in institutions. The approach taken is decidedly eclectic, with influences from history, feminism, queer theory, performance studies, linguistics, the arts, sociology, STEM, and law.

**WGS 2050. Masculine Cultures** — 3 hrs. Recent theoretical developments have challenged stereotypes by showing how myriad "masculine" identities (of and for both men and women) are produced within specific cultural domains. Masculinities, in their various forms, shape the lives of both men and women, and this course will use an intersectionality perspective to explore the construction, reproduction, and impact of masculinities on the cultural institutions of politics, education, work, religion, sports, family, media, and the military, to name a few. Paying careful attention to the conjunctions between materiality and culture, this course will interrogate how masculinities shape individual lives, groups, nationalisms, organizations, and institutions.

# Discover: Scientific Reasoning with Lab (SA and SB)

## Learning Area Descriptions

Courses in the Scientific Reasoning learning area focus on discerning basic principles that explain natural phenomena through observation and analysis of the world. Students learn how scientists rely on theory and experimentation to test and refine understandings of our human minds and bodies, life on earth, and the physical universe. Laboratory courses unite hands-on scientific experimentation, inductive reasoning, and deductive analysis with the study of basic principles. After completing a course in this learning area, students will be able to critique claims using the tools of scientific inquiry.

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

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

### Select one Course or Course Set (4 hours)

**ANTH 1001** Bones & Stones: The Science of Human Origins

**AND ANTH 1003** Bones & Stones: The Science of Human Origins Laboratory

**ANTH 2005** Archaeology for Beginners

**AND ANTH 2006** Archaeology for Beginners Laboratory

**BIOL 1012** Life: The Natural World

**AND BIOL 1013** Life: The Natural World - Lab

**BIOL 1014** Life: Continuity and Change

**AND BIOL 1015** Life: Continuity and Change - Lab

**BIOL 2051** General Biology: Organismal Diversity

**BIOL 2052** General Biology: Cell Structure and Function

**CHEM 1010** Principles of Chemistry

**CHEM 1020** Chemical Technology

**CHEM 1110** General Chemistry I

**CHEM 1130** General Chemistry I-II

**EARTHSCI 1100** Astronomy

**AND EARTHSCI 1110** Astronomy Laboratory

**EARTHSCI 1200** Elements of Weather

**AND EARTHSCI 1210** Elements of Weather Laboratory

**EARTHSCI 1300** Introduction to Geology

**EARTHSCI 1400** Introduction to Environmental Earth Science

**GEOG 1210** Planet Earth

**AND GEOG 1211** Planet Earth Laboratory

**PHYSICS 1000** Physics in Everyday Life

**AND PHYSICS 1010** Physics in Everyday Life Laboratory

**PHYSICS 1511** General Physics I

**PHYSICS 1701** Physics I for Science and Engineering

**SCI ED 1100** Inquiry into Earth and Space Science

**SCI ED 1200** Inquiry into Life Science

**SCI ED 1300** Inquiry into Physical Science

## Advising Notes

The following courses have priority registration for Elementary Education and Early Childhood Education majors.

SCI ED 1100 Inquiry into Earth and Space Science

SCI ED 1200 Inquiry into Life Science

SCI ED 1300 Inquiry into Physical Science

## Course Descriptions

**ANTH 1001. Bones & Stones: The Science of Human Origins** — 3 hrs. This course will focus on the study of human origins employing scientific methods and theories derived from biological anthropology and archaeology.

Students will get hands-on experience with various lines of scientific evidence to help develop a deeper understanding of their place in the world by understanding how we got here, tracing that route from our primate past, to becoming bipedal, tool-making, fire users who eventually spread across the globe and created increasingly complex societies.

**ANTH 1003. Bones & Stones: The Science of Human Origins Laboratory** — 1 hr. This laboratory course is offered as a supplement to the course Bones and Stones: The Science of Human Origins. Laboratory exercises are designed to introduce students to the scientific method and explore topics including human variation, human and non-human primate anatomy, the primate/hominin fossil record, the archaeology of early humans and other resources to investigate processes that affect human origins.

Students will get hands-on experience with various lines of scientific evidence to help develop a deeper understanding of their place in the world by understanding how we got here, tracing that route from our primate past, to becoming bipedal, tool-making, fire users who eventually spread across the globe and created increasingly complex societies.

**ANTH 2005. Archaeology for Beginners** — 3 hrs.

Introduction to how archaeologists reconstruct past societies from artifacts and ruins. Covers archaeological techniques from excavation to lab analysis.

**ANTH 2006. Archaeology for Beginners Laboratory** — 1 hr.

This laboratory course is offered as a required supplement and co-requisite to the course Archaeology for Beginners. This course provides a practical introduction to the methods and techniques used by archaeologists in the field and laboratory. Students can expect to learn and practice archaeological techniques outdoors. Corequisite(s): ANTH 2005.

**BIOL 1012. Life: The Natural World** — 3 hrs. Examines the natural world as a system, emphasizing interactions among living organisms and with their environments, with a focus on human-environmental interactions, and the importance, origins, and maintenance of biodiversity. Content theme is centered on building an appreciation for the ways scientists work with and learn about the natural world. Students will comprehend scientific studies and infer meaning from graphical displays of data and apply knowledge of biological systems to contemporary problems, such as greenhouse gasses, impacts of climate change, the biodiversity crisis, and disease transmission. Discussion, 3 periods. For biology majors and minors counts only for university elective credit.



# Discover: Scientific Reasoning with Lab (SA and SB)

**BIOL 1013. Life: The Natural World - Lab** — 1 hr. This course provides activities illustrating the importance, origins, and maintenance of biodiversity with a focus on the interactions among organisms and between organisms and the environment. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. Lab, 2 periods.

For biology majors and minors counts only for university or elective credit. Prerequisite(s) or corequisite(s): BIOL 1012

**BIOL 1014. Life: Continuity and Change** — 3 hrs. Introduction to contemporary topics in the life sciences with a focus on the biological processes that allow life to continue through generations and those that cause change through time. Emphasis on gene structure and function and applications of biology to human concerns. Content theme is centered on building an appreciation for the ways scientists work with and learn about the processes of life. Students will apply knowledge of biological concepts to contemporary and ethical issues, such as diseases and treatments, genetic engineering, cloning, and inheritance of family traits. Discussion, 3 periods. For biology majors and minors counts only for university elective credit.

**BIOL 1015. Life: Continuity and Change - Lab** — 1 hr. Activities illustrating the role of biology in our present society. Emphasis is placed on activities investigating life science concepts related to human concerns, including human genetics and variation. DNA and DNA fingerprinting, human disease and disease transmission, and basic cellular function. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the processes of life. Lab, 2 periods. For biology majors and minors counts only for university elective credit.. Prerequisite(s) or corequisite(s): BIOL 1014 or equivalent.

**BIOL 2051. General Biology: Organismal Diversity** — 4 hrs. Study of organismic biology emphasizing evolutionary patterns and diversity of organisms and interdependency of structure and function in living systems. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051 and BIOL 2052 cannot be taken concurrently.

**BIOL 2052. General Biology: Cell Structure and Function** — 4 hrs. Introduction to the properties and functions of biological molecules, organization of living cells, production and utilization of energy, and development of multicellular organisms. Discussion, 3 periods; lab, 2 periods. Prerequisite(s): BIOL 2051 and BIOL 2052 cannot be taken concurrently.

**CHEM 1010. Principles of Chemistry** — 4 hrs. Basic concepts of chemistry, the periodic table and its relation

to atomic structure and chemical properties. How the understanding of changes in matter and energy is important in both living and non-living systems. Work of the chemist and the interactions of chemistry with other activities of humankind. Discussion, 3 periods; lab, 2 periods. No credit for students with credit in any college chemistry course.

**CHEM 1020. Chemical Technology** — 4 hrs. Basic concepts of inorganic and organic chemistry and their applications to industrial processes. Emphasis on application of chemical principles in materials, energy production and use, and environmental problems. Discussion, 3 periods; lab, 3 periods. No credit for students with credit in any college chemistry course.

**CHEM 1110. General Chemistry I** — 4 hrs. Structure of matter, its physical properties and laws describing them, the periodic table and its relation to atomic structure and chemical properties, and non-metallic elements and their compounds. Students with extensive background in high school chemistry and mathematics may enter CHEM 1130 following departmental advisement. Discussion, 3 periods; lab, 3 periods. Prerequisite(s): satisfactory ALEKS score or equivalent.

**CHEM 1130. General Chemistry I-II** — 5 hrs. Accelerated course for well-prepared students. Content similar to CHEM 1110 and CHEM 1120 but covered in one semester. Completion satisfies General Chemistry requirement of any chemistry major. Discussion, 4 periods; lab, 3 periods. Prerequisite(s): consent of department head.

**EARTHSCI 1100. Astronomy** — 3 hrs. Introduction to the Universe, solar system, stars, and galaxies, including apparent motions of bodies in the sky; development of astronomy and its impact on humankind. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods.

**EARTHSCI 1110. Astronomy Laboratory** — 1 hr. Exploration of astronomical phenomena through the use of telescopes, charts, computer simulations, and other laboratory equipment. Students will derive the characteristics of astronomical objects, and examine their behavior. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Lab, 2 periods. Prerequisite(s): consent of instructor. Prerequisite(s) or corequisite(s): EARTHSCI 1100.

**EARTHSCI 1200. Elements of Weather** — 3 hrs. Meteorological elements and their applications to the environment; interpretation of weather maps and weather data; forecasting and briefing on daily weather. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods. No credit for those who have completed EARTHSCI 3210.



# Discover: Scientific Reasoning with Lab (SA and SB)

**EARTHSCI 1210. Elements of Weather Laboratory** — 1 hr. Fundamentals of meteorological observation, use of basic meteorological instruments, and applications of maps and charts to understanding forecasts. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Lab, 2 periods. Prerequisite(s) or corequisite(s): EARTHSCI 1200.

**EARTHSCI 1300. Introduction to Geology** — 4 hrs. Introduction to the physical environment, emphasizing materials of the Earth and processes that lead to changes within and on the Earth. Lab emphasis includes rocks and minerals, geologic processes, and landscape development. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods; lab, 2 periods.

**EARTHSCI 1400. Introduction to Environmental Earth Science** — 4 hrs. Introduction to the physical, chemical, and cultural components of the natural world around us. The primary focus is on global-scale understanding of environmental issues using a scientific approach. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods; lab, 2 periods.

