

Detailed Instructions for Completing a Course Certification Form for use in the Core Certification Process

Regarding file format and spellchecking

This Certification Form is a Microsoft Word document that contains a macro that can be used to do spellchecking. It has an extension of .docm and you should be careful to always save the form with that extension if you want to maintain the spellchecking ability. If you save it as a normal .docx format the macro will not be saved.

In order to use the macro for spellchecking, you will need to enable the use of macros when you open the file. Depending on your version of Microsoft Word it may issue a popup warning asking whether you want to enable macros or not, or a warning bar may appear below the format area of the window asking you to enable macros. This macro is safe and you can feel free to say yes to this question. Unfortunately, Microsoft did not see the wisdom in allowing people to spell check any part of a protected form. The macro temporarily turns off the protection, does the spell check, and then turns the protection back on.

The spellchecking ability that the macro provides is slightly different than normal Word actions. It does not check grammar and spelling as you go. You have to hit a button to activate the check. On Mac Word 2011 you should see a button with abc lettering and a check mark on it on the right end of the standard tool bar. Hitting this button will activate the spellcheck. On Windows Word 2007 and above, you will first have to click on the Add-ins tab on the main ribbon along the top. This should make one button appear with the same icon labeled Curriculum Spell Check. Hitting this button will activate the spellcheck.

Please refer to any existing exemplars that have been provided to help with any interpretations of the instructions below or category outcomes. When in doubt, please ask a member of the curriculum task force for clarification.

Section 1 – General Information

1. Enter all of the relevant contact information for the proposing faculty member and the university unit responsible for the course. This will be used for setting up meetings and providing general feedback on proposals.

Section 2 – Course Information

1. Enter course prefix, number, title, credit hours and catalog description. These should coincide with the information given in the A6 syllabus submitted along with this form.
2. Enter any prerequisites or co-requisites, indicating specifically whether or not they will also be proposed for the core. This should correspond to those listed in the A6 syllabus. Remember, Tier 1 courses should not have any prerequisites if possible, and those of Tier 2 courses should be in the core if possible.

3. Describe the nature of the course with respect to this core approval process. The course is either already existing and being proposed as is; it exists, but various changes are being made to the content to have it fulfill the learning outcomes of the category; or this is a new course designed specifically for the core. Such new courses, especially multidisciplinary ones, are strongly encouraged.

Section 3 – Review Decision

1. This section will be filled in by the committee and does not require any input on your part.

Section 4 – Outcome mappings (Categories 1-9)

1. The first column simply states the existing outcomes for the core category. In order for a course to be certified for a category, *all* of the category outcomes must be substantially fulfilled by course outcomes. Failure to address a specific outcome will be cause for denial.
2. The second column describes the relative emphasis your particular course places on each of the category outcomes. This emphasis can be due to either the content delivered in the course or work done to complete course assessment mechanisms. Each outcome does not need to be addressed with the same emphasis. It is not necessary that 100% of a course's emphasis be directed to the outcomes. For instance, a foreign language course applying for Global and Intercultural Awareness certification may reasonably spend time presenting issues of language syntax and grammar that do not support the outcomes in any way. If the majority of the course does not support the category's outcomes, it is unlikely that the proposal will be approved.
3. In general, a course should only be proposed for certification in a single category at a particular tier level. Choose the category/tier that best fits the majority of the course's emphasis. In certain special cases a course may be proposed for certification in two categories. In these instances, the course should have nearly a 50/50 balance of emphasis across the two categories.
4. The third column indicates the mapping between course outcomes and category outcomes. It is possible for a course outcome to support more than one category outcome. If this is so, it should be listed along side each outcome it supports. If you find a single course outcome supporting many or all category outcomes, it is likely too general or contains too many components and should be rewritten. These outcomes should correspond exactly to the outcomes listed in the A6 syllabus. Do not rewrite them here on this form to more closely align them with the category outcomes. It is possible that some course outcomes on the syllabus will not be used in this column.
5. The fourth column indicates the assessment mechanisms that will be collected to support evaluation of whether course and category outcomes are being satisfied. These should be primary summative assessments as listed on the A6 syllabus. It is sufficient to leave the details of an assessment on the syllabus and not duplicate them here on this form. Different assessments may be used to support the same course outcome when used in mappings to more than one category outcome. A single assessment may be listed as

supporting multiple course/category outcomes if it has multiple components that can be clearly extracted for the evaluation.

Section 4 – Course Design Information (Categories W)

This section is a free form response to indicate how the requirements for a W designation are going to be met. Each of the six topics should be addressed. You may refer to elements of the A6 Syllabus to indicate how and where certain types of instruction on writing are being covered. Particular emphasis should be given to how the revision process is being implemented in the course and which assignments will be undergoing it.