# Detailed Instructions for Completing a Program Core Requirements Form for an AA/AS Program

*If you have any concerns in interpreting the instructions below, please ask a member of the core curriculum task force for clarification.*

**Section I – General Information**

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

**Section II – Course Information**

1. Enter the name of the program. If your program has concentrations that have differing core requirements, fill out separate forms for each one. If your program’s concentrations have the same core requirements, you can fill out a single form for all concentrations in the program by entering the word “ALL” in the concentration field.
2. Select the type of degree – AA or AS – and enter the Banner degree code for the program.
3. Enter the prefix code for your program’s discipline (e.g., ENGL for English). This will be used in validating double dipping restrictions below.
4. Enter the current credit total for the program. If the changes in the core will cause the credit total for your program to increase, enter the projected total and explain why the credit count has risen.

**Section III – Review Decision**

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

**Section IV – Specifying Tier 1 Program Core Requirements**

1. The first column lists the four required competency categories in the proposed core for an associate’s program. Each program must require a student to take one course from each of these categories in Tier 1.
2. In the second column, specify any restrictions on which courses a student may take in a particular category. Please check the existing inventory of core courses that have been approved to date in each category when filling out this column.
3. Three of the categories have been specified already. This is because there are no choices for the program to make. In Written Communication, domestic students take ENGL 1112, while international students take ENGL 1113. In Oral Communication, all students take COMM 1130. And in the Critical Thinking category, all students will take a section of the common course.
4. Due to the varied mathematical requirements of programs, selection of CC3 courses follow a special set of rules:
   1. If a program has a single math requirement for a course in Tier 1, simply specify it and explain your choice.
   2. If the lowest level math course a program requires is in Tier 2, do the following:
      1. Since no Tier 1 courses in this category count for degree credit in your program, specify any subset of courses from the entire core inventory, whether they are in Tier 1 or Tier 2, as a substitution for the 3 credits normally achieved in this slot.
      2. Specify the required Tier 2 math course according to the instructions for Section V. Each student will be required to satisfy the prerequisites for the Tier 2 course before taking it, whether through placement testing or taking excess credits.
   3. If a program requires courses in both tiers, specify any Tier 1 and/or Tier 2 restrictions. If a student takes a math placement test and surpasses the required course specified in Tier 1, the advisor and the student may substitute any other course from the core inventory to account for the 3 credits normally achieved in this slot. Prerequisites for any more advanced math courses must still be met.

**Section V – Specifying Additional Program Core Requirements**

1. Each program must specify requirements for at least 8 additional credits, which can be taken in Tier 1 or 2. Normally this would be achieved through three 3-credit courses, but since there are 4-credit courses in Tier 1 and 2, it is possible to accomplish this using only two courses.
2. In the first column, specify the two or three core categories/tiers that your program would like to emphasize through additional courses. In general, the ideal input for this column is “ANY”, indicating that a student has the complete freedom to choose any course in the approved inventory. However, a program may have valid reasons for limiting the student’s choices to a subset of those in the inventory, or even a single course in certain cases. For instance, a program may have certain accreditation requirements that limit a category choice. Or some programs that have few electives may need to specify certain major requirements within the core. For any that are being restricted to particular categories/tiers, please indicate which category/tier on each line in the first column. Then, enter the subset of courses that the program allows for each category/tier in the second column, along with corresponding explanations for these selections in the third column. Please refer to the “double-dipping” limitations below when making these selections.
3. It is possible to specify multiple courses from the same category/tier (yes, you could theoretically require them all to be from the same category/tier with a compelling enough reason).
4. Any placement tests given in departments other than Mathematics will be used strictly for determining the proper level at which a student should begin in a course sequence (such as Modern Language sequences). They will not be cause for satisfying core category requirements. Course credit achieved through such avenues as AP exams, IB, A level, CLEP, etc. can be used to satisfy a category’s requirements based on the course for which credit is given.

**Section VI – Specifying *Writing Across the Curriculum* Requirements**

Every student must take a course that has been designated with a “W” as satisfying *Writing Across the Curriculum* (WAC) constraints. Sections of these courses will be approved on a term-by-term basis, as is the case with Service Learning courses now. Instructors of these sections will need to go through training on the delivery of such courses. The WAC coordinator will be responsible for reviewing course syllabi from approved instructors each term to insure all requirements are being met.

Because of this approval process, no courses/instructors have yet been approved. The English department has indicated they plan to offer a limited number of “W” sections each term, but it will not be sufficient to serve the needs of all programs. Therefore, programs will be encouraged to develop discipline courses that meet “W” constraints. These courses do not need to be certified in a core category.

In this section of the form, please explain how you expect students in your program to satisfy this requirement. Will you plan to offer a discipline course? Will they be taking a WAC-certified English course? Are you expecting some other discipline to offer such a course? At this stage, information is being collected to develop a tentative inventory of “W” courses and inform departments of program needs.

**Addendum 1 - “Double-Dipping” Limitations on Course Selections**

When specifying course restrictions in Tier 1 and 2, certain rules must be observed:

1. No more than 8 credits can have the discipline prefix specified on the first page of the form. This is to insure a broad exposure for the student.
2. No more than 15 credits may be from the custodial college of the program specified on the first page of the form. An exception to this is the College of Arts and Sciences, which has no such limit, as the vast majority of courses in the core are from this unit.
3. Courses with the prefix CHEM are to be considered as Science courses for the above count, even though they are in the TCoE.
4. Courses in TCoE with the prefix EASC will not count toward the 8-credit discipline limit, but will count toward the 15-credit limit in TCoE. If similar prefixes are developed in the future in other colleges, they will be treated in the same manner.
5. Courses with the prefix UNIV will not be counted toward either discipline or college level totals.

With this form we are only insuring that a program is not selecting a set of courses that violate these double-dipping limitations. It is still possible that a student could select a set of courses within a program’s requirements that violate these limitations. It is hoped that Banner and Degree Audit will be able to check for such violations, but academic advisors should be aware of the potential for such violations.

**Addendum 2 - 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.