**GEOG 1210. Planet Earth** — 3 hrs. We live in a swiftly changing world characterized by rapidly changing climates, shifting landscapes, growing human populations with degrading soil and water resources. Now, more than ever, it is essential to understand how Earth systems work, how they affect our livelihoods, and how we are altering them. The course has three objectives: 1) to provide a basic understanding of the most important processes shaping the Earth's physical systems; 2) to convince you of the dynamic nature of these systems, in part because of human activity; and 3) to help you understand the environmental systems of particular places so that you might use this background to explore these further and see how they change over time. Many students take this course to fulfill a LAC requirement. Others use it as a gateway to majors and careers in Geography, Natural Resources Management, and Environmental Science.

**GEOG 1211. Planet Earth Laboratory** — 1 hr. We live in a swiftly changing world characterized by rapidly changing climates, shifting landscapes, growing human populations with degrading soil and water resources. Now, more than ever, it is essential to understand how Earth systems work, how they affect our livelihoods, and how we are altering them. This laboratory course compliments and enhances students' understanding of the content and scientific reasoning skills presented in GEOG 1210 through a series of applied laboratory activities. Prerequisite(s) or corequisite(s): GEOG 1210.

**PHYSICS 1000. Physics in Everyday Life** — 3 hrs. Basic laws and concepts of physics introduced and demonstrated through operation of everyday devices and systems. Emphasis on understanding physical principles behind working of modern technologies and interplay between science and technology.

**PHYSICS 1010. Physics in Everyday Life Laboratory** — 1 hr. Laboratory activities involving energy, temperature and heat, waves and sound, electricity and magnetism, light and color; and the atomic and nuclear structure of matter. Emphasis on observation, interpretation, and conceptual understanding of physical phenomena. Lab, 2 periods. Prerequisite(s) or corequisite(s): PHYSICS 1000 or consent of department head.

**PHYSICS 1511. General Physics I** — 4 hrs. Algebra-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Emphasis on conceptual understanding of physical principles through group investigations and lab activities. Discussion/lab, 5 periods. Prerequisite(s): satisfactory ALEKS score or equivalent.

**PHYSICS 1701. Physics I for Science and Engineering** — 4 hrs. Calculus-based introductory course covering Newtonian mechanics, gravitation, and thermal physics. Lab activities. Discussion/lab, 5 periods. Prerequisite(s) or corequisite(s): satisfactory mathematical preparation for calculus.

**SCI ED 1100. Inquiry into Earth and Space Science** — 4 hrs. An inquiry-oriented introduction to fundamental concepts and processes in meteorology, astronomy, and geology using active investigation. Integrated lecture and lab for 5 periods. Priority registration for Elementary and Early Childhood majors.

**SCI ED 1200. Inquiry into Life Science** — 4 hrs. An inquiry-oriented introduction to fundamental concepts and processes in life science that includes ecology, evolution, cell biology, and human body systems. Integrated lecture and lab for 5 periods. Priority registration for Elementary and Early Childhood Education majors.

**SCI ED 1300. Inquiry into Physical Science** — 4 hrs. An inquiry-oriented introduction to fundamental concepts and processes in physics and chemistry that includes energy, force and motion, waves, sound, light, and nature of matter. Integrated lecture and lab for 5 periods. Priority registration for Elementary and Early Childhood Education majors.

# Discover: Human Expression (HE)

## Learning Area Description

Courses in this learning area 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 may include any artifact – concrete or ephemeral – newly created or a curation of work in the arts. Courses provide relevant instruction in creating, analyzing and interpreting, which culminates in assessed work for each skill. The work that students create and the work that they analyze and interpret is related by the general field of practice or medium.

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

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

### Select one Course (3 hours)

**ART 1002** Visual Inventions

**ART 1004** Visual Perceptions

**CHIN 1050** Introduction to Chinese Literature

**COMM 3455** Creativity, Storytelling and Identity

**COMM DM 1630** Start a Podcast

**CHIN 1050** Introduction to Chinese Literature

**ENGLISH 1120** Literature: (Topic)

**ENGLISH 2700** Elements of Creative Writing

**ENGLISH 3130** Writing & Healing

**FAM SERV 1210** The Creative Experience

**FREN 3004** Introduction to Literature in French

**HIST 2011** Engaging Sources: (Topic)

**LITED 1044** Children's Literature

**MUSIC 1100** Soundscapes: Music in Culture

**MUSIC 1500** Modern Band and Creative Music Making

**RELS 1040** The Power of Myth: (Topic)

**SPAN 3004** Introduction to Hispanic Literature

**THEATRE 1000** Theatre in Our World

**THEATRE 1005** Acting for Non-Majors

## Course Descriptions

**ART 1002. Visual Inventions** — 3 hrs. For non-Art majors. Studio course: experiences in critical responses to the visual arts through active involvement with various creative processes and media; relationship of the visual arts to other fields of human endeavor.

**ARTHIST 1004. Visual Perceptions** — 3 hrs. For non-Art majors. Lecture course: experiences in critical responses to the visual arts through analyses of artworks and artistic processes; relationship of the visual arts to other fields of human endeavor.

**CHIN 1050. Introduction to Chinese Literature** — 3 hrs. This survey course of Chinese Literature introduces major works of Chinese literature over history.

**Advising Note: This class is taught in Chinese.**

**COMM 3455. Creativity, Storytelling and Identity** — 3 hrs. Methods of making, collecting, analyzing, and theorizing storytelling and identity. Applications for communication and media research and creative action, including projects in museums, public relations campaigns, organizational settings, and community media.

**COMM DM 1630. Start a Podcast** — 3 hrs.

This course will teach students how to start a podcast. Bringing together experts in different areas across the Department of Communication and Media, this course will provide students with training in a wide variety of skills necessary to create a high-quality podcast, including script-writing, interviewing, storytelling, vocal delivery, audio-editing, and publicizing. Students will also study podcasting genres so as to understand the expectations of audiences in particular sub-genres of podcasts (e.g. true-crime, comedy, drama, sports, politics, personal-development, etc.). While doing this, they will examine a handful of particularly prominent or highly-recognized podcasts to identify the principles and characteristics underlying particularly successful podcasts.

**ENGLISH 1120. Literature: (Topic)** — 3 hrs. Developing ability to read perceptively and imaginatively by exploring a variety of literary texts in English and/or English translation in multiple genres such as nonfiction, poetry, drama, fiction, and/or film. Attention to understanding and appreciating creative uses of verbal resources and artful representations of human experience. Offered on specific topics listed in the Schedule of Classes. May be repeated for credit under different topics.

**ENGLISH 2700. Elements of Creative Writing** — 3 hrs. Attention to basic elements in the writing of poetry, fiction, and creative nonfiction, including the imaginative uses of perspective and voice, narration and setting, story and plot, memory and reflection, dialogue and characterization, image and metaphor, and diction and sound.

**ENGLISH 3130. Writing & Healing** – 3 hrs. This class uses personal narrative as a method for critical exploration of trauma and healing. Students do not need to have experienced a traumatic event to benefit from this course, rather the course engages with the study of trauma, traumatology. A range of topics related to writing and healing will be discussed: witnessing, medical narratives, radical listening and the use of critical response process to offer feedback on one another's writing.

**FAM SERV 1210. The Creative Experience** — 3 hrs. In this lively, experiential course, students explore creative persons, products, and places that have had an impact upon the arts and culture. In collaborative teams, students use artistic media to tell the stories of creative persons, products, and places.

**FREN 3004. Introduction to Literature in French** — 3 hrs. Selected major works of representative French authors. Application of language skills to literary analysis and introduction to critical theories. Prerequisite(s): required French language proficiency or equivalent.

**Advising Note: This class is taught in French.**

**HIST 2011. Engaging Sources: (Topic)** — 3 hrs. This class explores a particular genre of created source in its historical and cultural context. Students conduct and present original research, contribute to an exhibit or digital archive, and create or design their own example of the genre. May be repeated on different topics.

# Discover: Human Expression (HE)

**LITED 1044. Children's Literature** – 3 hrs. Evaluation, selection, and use of children's literature in a variety of environments and experiences.

**MUSIC 1100. Soundscapes: Music in Culture** — 3 hrs. This course will examine representative works from selected musical traditions in their cultural, historical, and stylistic contexts. Students will cultivate listening skills and music analytical vocabulary to better identify, understand, and communicate about the musical experience as an expression of meaning and purpose.

**MUSIC 1500. Modern Band and Creative Music Making** – 3 hrs. Students learn basic skills on modern band musical instruments, write their own music and work together in small groups to present musical creations. This course includes analysis and interpretation of contemporary and popular music styles to incorporate elements into music creations.

**RELS 1040. The Power of Myth: (Topic)** — 3 hrs. The Power of Myth examines the functions of "myth" in religious texts, beliefs, rituals, institutions, and communities. Drawing upon key methods and approaches in the Study of Religion, this course introduces students to myths and myth-making as a creative, historical-cultural expression found in many religious communities. Specific myths will be examined in this course as well as its relationship to specific cultural contexts and communities. Topic and theme will differ across sections, but will draw from a range of creative works from ancient sacred texts to popular US culture. May be repeated for a maximum of 6 hours on different topics.

**SPAN 3004. Introduction to Hispanic Literature** — 3 hrs. Selected major works of representative Hispanic authors. Application of language skills to literary analysis and introduction to critical theories. Recommended for non-teaching majors. Prerequisite(s): required Spanish language proficiency or equivalent.

**Advising Note: This class is taught in Spanish.**

**THEATRE 1000. Theatre in Our World** — 3 hrs. This course will explore the basic structures of theatre, how it impacts society, and how society shapes and inspires theatre. Students will also explore and collaboratively experience processes and roles common to theatrical creation.

**THEATRE 1005. Acting for Non-Majors** — 3 hrs. Through exploration of various acting methods and techniques, this course builds skills in creativity, oral communication and presentation, and critical analysis. An ideal course for students whose career paths require presenting, creating, and flexible thinking. Participants will explore improvisation, scene study, and a variety of acting exercises. At the conclusion of the course, students will be more comfortable with public speaking, creative problem solving, and thinking on their feet. This course is appropriate for all students, no experience necessary.

# Discover: Responsibility (RE)

## Learning Area Description

Courses in the Responsibility learning area give students the opportunity to develop skills in ethical reasoning, while building a greater understanding of their personal responsibilities and their roles as citizens.

This category aims to enable students to move beyond ideological reactions to questions, and instead form a careful normative judgment. It does not aim to instill a particular moral code in students, but to help them develop the habits of reasoning based on consistent principles, and judging based on evidence and logic, which they will need as citizens in charge of creating our shared world.

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

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

### Select one Course (3 hours)

**BUSINESS 3159** The Ethics of Global Leadership, Cross-Cultural Negotiations, and Sustainability

**CHEM 1012** Matter Matters

**COMM 3236** Ethics in Communication

**EARTHSCI 3336** Natural Resources and Civilizations

**EARTHSCI 3367** Global Water Environment

**ECON 1001** Economics of Social Issues

**ENGLISH 1050** Law and Literature

**ENTR 1010** Overview of Entrepreneurship

**HIST 3110** Conflict and Justice in History: (Topic)

**HIST 3279** Conflict and Justice Study Abroad: (Topic)

**PH 1101** Introduction to Public Health

**PHIL 1040** Justice and the Good Life: Philosophical Perspectives

**PHIL/RELS 1059** Ethics for Professional Life

**PHIL 1560** Science, Technology, and Ethics (STE)

**PHIL/RELS 3510/CAP 3173** Bio-Medical Ethics

**POL COMP 1042** Becoming Global Citizens

**RELS 3500** Religion and Ethics

**RTNL 2130** Foundations of the Nonprofit Sector

**SOC SCI 2300** Analyzing Ethics, Personal Decision-Making, and Social Responsibility

**SOCFOUND 2274** Democracy and Education in the 21st Century

**TECH 1015** Introduction to Sustainability

## Advising Notes

COMM 3236 Ethics in Communication has priority registration for declared Communication majors.

## Course Descriptions

**BUSINESS 3159. The Ethics of Global Leadership, Cross-Cultural Negotiations, and Sustainability** – 3 hrs.

This course provides students the opportunity to critically analyze the origins and consequences of one's own personal values as well as apply ethical reasoning to important issues facing society. Students will experience first-hand the values held by others and analyze how these compare with their own. These cross-cultural experiences will emphasize the process of inquiry and analysis to assist students in developing the reasoning skills to ethically address important, complex issues with the global community.

**CHEM 1012. Matter Matters** – 3 hrs. All the matter around us is made of atoms, and we are constantly making choices about how we use and interact with the chemical aspects of our world. Many ethical questions accompany these choices. This course explores how the scientific method advances knowledge, informs individual and societal decisions, and enables students to understand the importance of chemistry in their everyday lives.

**COMM 3236. Ethics in Communication** — 3 hrs.

Exploration of ethical dimensions and dilemmas in communication. [Same as CAP 3128]

**EARTHSCI 3336. Natural Resources and Civilizations** — 3

hrs. Introduction to the interactions and relationships between humans and natural resources: stone, clay, soil, water, plants. Geo archaeological findings from around the world will be investigated. Student Learning Outcomes include Values and Ethics. Discussion, 3 periods.

**EARTHSCI 3367. Global Water Environment** – 3 hrs.

Investigating natural water as a driver of human-environment relationships. The course provides a holistic view of global water scarcity and societal interactions with this important commodity. The course takes a multidisciplinary approach to increase people's awareness of social, cultural, and political crises that are linked to water inequality and injustice across the globe. Discussion includes new challenges in finding fresh water and our civic roles in defining a sustainable water future. Student Learning Outcomes include Values and Ethics.

**ECON 1001. Economics of Social Issues** — 3 hrs. Explains

basic economic theories and establishes connections between these theories and current social issues. Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues.

**ENGLISH 1050. Law and Literature** — 3 hrs. Considerations

of how imaginative writers from ancient Greece to the present day have examined the nature, problems, and possibilities of justice.

**ENTR 1010. Overview of Entrepreneurship** — 3 hrs. The

course will detail various paths of entrepreneurship available to UNI while introducing students to current entrepreneurial methodology including the entrepreneurial mindset, entrepreneurship, lean startup, design thinking, and Agile.

**HIST 3110. Conflict and Justice in History: (Topic)** — 3 hrs.

Conflict and Justice in History courses explore how competing social, cultural, economic, and political interests or visions have shaped concepts such as justice,



# Discover: Responsibility (RE)

responsibility, ethics, and values in different historical contexts. May be repeated on different topics.

**HIST 3279. Conflict and Justice Study Abroad (Topic)** – 3 hrs. A travel study course in history, emphasizing the politics, culture, values, and ethics of historical societies. May be repeated on different topics.

**PHIL 1101. Introduction to Public Health** – 3 hrs. Introduction to the public health activities concerned with the protection and care of the community; survey of the major specialties and populations of interest in the public health field; and exploration of ethical issues related to public health.

**PHIL 1040. Justice and the Good Life: Philosophical Perspectives** – 3 hrs. What makes a society just or unjust? What does it mean to lead a good life? The course will provide philosophical perspectives on these questions, including investigations of the principles and virtues that should guide how we interact with others in our communities and lead meaningful lives.

**PHIL/RELS 1059 Ethics for Professional Life** – 3 hrs. No matter what career you choose, you will be required to adhere to the ethical standards of the profession. This course examines the similarities and differences between personal and professional ethics and how different professions define their ethical responsibilities to colleagues, employees, and the public. Students may be assigned to review codes of ethics or to participate in informational interviews specific to students' intended career pathways. Topics may include but are not limited to: social justice, obligations to the earth and future generations, media literacy, professionalism, corporate social responsibility (CSR), and medical and/or engineering ethics.

**PHIL 1560. Science, Technology, and Ethics (STE)** – 3 hrs. The course is an interdisciplinary survey of ethical issues raised by recent developments in science and technology. Sample topics include, but are not limited to, artificial intelligence, genetic engineering, big data, privacy, energy, medicine, and science itself.

**PHIL/RELS 3510/CAP 3173. Bio-Medical Ethics** – 3 hrs. Application of principles and analytic methods of ethical theory to contemporary issues in medical practice and research. Topics include fundamental concepts of health and disease, life and death; rights and obligations of medical practitioners and their patients; informed consent and confidentiality; abortion and euthanasia; reproductive and transplantation technologies; and health policy and the provision and rationing of health care. (Same as CAP 3173 and RELS 3510)

**POL COMP 1042. Becoming Global Citizens** – 3 hrs. A responsibility of citizens in democracies is to be politically active. How can we be politically active as citizens of the world? Without global elections, we have to find other ways of influencing the key social issues of our time. This class helps students think about how to be politically active on the most important global issues.

**RELS 3500. Religion and Ethics** – 3 hrs. Examination of key issues having to do with religion and ethics, including the moral function of religion, religious pluralism, war and peace, freedom and responsibility, religion and politics, religion and gender, and social justice.

**RTNL 2130. Foundations of the Nonprofit Sector** – 3 hrs. Overview of the nonprofit sector including history, philosophy, mission, management, activities, and trends. Special emphases on the affiliate agencies of the Nonprofit Leadership Alliance. Students earning a "C" or better simultaneously earn a certificate from the Iowa Nonprofit Resource Center

**SOC SCI 2300. Analyzing Ethics, Personal Decision-Making, and Social Responsibility** – 3 hrs. In this course we learn and then apply a framework for the ethical decision-making we face in our everyday lives. Ethical decision-making is influenced by various factors, including our own personal sense of responsibility to ourselves, our family, our workplace, and the community at large as a global citizen. In order to develop the intellectual skills needed for ethical decision making in our personal and social lives, one must first achieve greater awareness of self. A process of ethical reasoning will be applied to a variety of personal and social issues. Topics may include cheating, school vouchers, parenting practices, opioid epidemic, climate change, same-sex marriage, food laws (e.g., GMO, chemicals, recalls, etc.), and others.

**SOCFOUND 2274. Democracy and Education in the 21st Century** – 3 hrs. This course will explore the complex relationship between education and democracy. This will involve drawing on concepts and theories from the social foundations of education (history, philosophy, and sociology of education) in order to apply interpretive, normative, and critical perspectives on democracy and education, their historical and contemporary relationship, and the possibilities for future entanglements.

**TECH 1015. Introduction to Sustainability** – 3 hrs. Students will gain a basic understanding of sustainability, with focus on possibilities for harmonizing economic, ecological, and social goals for current and future generations. They will conduct practical exercises to enhance personal sustainability.



# Connect: UNIFI Certificates and/or UNIFI Electives

## Learning Area Description

Students must complete twelve (12) credits to satisfy the Connect requirement. Students have the option to pursue a nine-twelve hour Multidisciplinary Certificate, listed below, to satisfy the Connect requirement. Students must still earn 12 hours to satisfy the Connect requirement.

The following certificates are available to any UNI student, and can be used to satisfy the Connect requirement of the UNIFI/General Education program. Students must still earn 12 hours to satisfy the Connect requirement.

- Career Success in Organizations Certificate
- Civic Literacy, Engagement, and the Humanities
- Creative Expression and Meaning Certificate
- Critical Thinking and Information Literacy Certificate
- Data Science Certificate
- Developmental Considerations Certificate
- Diversity, Equity, and Inclusion Certificate
- East Asia Certificate
- Innovation in Leadership Certificate
- Sustainability Certificate
- THRIVE! Certificate
- United States Studies Certificate

In the event a student elects not to pursue a certificate, they will be required to take an additional four (4) UNIFI courses totaling twelve (12) credits from any UNIFI Learning Area.

## Multidisciplinary Certificates

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 a more holistic understanding. 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 skills of critical thinking, writing, and oral communication.

# Career Success in Organizations Certificate (Four-course Certificate)

## Certificate Description

### Preparing students for success

No matter their major, all UNI students will work within some form of an organization during their careers. Whether a for-purpose, for-profit, or governmental entity, knowledge of factors that influence how organizations operate helps employees more effectively contribute to the mission of the organization. The purpose of this certificate is to provide a broad understanding of organizations including factors that influence decision making, levels of responsibility, data and written/unwritten rules that govern operations, and professional expectations for communicating and interacting within the organization.

## Certificate Requirements

### Decision-making in Organizations

#### Complete one of the following:

**ECON 1031** Introduction to Business Economics

**ECON 1041** Principles of Macroeconomics

**POL AMER 1048** Current and Emerging Issues in Public Administration

**POL AMER 3153** Leadership and Management in Public Service

**PSYCH 3304** Work Psychology: Well-Being

**PSYCH 3305** Work Psychology: Performance

### Responsibility in Organizations

#### Complete one of the following:

**ECON 1001** Economics of Social Issues

**FIN 1040** Financial Skills for Smart Living

**ENTR 1010** Overview of Entrepreneurship

**POL AMER 3172** Public Budgeting

### Numbers in Organizations

#### Complete one of the following:

**MGMT 2080** Introduction to Information Systems

**CS 1025** Modern Tools for Exploring Data

**ACCT 2120** Principles of Financial Accounting

### Communication in Organizations

#### Complete one of the following:

**ENGLISH 2770** Introduction to Workplace Writing

**MGMT 2113** Business Communication

## Advising Notes

Students must take one course from each area (for a total of 12 credits).

## Course Descriptions

### **ACCT 2120. Principles of Financial Accounting** — 3 hrs.

Introduction to reporting financial information regarding the operating, investing and financing activities of business enterprises to present and potential investors, creditors, and others. Regression note: Subsequent to successfully completing a 100/3000/4000-level

Accounting course, neither ACCT 2120 nor ACCT 2130 may be repeated. Prerequisite(s): sophomore standing.

### **CS 1025. Modern Tools for Exploring Data** — 3 hrs.

Explores use of computational tools to explore data sets, find patterns, and solve complex problems. Topics include representing problems, modeling data, simulating processes, and validating models, with applications in the sciences, social sciences, humanities, and business.

### **ECON 1001. Economics of Social Issues** — 3 hrs.

Explains basic economic theories and establishes connections between these theories and current social issues. Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues.

### **ECON 1031. Introduction to Business Economics** — 3

hrs. A survey of how markets and the economy as a whole function, with emphasis on decision making by businesses and economic literacy. Topics include markets for goods, services, and inputs; cost of production; and the measurements and determinants of national income, unemployment, and inflation. No credit for students who have credit or are concurrently enrolled in ECON 1041 or ECON 1051. May not be used for credit on Economics major or minor.

### **ECON 1041. Principles of Macroeconomics** — 3 hrs.

Introduction to the economizing problem and economic institutions. National income determination, monetary and fiscal policy, and global economic issues.

### **ENGLISH 2770. Introduction to Workplace Writing** — 3

hrs. Emphasis on writing in workplace settings: workplace communication responsibilities affecting a variety of audiences, theoretical perspectives, and lab experiences with industry-standard technologies, writing practices specific to disciplines, attention to the history of the professional communication discipline.

### **ENTR 1010. Overview of Entrepreneurship** — 3 hrs.

The course will detail various paths of entrepreneurship available to UNI while introducing students to current entrepreneurial methodology including the entrepreneurial mindset, entrepreneurship, lean startup, design thinking, and Agile.

# Career Success in Organizations Certificate (Four-course Certificate)

**FIN 1040. Financial Skills for Smart Living** — 3 hrs. This course will prepare students for their own personal financial well-being in life. The course will cover the main topics of personal finance at a broad level including setting goals, budgeting, saving, investing, insurance, credit, loans, making home and automobile purchases, retirement planning, and estate planning.

**MGMT 2080. Introduction to Information Systems** — 3 hrs. Introduction to management information systems. Includes introduction to hardware and data communication technology, software and data management, and business applications of the technology.

**MGMT 2113. Business Communication** — 3 hrs. Application of business communication principles. Students will study and practice writing common business documents, presenting information, and working with others. Includes the study of non-verbal and interpersonal skills in the workplace as well as the use of email, social media, video-conferencing and other technology to effectively communicate to their audience.

**POL AMER 1048. Current and Emerging Issues in Public Administration** — 3 hrs. Most government employees who are making decisions, running programs and spending taxpayer money are not elected officials, but public servants. The purpose of this course is to examine the role of these bureaucrats in American government by developing an understanding of the history of the system, the tension between expertise and democracy, and the related issues that affect the American people and others around the globe.

**POL AMER 3153. Leadership and Management in Public Service** — 3 hrs. This course provides students the opportunity to study the political nature, characteristics and operation of American public organizations. You will analyze the internal and external factors that explain how public organizations operate, including theories and models of leadership and internal dynamics of public organizations and their role in the American political system.

**POL AMER 3172. Public Budgeting** — 3 hrs. Historical development of current budgeting practices; politics of budgetary process at federal, state, and local levels; current methods of budgeting for public agencies, focusing on integration of budgeting into program planning.

**PSYCH 3304. Work Psychology: Well-Being** — 3 hrs. Explores how psychological science can improve health

and happiness at work. This course focuses on the characteristics of work and workers impacting satisfaction, motivation, leadership, teamwork, and health and safety.

**PSYCH 3305. Work Psychology: Performance** — 3 hrs. Explores how psychological science can improve performance at work. The course focuses on maximizing performance by selecting prospective employees, training employees, and engaging with employees through performance evaluation.

# Civic Literacy, Engagement, and the Humanities (Three-course Certificate)

## Certificate Description

This interdisciplinary certificate emphasizes training in civic literacy and the humanities that address how to contribute to the flourishing of a democratic society. It will introduce students to the knowledge, skills, and dispositions associated with civic literacy and the humanities disciplines that prepare them for a life of meaningful engagement with democratic processes at the local, regional, national, and international levels.

## Certificate Requirements

### Civic Knowledge

Complete one of the following:

**ENGLISH 2420** Survey of American Literature

**HIST 1110** United States History to the Civil War and Emancipation

**HIST 1120** United States History since the Civil War and Emancipation

**POL AMER 1014** Power & Politics in the U.S.

**POL INTL 1024** International Relations

**RELS 1060** American Religious Diversity

**RELS 2600** Religion and the Public Schools

### Civic Values

Complete one of the following:

**SOCFOUND 2274** Democracy and Education in the 21st Century

**COMM 2257** Argumentation and Debate

**ENGLISH 1050** Law and Literature

**POL THRY 1050** Introduction to Political Theory: Freedom, Justice and Power

### Civic Skills

Complete one of the following:

**RELS 3180** Religion and Politics: (Topics)

**PHIL 1040** Justice and the Good Life: Philosophical Perspectives

**ENGLISH 2015** Introduction to Writing Studies

**POL AMER 1048** Introduction to Public Administration

**HIST 1210** Making the Modern World

## Advising Notes

Students must take one course from each area (for a total of 9 credits). Students must take an additional three-credit course from UNIFI to complete the general education program.

## Course Descriptions

**COMM 2257. Argumentation and Debate** — 3 hrs.

Training in the basics of academic debate and policy analysis.

**ENGLISH 1050. Law and Literature** — 3 hrs.

Considerations of how imaginative writers from ancient Greece to the present day have examined the nature, problems, and possibilities of justice.

**ENGLISH 2015. Introduction to Writing Studies** — 3 hrs.

Examines writing and research as social and learning technology. Students will devise their own research problem, find and evaluate credible sources, write and revise academic and professional research.

**ENGLISH 2420. Survey of American Literature** — 3 hrs.

Historical, cultural, theoretical, and/or formal study of literature from the geographical area that has become the United States. Genres may include drama, fiction, film, non-fiction, poetry, and other literary and cultural texts.

**HIST 1110. United States History to the Civil War and Emancipation** — 3 hrs.

This course introduces students to major political, economic, social and cultural developments and conflicts in American history through the Civil War and the end of slavery. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**HIST 1120. United States History since the Civil War and Emancipation** — 3 hrs.

This course introduces students to major political, economic, social and cultural developments and conflicts in American history from the end of slavery to the present. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**HIST 1210. Making the Modern World** — 3 hrs. A survey of global history from 1800 to the present, examining the events and processes that shaped the contemporary world. (World History course)

**PHIL 1040. Justice and the Good Life: Philosophical Perspectives** — 3 hrs.

What makes a society just or unjust? What does it mean to lead a good life? The course will provide philosophical perspectives on these questions, including investigations of the principles and virtues that should guide how we interact with others in our communities and lead meaningful lives.

**POL AMER 1014. Power & Politics in the U.S.** — 3 hrs.

Politics is about the exercise of power. This course examines the basic structure, organization, and institutional powers of American government. We will also examine how diverse citizens of the U.S. are linked to government through such things as political parties, interest groups, and elections.

**POL AMER 1048. Introduction to Public Administration** — 3 hrs.

Most government employees who are making decisions, running programs and spending taxpayer money are not elected officials, but public servants. The purpose of this course is to examine the role of these bureaucrats in

# Civic Literacy, Engagement, and the Humanities (Three-course Certificate)

American government by developing an understanding of the history of the system, the tension between expertise and democracy, and the related issues that affect the American people and others around the globe.

**POL INTL 1024. International Relations** — 3 hrs. Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases.

**POL THRY 1050. Introduction to Political Theory: Freedom, Justice and Power** — 3 hrs. A good politics is guided by ideals such as freedom and justice. But what do those words mean? How does power operate—either to promote or to prevent the achievement of freedom and justice for all people? Readings range from the ancient world to the contemporary, including thinkers such as Socrates, J.S. Mill, Martin Luther King Jr., and bell hooks.

**RELS 1060. American Religious Diversity** — 3 hrs. American Religious Diversity examines the meanings and functions of religion in the United States by focusing on minoritized and marginalized religious identities, communities, and institutions. Drawing upon methods used in the cultural study of religion, students will gain greater awareness of the rich diversity of religious life in the United States while also learning about historical instances of religious intolerance within US history.

**RELS 2600. Religion and the Public Schools** — 3 hrs. This course is a study of the relationship between religion, law, and public education in the United States. Through this course, students will understand how and why the role of religion in public education has been lived, legislated, and adjudicated in complicated (and sometimes contradictory) ways. This interdisciplinary course draws from studies of education, law, political science, history, and religion.

**RELS 3180. Religion and Politics: (Topics)** — 3 hrs. In this course, students will examine the relationship between religion and politics. Students will familiarize themselves with the ways religion shapes several aspects of political life, such as elections, public activism, policy-making, civil service, and civic discourse. Focusing on interactions within and among religious traditions, students will develop their knowledge of critical thinking methods in Religious Studies by analyzing the role of religion in political participation and political structures. Special emphasis will be given to understanding contemporary issues, rotating international and domestic topics each time it is offered. May be repeated for up to 6 hours.

**SOCFOUND 2274. Democracy and Education in the 21st Century** — 3 hrs. This course will explore the complex

relationship between education and democracy. This will involve drawing on concepts and theories from the social foundations of education (history, philosophy, and sociology of education) in order to apply interpretive, normative, and critical perspectives on democracy and education, their historical and contemporary relationship, and the possibilities for future entanglements.

# Creative Expression and Meaning Certificate (Four-course Certificate)



## Certificate Description

### Making sense of the world through creative work

The purpose of this certification is to provide a multifaceted engagement with the process of creative expressions through diverse artistic paradigms. Rather than view creativity as a state of mind, accessible only through “talent”, students will learn how creative expression and meaning-making are fundamental to the human experience and how they engage with the world around them.

Students will be able to choose from four (4) classes across Music, Art, Theatre, and Languages & Literatures. The intersectionality of the creative Expression and Meaning certificate will lead students to come to understand the essential interrelation of the arts, in all of its modalities, to life through embodied engagement, making creativity accessible and connected to students’ daily lives.

### Certificate Requirements

#### Complete one of the following:

**MUSIC 1100** Soundscapes: Music in Culture

**MUSIC 1500** Modern Band and Creative Music Making

#### Complete one of the following:

**ARTHIST 1004** Visual Perceptions

**ART 1002** Visual Inventions

#### Complete one of the following:

**ENGLISH 1120** Literature: (topic)

**ENGLISH 2700** Elements of Creative Writing

**ENGLISH 3130** Writing & Healing

#### Complete one of the following:

**THEATRE 1000** Theatre in Our World

**THEATRE 1005** Acting for Non-Majors

## Advising Notes

Students must take one course from each area (for a total of 12 credits).

## Course Descriptions

**ART 1002. Visual Inventions** — 3 hrs. For non-Art majors.

Studio course: experiences in critical responses to the visual arts through active involvement with various creative processes and media; relationship of the visual arts to other fields of human endeavor.

**ARTHIST 1004. Visual Perceptions** — 3 hrs. For non-Art majors. Lecture course: experiences in critical responses to the visual arts through analyses of artworks and artistic processes; relationship of the visual arts to other fields of human endeavor.

**ENGLISH 1120. Literature: (topic)** — 3 hrs. Developing ability to read perceptively and imaginatively by exploring a variety of literary texts in English and/or English translation in multiple genres such as nonfiction, poetry, drama, fiction, and/or film. Attention to understanding and appreciating

creative uses of verbal resources and artful representations of human experience. Offered on specific topics listed in the Schedule of Classes. May be repeated for credit under different topics.

**ENGLISH 2700. Elements of Creative Writing** — 3 hrs.

Attention to basic elements in the writing of poetry, fiction, and creative nonfiction, including the imaginative uses of perspective and voice, narration and setting, story and plot, memory and reflection, dialogue and characterization, image and metaphor, and diction and sound.

**ENGLISH 3130. Writing & Healing** – 3 hrs. This class uses personal narrative as a method for critical exploration of trauma and healing. Students do not need to have experienced a traumatic event to benefit from this course, rather the course engages with the study of trauma, traumatology. A range of topics related to writing and healing will be discussed: witnessing, medical narratives, radical listening and the use of critical response process to offer feedback on one another’s writing.

**MUSIC 1100. Soundscapes: Music in Culture** — 3 hrs. This

course will examine representative works from selected musical traditions in their cultural, historical, and stylistic contexts. Students will cultivate listening skills and music analytical vocabulary to better identify, understand, and communicate about the musical experience as an expression of meaning and purpose.

**MUSIC 1500. Modern Band and Creative Music Making** –

3 hrs. Students learn basic skills on modern band musical instruments, write their own music and work together in small groups to present musical creations. This course includes analysis and interpretation of contemporary and popular music styles to incorporate elements into music creations.

**THEATRE 1000. Theatre in Our World** — 3 hrs. This course

will explore the basic structures of theatre, how it impacts society, and how society shapes and inspires theatre. Students will also explore and collaboratively experience processes and roles common to theatrical creation.

**THEATRE 1005. Acting for Non-Majors** — 3 hrs. Through

exploration of various acting methods and techniques, this course builds skills in creativity, oral communication and presentation, and critical analysis. An ideal course for students whose career paths require presenting, creating, and flexible thinking. Participants will explore improvisation, scene study, and a variety of acting exercises. At the conclusion of the course, students will be more comfortable with public speaking, creative problem solving, and thinking on their feet. This course is appropriate for all students, no experience necessary.

# Critical Thinking and Information Literacy Certificate (Three-course Certificate)

## Certificate Description

### Exploring systematic approaches to problem solving

The Critical Thinking and Information Literacy certificate offers students the opportunity to delve into the systematic analysis of problems and the assessment of their possible solutions. Students will hone their decision-making skills and cultivate a critical habit of mind, learning to evaluate and integrate information effectively.

### Certificate Requirements

#### Complete one of the following:

**PSYCH 3310** Psychology of Science and Pseudoscience

**PHIL 3360** Intellectual Vices and Virtues: Theory and Practice

#### Complete one of the following:

**MATH 1160** Calling Hogwash: Mathematics for Critical Thinking

**PHIL 1030** Elementary Logic

#### Complete one of the following:

**LIBRARY 2100** Question Everything: Navigating Information Overload

**POL GEN 1060** B.S. Detection

## Advising Notes

Students must take one course from each area (for a total of 9 credits). Students must take an additional three-credit course from UNIFI to complete the general education program.

## Course Descriptions

### **LIBRARY 2100. Question Everything: Navigating Information Overload**

— 3 hrs. We are bombarded with information from the moment we wake up in the morning (hello, cell phone) to the moment we go to sleep (goodnight, laptop). But how many of us actually question the sources of information or how information is produced and filtered? In today's information age it is essential to look at these questions and others so that we can better understand contemporary society and be prepared for future changes and challenges. Students will come away with skills to prepare them to be informed, responsible, and engage students, citizens, and professionals.

### **MATH 1160. Calling Hogwash: Mathematics for Critical Thinking**

— 3 hrs. This course will discuss how mathematics, statistics, and "mathematics" are used to persuade people, and to spread hogwash with a veneer of scientific credibility. Example topics include uses and abuses of data visualization, choices in measures of center and spread, selective use of percentages, truncating axes, the relationship between correlation and causation, forms of bias, and abuses of Big Data. There will be discussions, videos, readings, and examples from current traditional and social media. There will be at least one project where

students will apply these techniques to attempt to persuade their classmates of something important to them.

**PHIL 1030. Elementary Logic** — 3 hrs. Critical thinking, using both formal and informal methods, including proof techniques and recognizing logical fallacies. Enhances reading, writing, and thinking in any area of study, and in preparing for grad-school exams (e.g., LSAT, GMAT, and GRE).

**PHIL 3360. Intellectual Vices and Virtues: Theory and Practice** — 3 hrs. This course will provide students with opportunities to accomplish four objectives: 1. Gain a rigorous understanding of virtues and vices, and in particular intellectual virtues (such as intellectual humility, intellectual courage, intellectual autonomy, open-mindedness, curiosity, and wisdom) and intellectual vices (such as closed-mindedness, intellectual cowardice, gullibility, wishful thinking, conspiracy mentality, and epistemic injustice). 2. Investigate the relevance of intellectual vices and virtues to specific domains such as education, science, business, leadership, politics and social activism, religious belief and practice, interpersonal relationships, and mental health and well-being. 3. Foster self-improvement to character by cultivating intellectual virtues and mitigating intellectual vices. 4. Develop skills essential to critical thinking and effective communication.

**POL GEN 1060. B.S. Detection** — 3 hrs. This course seeks to give students the tools to understand what is happening in the world and decide what they should do about it. It is not about what to think, but about how to think. We often talk about critical thinking but what, exactly, does that mean? This course will help students learn to slow down and critically analyze information to help them improve their understanding of current events and develop the habits of mind that contribute to a life of active citizenship.

**PSYCH 3310. Psychology of Science and Pseudoscience** — 3 hrs. Daily, we are bombarded with interesting and novel breakthroughs involving claims that may or may not be true. In this age of fake news, alternative facts, and evidence-free assertions, critical thinking is of paramount importance. In this course, students will distinguish science and pseudoscience; identify logical fallacies and cognitive biases involved in pseudoscientific thinking; and critically evaluate current controversies (e.g., vaccines, alternative medicine, conspiracy theories) from multiple perspectives.

# Data Science Certificate (Four-course Certificate)

## Certificate Description

### Building industry-valued skills

Combining coursework from eight different programs, this innovative certificate provides students with the necessary skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains, preparing them for success in the majors and after graduation.

This certificate provides students with the necessary skills to be able to appropriately identify data, analyze and visualize data, and communicate conclusions in quantitative and qualitative domains.

## Certificate Requirements

### Applied Tools

Complete one of the following:

**STAT 1780** Introduction to Data Science

**CS 1170** Introductory Programming for Data Science

### Social Issues

Complete one of the following:

**PHIL 1560** Science, Technology, and Ethics (STE)

**MATH 1000** Exploring Social Justice through Mathematics

### Information Literacy

Complete one of the following:

**POL GEN 1060** B.S. Detection

**LIBRARY 2100** Question Everything: Navigating Information Overload

### Statistics

Complete one of the following:

**STAT 1772** Introduction to Statistical Methods

**SOC SCI 2020** Social Science Statistics

prepared for future changes and challenges. Students will come away with skills to prepare them to be informed, responsible, and engage students, citizens, and professionals.

**MATH 1000. Exploring Social Justice Issues through Mathematics** — 3 hrs. Exploration of a number of social justice issues through the lens of mathematics. Students will explore, understand, and respond to local and global social justice issues using mathematical concepts and ideas including geometry, statistics, and algebra.

**PHIL 1560. Science, Technology, and Ethics (STE)** — 3 hrs. The course is an interdisciplinary survey of ethical issues raised by recent developments in science and technology. Sample topics include, but are not limited to, artificial intelligence, genetic engineering, big data, privacy, energy, medicine, and science itself.

**POL GEN 1060. B.S. Detection** — 3 hrs. This course seeks to give students the tools to understand what is happening in the world and decide what they should do about it. It is not about what to think, but about how to think. We often talk about critical thinking but what, exactly, does that mean? This course will help students learn to slow down and critically analyze information to help them improve their understanding of current events and develop the habits of mind that contribute to a life of active citizenship.

**SOC SCI 2020. Social Sciences Statistics** — 3 hrs. This course provides an introduction to a variety of statistical methods used in quantitative data analysis particularly in the social sciences. These statistical methods are used in quantitative data analysis, levels of measurement, frequency distribution, graphic representations, measures of average and dispersion, cross-tabulations and measures of association, probability and hypothesis testing, bivariate analyses, statistical inference using single and multiple samples and analysis of variance. General topics include research methodologies and statistical tests, including measures of central tendency and variability, Z-scores, Hypothesis testing, T-tests, ANOVA, Chi-square, correlation, Bivariate regression and Confidence intervals.

**STAT 1772. Introduction to Statistical Methods** — 3 hrs. Descriptive statistics including correlation and curve fitting. Intuitive treatment of probability and inferential statistics including estimations and hypothesis testing. No credit for students with credit in STAT 1774. Students with credit in STAT 3770 should not enroll in STAT 1772. Prerequisite(s): Satisfactory score on ALEKS exam.

**STAT 1780. Introduction to Data Science** — 3 hrs. Data acquisition, management, and visualization; selected methodologies of machine learning; applications and model evaluation; implementation in R; ethical issues in data science. Prerequisite(s): ALEKS Score of >50%.

## Advising Notes

Students must take one course from each area (for a total of 12 credits).

## Course Descriptions

**CS 1170. Introductory Programming for Data Science** — 3 hrs. Explores use of software development and tools to explore data sets, find patterns, and solve complex problems in the area of data science. Topics include introductory programming methodologies, data visualization, and an introduction to data mining.

**LIBRARY 2100. Question Everything: Navigating Information Overload** — 3 hrs. We are bombarded with information from the moment we wake up in the morning (hello, cell phone) to the moment we go to sleep (goodnight, laptop). But how many of us actually question the sources of information or how information is produced and filtered? In today's information age it is essential to look at these questions and others so that we can better understand contemporary society and be

# Developmental Considerations Certificate (Three-course Certificate)

## Certificate Description

### Learning how to prepare and care for others as they develop

The focus of this certificate is to provide students with multidisciplinary knowledge of developmental trends from infancy through adolescence. This certificate will provide students with an understanding of and a knowledge base about various developmental processes from multiple perspectives, as well as the ability to apply these concepts to diverse populations.

## Certificate Requirements

### Foundations

#### Complete one of the following:

**CSD 3100** Language Acquisition in Children: Birth to 5 Years

**EDPSYCH 2030** Dynamics of Human Development

**FAM SERV 1055** Human Growth and Development

**PSYCH 2202** Developmental Psychology

### Movement and Physical Growth

#### Complete one of the following:

**KINES 2056** Motor Learning and Development

**KINES 2062** Developmental Trends in Physical Activity & Sport

### Systems and Health

#### Complete one of the following:

**PH 2520** Maternal and Infant Health

**SW 3175** Child Welfare Policy and Practice

## Advising Notes

Students must take one course from each area (for a total of 9 credits). Students must take an additional three-credit course from UNIFI to complete the general education program.

## Course Descriptions

### **CSD 3100. Language Acquisition in Children: Birth to 5 Years** — 3 hrs.

Study of the acquisition of phonological, semantic, syntactic, and pragmatic systems as these interface with brain maturation and motor, cognitive, and social development. Biological and social/interactional factors examined from a variety of perspectives (e.g. cultural and linguistic diversity), stressing "applied" orientation.

### **EDPSYCH 2030. Dynamics of Human Development** — 3 hrs.

Students in this course will examine the social contexts of human development (0-18 years of age) and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains (e.g., physical, cognitive, psychosocial) will be

discussed. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing.

**FAM SERV 1055. Human Growth and Development** — 3 hrs. Examination of theory and research contributing to our understanding of how biological, psychological, and social influences shape interindividual differences and intraindividual change across the life span.

**KINES 2056. Motor Learning and Development** — 3 hrs. Introduction to the developmental and learning factors which influence the capability to move effectively throughout the life span.

**KINES 2062. Developmental Trends in Physical Activity & Sport** — 3 hrs. Developmental Trends in Physical Activity and Sport focuses on physical, mental, and emotional developmental changes from early childhood through adolescence in relation to the physical domain. Topics include: theoretical perspectives of human development, development of self-perceptions, influence of significant others throughout childhood and adolescence, effective communication skills for the developmental age, factors that influence motivation and continued participation, emotional experiences in youth sport, and self-regulation skills.

**PH 2520. Maternal and Infant Health** — 3 hrs. Provides an overview of maternal and child health concepts, issues and trends. Topics covered include conception, pregnancy, childbirth, lactation and public health, prevention, and epidemiological issues in maternal and infant health.

**PSYCH 2202. Developmental Psychology** — 3 hrs. Contemporary and historical theories of human development throughout the lifespan; description of cognitive, emotional, social, and physical changes over time.

**SW 3175. Child Welfare Policy and Practice** — 3 hrs. Review of development of family and children's services and practice, focusing on current services, programs, and social work practice issues. Examination of policies and legislation, emphasizing how such policies affect family functioning and the delivery of services



# Diversity, Equity, and Inclusion Certificate (Four-course Certificate)

## Certificate Description

### Fostering an inclusive culture

The purpose of this certificate is for students to explore topics related to diversity, equity, and inclusion (DEI) from a variety of different content areas. Students will get an opportunity to critique complex social issues from a variety of lenses; including mathematics/science, gender, religion, history, communication, and/or politics. Students will develop a deeper understanding of a variety of perspectives related to DEI, including critically analyzing social justice issues; debating and understanding the values and ethics related to diverse groups, perspectives, and/or societies; learning about and discussing their own and/or others' identities; and delve into more global sociocultural issues related to different aspects of culture.

## Certificate Requirements

### Critical Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

**EARTHSCI 3336** Natural Resources and Civilizations

**MATH 1000** Exploring Social Justice Issues through Mathematics

**POL INTL 1024** International Relations

**POL AMER 1014** Power & Politics in the U.S.

**RELS 1020** Religions of the World

**RELS 1060** American Religious Diversity

**WGS 1040** Women's and Gender Studies: Introduction

### Ethical Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

**ECON 1001** Economics of Social Issues

**PHIL 1040** Justice and the Good Life: Philosophical Perspectives

**COMM 3236** Ethics in Communication

**HIST 3110** Conflict and Justice in History: (Topic)

### Perspectives on Identity

#### Complete one of the following:

**PH 2520** Maternal and Infant Health

**COMM 3455** Creativity, Storytelling and Identity

**WGS 2040** Introduction to LGBTQ Studies

**ENGLISH 2520** Multicultural Literature

**WGS 2050** Masculine Cultures

### Sociocultural Perspectives on Diversity, Equity, and Inclusion

#### Complete one of the following:

**ANTH 1002** Introduction to Cultural Anthropology

**GEOG 1120** Peoples, Cultures, and Environments

**HIST 1110** United States History to the Civil War and Emancipation

**HIST 1120** United States History since the Civil War and Emancipation

**HIST 2210** Problems & Perspectives in Global History: (Topic)

**SW 1041** Global Social Work

## Advising Notes

Students must take one course from each area (for a total of 12 credits).

## Course Descriptions

**ANTH 1002. Introduction to Cultural Anthropology** — 3 hrs. Introduction to examining the human condition in cross-cultural perspective. Consideration of the diversity and commonality among human cultures and societies. Includes experiences and perspectives from a wide range of human groups by examining their technologies, economic systems, family life, political structures, art, languages, and religious beliefs and practices.

**COMM 3236. Ethics in Communication** — 3 hrs. Exploration of ethical dimensions and dilemmas in communication. [Same as CAP 3128]

**COMM 3455. Creativity, Storytelling and Identity** — 3 hrs. Methods of making, collecting, analyzing, and theorizing storytelling and identity. Applications for communication and media research and creative action, including projects in museums, public relations campaigns, organizational settings, and community media.

**EARTHSCI 3336. Natural Resources and Civilizations** — 3 hrs. Introduction to the interactions and relationships between humans and natural resources: stone, clay, soil, water, plants. Geo archaeological findings from around the world will be investigated. Student Learning Outcomes include Values and Ethics. Discussion, 3 periods.

**ECON 1001. Economics of Social Issues** — 3 hrs. Explains basic economic theories and establishes connections between these theories and current social issues. Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues.

**ENGLISH 2520. Multicultural Literature** — 3 hrs. Selected texts from multicultural literatures of the United States (e.g., African American, Asian American, Hispanic American, Jewish American, Native American); may also include texts from postcolonial literatures.

**GEOG 1120. Peoples, Cultures, and Environments** — 3 hrs. Spatial perspectives on the dynamics of socio-cultural and human-environmental interactions, including processes, patterns, and systems examined from local to global scales of analysis. Through these



# Diversity, Equity, and Inclusion Certificate (Four-course Certificate)

perspectives, the course examines global human diversity and commonality via topics that include globalization, culture, population, sustainability and economies, while incorporating theories, findings, and works that illuminate the human condition.

**HIST 1110. United States History to the Civil War and Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history through the Civil War and the end of slavery. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**HIST 1120. United States History since the Civil War and Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history from the end of slavery to the present. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history.

**HIST 3110. Conflict and Justice in History: (Topic)** — 3 hrs. Conflict and Justice in History courses explore how competing social, cultural, economic, and political interests or visions have shaped concepts such as justice, responsibility, ethics, and values in different historical contexts. May be repeated on different topics.

**HIST 2210. Problems & Perspectives in Global History: (Topic)** — 3 hrs. A thematic exploration of global history, emphasizing diversity and the comparative study of the human condition in historical perspective. May be repeated on different topics.

**MATH 1000. Exploring Social Justice Issues through Mathematics** — 3 hrs. Exploration of a number of social justice issues through the lens of mathematics. Students will explore, understand, and respond to local and global social justice issues using mathematical concepts and ideas including geometry, statistics, and algebra.

**PH 2520. Maternal and Infant Health** — 3 hrs. Provides an overview of maternal and child health concepts, issues and trends. Topics covered include conception, pregnancy, childbirth, lactation and public health, prevention, and epidemiological issues in maternal and infant health.

**PHIL 1040. Justice and the Good Life: Philosophical Perspectives** — 3 hrs. What makes a society just or unjust? What does it mean to lead a good life? The course will provide philosophical perspectives on these questions, including investigations of the principles and virtues that should guide how we interact with others in our communities and lead meaningful lives.

**POL AMER 1014. Power & Politics in the U.S.** — 3 hrs. Politics is about the exercise of power. This course examines the basic structure, organization, and institutional powers of American government. We will also examine how diverse citizens of the U.S. are linked to government through such things as political parties, interest groups, and elections.

**POL INTL 1024. International Relations** — 3 hrs. Survey of various approaches to international relations with special emphasis on application to historical and contemporary cases.

**RELS 1020. Religions of the World** — 3 hrs. Living religions with emphasis on texts, beliefs, tradition, values, and practices.

**RELS 1060. American Religious Diversity** — 3 hrs. American Religious Diversity examines the meanings and functions of religion in the United States by focusing on minoritized and marginalized religious identities, communities, and institutions. Drawing upon methods used in the cultural study of religion, students will gain greater awareness of the rich diversity of religious life in the United States while also learning about historical instances of religious intolerance within US history.

**SW 1041. Global Social Work** — 3 hrs. This course orients students to conceptual practice issues regarding social welfare within a global context and across a range of global social issues. Students will use global contextual frameworks to examine the dimensions of social problems (e.g. racial/ethnic discrimination, access to education, poverty, health care, child-well-being, food security, violence, cultural conflicts, colonization, urbanization and modernization, effects of climate change, etc.) in the United States and other countries. Students will utilize these frameworks to assess intervention methods at a variety of practice levels (e.g. working with individuals, families, groups, communities, policies) being used to address social problems in different countries. The course prepares students to use professional knowledge, values, and skills in practice in interdisciplinary collaboration with international populations and communities, whether in work with immigrant/refugee individuals, families, groups and populations in the United States, with international social welfare organizations, or on-site work in other countries.

**WGS 1040. Women's and Gender Studies: Introduction** — 3 hrs. Interdisciplinary study of women's and gender issues from historical and contemporary perspectives, using the methods and theories of feminist scholarship and gender analysis. Topics may include study of systems of domination and subordination, stereotyping and gender bias, intersections of gender, race, ethnicity, sexuality, class.

# Diversity, Equity, and Inclusion Certificate (Four-course Certificate)

**WGS 2040. Introduction to LGBTQ Studies** — 3 hrs. This class is dedicated to the interrogation of institutions of oppression and the ways that power circulates. We will examine the constructed and essential components of sex, gender, sexuality, and relationships to see how these axes operate in everyday life and in institutions. The approach taken is decidedly eclectic, with influences from history, feminism, queer theory, performance studies, linguistics, the arts, sociology, STEM, and law.

**WGS 2050. Masculine Cultures** — 3 hrs. Recent theoretical developments have challenged stereotypes by showing how myriad "masculine" identities (of and for both men and women) are produced within specific cultural domains. Masculinities, in their various forms, shape the lives of both men and women, and this course will use an intersectionality perspective to explore the construction, reproduction, and impact of masculinities on the cultural institutions of politics, education, work, religion, sports, family, media, and the military, to name a few. Paying careful attention to the conjunctions between materiality and culture, this course will interrogate how masculinities shape individual lives, groups, nationalisms, organizations, and institutions.

# East Asia Certificate (Three-course Certificate)

## Certificate Description

### Engaging the globe

Emphasizing primarily China and Japan but with some coverage of Korea and Vietnam, the East Asia Certificate introduces material to students from the perspective of four very different academic disciplines, with an emphasis on both East Asian diversity and cultural commonalities.

**RELS 2110. Great Living Religions: Confucianism, Daoism, and Zen** — 3 hrs. Daoism, Confucianism, Buddhism, Shintoism.

## Certificate Requirements

### Complete one of the following:

**CHIN 1050** Introduction to Chinese Literature

**HIST 2210** Problems & Perspectives in Global History:  
(Topic) (Identity, Diversity, and Commonality in East Asia)

### Specific Topic Only

### Complete one of the following:

**HIST 2210** Problems & Perspectives in Global History:  
(Topic) (Becoming Familiar with East Asia – Japan as Example and Exception) **Specific Topic Only**

**HIST 2210** Problems & Perspectives in Global History:  
(Topic) (One Thousand Years of Samurai) **Specific Topic Only**

### Complete one of the following:

**CHIN 1060** Introduction to Chinese Culture: (Topic)

**RELS 2110** Great Living Religions: Confucianism, Daoism, and Zen

## Advising Notes

Students must take one course from each area (for a total of 9 credits). Students must take an additional three-credit course from UNIFI to complete the general education program.

## Course Descriptions

**CHIN 1050. Introduction to Chinese Literature** — 3 hrs.

This survey course of Chinese Literature introduces major works of Chinese literature over history.

**CHIN 1060. Introduction to Chinese Culture: (Topic)** — 3 hrs. Introduction to selected Chinese cultural topics such as language, film, and art. May be repeated for credit under different topics.

**HIST 2210. Problems & Perspectives in Global History: (Topic)** — 3 hrs. A thematic exploration of global history, emphasizing diversity and the comparative study of the human condition in historical perspective. May be repeated on different topics.

**Advising Note: Only the specific topic of Identity, Diversity, and Commonality in East Asia will fulfill the first requirement for the UNIFI East Asia Certificate.**

**Advising Note: Only the specific topics of Becoming Familiar with East Asia – Japan as Example and Exception or One Thousand Years of Samurai will fulfill the second requirement for the UNIFI East Asia Certificate.**

# Innovation in Leadership Certificate (Four-course Certificate)

## Certificate Description

### Leading for the future

The Innovation in Leadership Certificate focuses on the intersection of business, nonprofit, and government to recognize the strengths and weaknesses of each, leading to creating shared value partnerships to develop innovative responses to solving complex system problems.

## Certificate Requirements

### Entrepreneurial Fundamentals

#### Required:

**ENTR 2010** Financials for the Entrepreneurial Enterprise

### Foundations of the Nonprofit Sector

#### Required:

**RTNL 2130** Foundations of the Nonprofit Sector

### Current and Emerging Issues in Public Administration

#### Complete one of the following:

**POL AMER 1048** Current and Emerging Issues in Public Administration

**POL AMER 3153** Leadership and Management in Public Service

### Nonprofit Leadership

#### Required:

**RTNL 2210** Nonprofit Leadership Practicum, Level 1

opportunity to study the political nature, characteristics and operation of American public organizations. You will analyze the internal and external factors that explain how public organizations operate, including theories and models of leadership and internal dynamics of public organizations and their role in the American political system.

### **RTNL 2130. Foundations of the Nonprofit Sector** — 3

hrs. Overview of the nonprofit sector including history, philosophy, mission, management, activities, and trends. Special emphases on the affiliate agencies of the Nonprofit Leadership Alliance. Students earning a "C" or better simultaneously earn a certificate from the Iowa Nonprofit Resource Center.

### **RTNL 2210. Nonprofit Leadership Practicum, Level I** — 3

hrs. Professional development forum for experiential education and practical application in recreation, tourism and community services. Activities and programming designed for students seeking a Certified Nonprofit Professional (CNP) credential, as part of the Nonprofit Leadership Alliance program. May be repeated for maximum of 6 hours. Prerequisite(s): consent of instructor.

## Advising Notes

Students must take one course from each domain (for a total of 12 credits).

## Course Descriptions

### **ENTR 2010. Financials for the Entrepreneurial**

**Enterprise** — 3 hrs. Focused on constructing projected financial statements for a start-up company using market research and industry analysis data given a lack of historical data. Lays foundation for skills and motivations necessary for entrepreneurial success. Prerequisite(s): sophomore standing.

### **POL AMER 1048. Current and Emerging Issues in**

**Public Administration** — 3 hrs. Most government employees who are making decisions, running programs and spending taxpayer money are not elected officials, but public servants. The purpose of this course is to examine the role of these bureaucrats in American government by developing an understanding of the history of the system, the tension between expertise and democracy, and the related issues that affect the American people and others around the globe.

### **POL AMER 3153. Leadership and Management in**

**Public Service** — 3 hrs. This course provides students the

# Sustainability Certificate (Three-course Certificate)

## Certificate Description

### Working for a sustainable future

This certificate encompasses interdisciplinary topics that address how to promote human prosperity while protecting the planet. This certificate will equip students to: understand the ways in which the economy, environment, and human welfare can operate in harmony; understand the value of a systems thinking approach.

## Certificate Requirements

### Required:

**TECH 1015** Introduction to Sustainability

### Complete one of the following:

**BIOL 1012** Life: The Natural World

**AND BIOL 1013** Life: The Natural World - Lab

**EARTHSCI 1400** Introduction to Environmental Earth Science

**GEOG 2250** Nature-Society Relations

**PHYSICS 1000** Physics in Everyday Life

### Complete one of the following:

**EARTHSCI 3336** Natural Resources and Civilizations

**ECON 1001** Economics of Social Issues

**HIST 3110** Conflict and Justice in History: (Topic) (Animal - Human Relations) **Specific topic only**

**HIST 3110** Conflict and Justice in History: (Topic) (Climate Change) **Specific topic only**

**PHIL 1560** Science, Technology, and Ethics (STE)

For biology majors and minors counts only for university elective credit. Prerequisite(s) or corequisite(s): BIOL 1012

**EARTHSCI 1400. Introduction to Environmental Earth Science** — 4 hrs. Introduction to the physical, chemical, and cultural components of the natural world around us. The primary focus is on global-scale understanding of environmental issues using a scientific approach. Student Learning Outcomes include Critical Thinking and Scientific Reasoning. Discussion, 3 periods; lab, 2 periods.

**EARTHSCI 3336. Natural Resources and Civilizations** — 3 hrs. Introduction to the interactions and relationships between humans and natural resources: stone, clay, soil, water, plants. Geo archaeological findings from around the world will be investigated. Student Learning Outcomes include Values and Ethics. Discussion, 3 periods.

**ECON 1001. Economics of Social Issues** — 3 hrs. Explains basic economic theories and establishes connections between these theories and current social issues. Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues.

**GEOG 2250. Nature-Society Relations** — 3 hrs. There is no relationship more fundamental to society than the one we have with our natural environment. This introductory course will explore human society's connection to food systems, climate change, urbanization and extinctions, while connecting local-scale phenomena with regional-, national-, and global-scale processes.

**HIST 3110. Conflict and Justice in History: (Topic)** — 3 hrs. Conflict and Justice in History courses explore how competing social, cultural, economic, and political interests or visions have shaped concepts such as justice, responsibility, ethics, and values in different historical contexts. May be repeated on different topics.

**Advising Note: Only the specific topics of Animal-Human Relations or Climate Change will fulfill the requirement for the UNIFI Sustainability Certificate.**

**PHIL 1560. Science, Technology, and Ethics (STE)** — 3 hrs. The course is an interdisciplinary survey of ethical issues raised by recent developments in science and technology. Sample topics include, but are not limited to, artificial intelligence, genetic engineering, big data, privacy, energy, medicine, and science itself.

**PHYSICS 1000. Physics in Everyday Life** — 3 hrs. Basic laws and concepts of physics introduced and demonstrated through operation of everyday devices and systems. Emphasis on understanding physical principles behind working of modern technologies and interplay between science and technology.

## Advising Notes

Students must take one course from each area (for a total of 9-10 credits). Students must take a total of 37 credits to complete the UNIFI program.

## Course Descriptions

**BIOL 1012. Life: The Natural World** — 3 hrs. Examines the natural world as a system, emphasizing interactions among living organisms and with their environments, with a focus on human-environmental interactions, and the importance, origins, and maintenance of biodiversity. Content theme is centered on building an appreciation for the ways scientists work with and learn about the natural world. Students will comprehend scientific studies and infer meaning from graphical displays of data and apply knowledge of biological systems to contemporary problems, such as greenhouse gasses, impacts of climate change, the biodiversity crisis, and disease transmission. Discussion, 3 periods. For biology majors and minors counts only for university elective credit.

**BIOL 1013. Life: The Natural World - Lab** — 1 hr. This course provides activities illustrating the importance, origins, and maintenance of biodiversity with a focus on the interactions among organisms and between organisms and the environment. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. Lab, 2 periods.



# Sustainability Certificate (Three-course Certificate)

**TECH 1015. Introduction to Sustainability** — 3 hrs.  
Students will gain a basic understanding of sustainability, with focus on possibilities for harmonizing economic, ecological, and social goals for current and future generations. They will conduct practical exercises to enhance personal sustainability.

# THRIVE! Certificate (Four-Course Certificate)

## Certificate Description

### Empowering students to thrive

The transition from college to adulthood is marked by a change in roles and responsibilities where one is expected to become a more self-sufficient and independent decision maker. The purpose of this certificate is to empower UNI students to thrive as adults in physical, mental, social, and financial domains. Irrespective of the life roles and responsibilities assumed during adulthood, UNI college students can benefit from better writing skills, speaking skills, and a more critical appraisal of physical, mental, social, and financial components of wellness. In addition to self-care, this certificate is anchored on values and ethics in order for students to reflect and act to the benefit of their communities.

## Certificate Requirements

### Physical Domain

#### Complete one of the following:

**KINES 2053** Physical Activity and Nutrition for Health and Fitness

**PH 1101** Introduction to Public Health

### Social Domain

#### Complete one of the following:

**ECON 1001** Economics of Social Issues

**FAM SERV 1010** Human Identity and Relationships

### Mental Domain

#### Complete one of the following:

**PSYCH 2403** The Science and Experience of Human Flourishing

**SW 3143** Self-Care and Stress Management in Helping Professions

### Financial Domain

#### Complete one of the following:

**ENTR 2010** Entrepreneurial Fundamentals

**FIN 1040** Financial Skills for Smart Living

## Advising Notes

Students must take one course from each domain (for a total of 12 credits).

## Course Descriptions

**ECON 1001. Economics of Social Issues** — 3 hrs. Explains basic economic theories and establishes connections between these theories and current social issues.

Discusses policies that have been constructed or proposed to address these issues, including but not limited to labor market discrimination, immigration, and environmental externalities, through both conservative and liberal perspectives. Analyzes the problems of income inequality and poverty through the multiple political philosophies of utilitarianism, liberalism, and libertarianism. Students will reflect on their personal values in the context of contemporary social issues.

**ENTR 2010. Entrepreneurial Fundamentals** — 3 hrs.

Focused on constructing projected financial statements for a start-up company using market research and industry analysis data given a lack of historical data. Lays foundation for skills and motivations necessary for entrepreneurial success. Prerequisite(s): sophomore standing.

**FAM SERV 1010. Human Identity and Relationships** — 3

hrs. Use of social science theory and research to understand psycho-socio-cultural influences in the development of identity and interpersonal relationships. Emphasizes application of current research and theory to facilitate positive individual growth and committed intimate relationships.

**FIN 1040. Financial Skills for Smart Living** — 3 hrs. This

course will prepare students for their own personal financial well-being in life. The course will cover the main topics of personal finance at a broad level including setting goals, budgeting, saving, investing, insurance, credit, loans, making home and automobile purchases, retirement planning, and estate planning

**KINES 2053. Physical Activity and Nutrition for Health**

**and Fitness** — 3 hrs. Identification and programming of physical activities and nutrition lifestyle practices. Emphasis on the role of physical activity and nutrition in the enhancement of health and fitness in others. Integration of experiential learning activities with cognitive subject matter.

**PH 1101. Introduction to Public Health** — 3 hrs. Introduction

to the public health activities concerned with the protection and care of the community; survey of the major specialties and populations of interest in the public health field; and exploration of ethical issues related to public health.

**PSYCH 2403. The Science and Experience of Human**

**Flourishing** — 3 hrs. Explores the theoretical foundations, methodological approaches, and interventions of Positive Psychology and Positive Developmental Science to study positive emotions, experiences, relationships, meaning, and achievement. Additional topics include happiness, well-being, joy, purpose, optimism, resilience, character strengths, values, flow, wisdom, mindfulness, spirituality, meditation, post-traumatic growth, positive families, positive education, and positive work.

**SW 3143. Self-Care and Stress Management in Helping**

**Professions** — 3 hrs. This course examines the consequences of trauma experiences, toxic stress for individuals, groups and communities. The course explores traumatic events, toxic stress impact on an individual's physical and mental health and patterned behavior. The course discusses the prevention and intervention of toxic stress and trauma. Last, this course explores individual strategies of self-care and stress management.

# United States Studies Certificate (Three-course Certificate)

## Certificate Description

### Examining our nation

Combining coursework from five different disciplines, the United States Studies Certificate offers students the opportunity to analyze the diverse experiences and values of the people of the United States and investigate solutions to over-arching problems such as climate change and social inequities.

## Certificate Requirements

### Complete one of the following:

**RELS 1060** American Religious Diversity

**POL AMER 1014** Power & Politics in the U.S.

### Complete one of the following:

**ENGLISH 2420** Survey of American Literature

**HIST 1110** United States History to the Civil War and Emancipation

**HIST 1120** United States History since the Civil War and Emancipation

### Complete one of the following:

**ENGLISH 2520** Multicultural Literature

**MIL SCI 3190** America's Military Past

## Advising Notes

Students must take one course from each area (for a total of 9 credits). Students must take an additional three-credit course from UNIFI to complete the general education program.

## Course Descriptions

**ENGLISH 2420. Survey of American Literature** — 3 hrs.

Historical, cultural, theoretical, and/or formal study of literature from the geographical area that has become the United States. Genres may include drama, fiction, film, non-fiction, poetry, and other literary and cultural texts.

**ENGLISH 2520. Multicultural Literature** — 3 hrs. Selected

texts from multicultural literatures of the United States (e.g., African American, Asian American, Hispanic American, Jewish American, Native American); may also include texts from postcolonial literatures.

**HIST 1110. United States History to the Civil War and**

**Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history through the Civil War and the end of slavery. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class backgrounds in shaping history. (United States History course)

**HIST 1120. United States History since the Civil War and**

**Emancipation** — 3 hrs. This course introduces students to major political, economic, social and cultural developments and conflicts in American history from the end of slavery to the present. Particular attention will be paid to roles of women and men from diverse racial, ethnic and class

backgrounds in shaping history. (United States History course)

**MIL SCI 3190. America's Military Past** — 3 hrs. Course is open to all students, however, it is an Army requirement. This course will furnish ROTC Cadets with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. "CLASS" will emphasize basic research skills: understanding historiographical debates within a military framework, developing effective note taking, outlining techniques, picking a feasible research topic finding useful primary sources and drawing inferences from them, examining American military campaigns and leaders in order to complete a battle analysis, and short research assignments.

**POL AMER 1014. Power & Politics in the U.S.** — 3 hrs. Politics is about the exercise of power. This course examines the basic structure, organization, and institutional powers of American government. We will also examine how diverse citizens of the U.S. are linked to government through such things as political parties, interest groups, and elections.

**RELS 1060. American Religious Diversity** — 3 hrs. American Religious Diversity examines the meanings and functions of religion in the United States by focusing on minoritized and marginalized religious identities, communities, and institutions. Drawing upon methods used in the cultural study of religion, students will gain greater awareness of the rich diversity of religious life in the United States while also learning about historical instances of religious intolerance within US history.

# Policies and Procedures

## UNIFI Administrative Policies

1. UNIFI/General Education courses may be used to satisfy requirements for both the UNIFI program and the major, minor, and program emphases.
2. Departments offering a UNIFI/General Education course may preclude their major or minor students from taking that particular course to satisfy the requirements for UNIFI/General Education, the major, or the minor.
3. UNIFI/General Education requirements can be met through CLEP examinations, departmental examinations, and the Advanced Placement Program of the College Entrance Examination Board.
4. No UNIFI/General Education course may be taken for graduate credit.
5. No UNIFI/General Education course may have a prerequisite with the exception of demonstrated language or math proficiency for placement purposes.
6. All courses taken to meet UNIFI/General Education requirements must be taken for graded credit.
7. An Associate of Arts (AA) or an Associate of Science (AS) degree from any accredited institution of higher education shall be accepted to meet all UNIFI/General Education program requirements.
8. The UNIFI/General Education requirements apply to all undergraduate degree programs.
9. Regents Articulation Agreement:

The University of Northern Iowa, the College of Liberal Arts at the University of Iowa, and the College of Liberal Arts and Sciences at Iowa State University agree to accept fulfillment of general education at any one of them as equivalent to completion of general education requirements at another, with the following stipulations:

  1. This agreement does not apply to those students who transfer without having fully completed general education prior to transfer.
  2. Validation of fulfillment of general education requirements requires that a student transferring must have met the transfer requirements of the receiving institution with respect to semester hours and grade point average.
  3. When a foreign language proficiency is required, whether within or in addition to general education, a student may meet this requirement at either institution regardless of the institution whose general education requirements the student fulfills.
  4. General education validation is the responsibility of the student transferring and will be completed upon request to the Registrar of the institution from which the student is transferring.

## UNIFI Advising Procedures

All UNIFI related student requests should be submitted through an Academic Student Request available through MyUNiverse.

As courses from the former Liberal Arts Core are no longer offered, students still following that program may use student requests to substitute courses from UNIFI Learning Areas into Liberal Arts Core Categories.

As per the [Office of Admissions](#), students may use the following types of credit to satisfy UNIFI requirements:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- International Baccalaureate Credit (IB)
- Taking College Courses in High School (Dual Enrollment)
- Iowa Seal of Biliteracy