# Frequently Asked Questions.

## - When can I submit my course for SEEDS certification?

- *Courses can be submitted any time between now and May 2$^{nd}$, however, only courses submitted by January 31st will have the SEEDS attribute for FALL 2025.*

## How do I submit my course for SEEDS certification?

- *Submit your certification materials using the CIM system.*

## Which courses can seek SEEDS certification?

- *Both new and existing courses can seek certification in the SEEDS curriculum.*

## Will I need to request course modifications to get my course certified in SEEDS?

- *You can seek certification without requesting modifications to the course. However, be advised that, upon certification, you may be asked to make changes to the course.*

# Requirements for Certification

- Both existing and new courses can request certification in the SEEDS curriculum.

- Courses requesting certification must align their learning objectives to those of one of the SEEDS Student Learning Outcomes (SLOs).

- Courses requesting certification must choose one SEEDS value that the course is best suited to cultivate.

- Submissions must include a sample syllabus and a sample assignment that could be used to assess the efficacy of the course when teaching the objectives of the chosen SEEDS SLO.

# Can upper-level courses be included in the SEEDS curriculum?

Courses seeking certification in the Foundations part of the curriculum must be in the 100 or 200 level. (Some exceptions can me made for some Effective Writing 2 courses)

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Courses seeking certification in the Explorations section of the curriculum can be 300 or 400 level courses.

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*However…*

- Upper-level courses should be available to all-students. This means that no major-specific pre-requisites should be placed for SEEDS courses.

# Other things to keep in mind:

Certified courses are approved for a period of five years.

Instructors of SEEDS courses agree to contribute to the assessment of the SEEDS curriculum by submitting samples of student work or distributing other indirect assessment instruments.

Foundation courses scheduled for the SEEDS program should be taught in person. Exploration courses can be taught either on-line or in a hybrid mode.

Foundation courses should be capped at no more than 25 students. Exploration courses should be capped at no more than 35 students.

# CIM form

SEEDS certification is now done using the CIM system.

- To certify an existing course, find the course in question and request a Course Modification.

- For new courses choose the "Propose New Course" button.

- The first part of the form will include the basic course information on file for existing courses. You probably will not need to change anything here.

- You will need to add this information for new courses.

# Pre-requisites, Co-requisites and Restrictions

Prerequisites ⓘ

Corequisites ⓘ | Code | Title | ⊕

Restrictions

The form will ask if there are existing restrictions on who can register for the proposed course.

**Please keep in mind that:**

- SEEDS courses should be open to the entire student population.

- There can be some sections reserved for majors and/or minors, but some sections should be offered to non-majors.

- 300-400 level courses can be considered for certification. However, you should make sure non-major students can register to these courses by either removing all pre-requisites or re-formulating pre-requisites in a way that allows non-majors to register for the course.

- If you need to make changes to the existing restrictions on a course you can request these changes at the same time that you seek certification, however, these changes will have to be approved through the regular curriculum approval process and may delay the inclusion of the course in the SEEDS curriculum. If you do not request pre-requisite changes at this time, you will be asked to change them before the course is re-certified and you will commit to making sure students have access to the course.

# Course Description and Rationale

- As part of the certification process you will be asked to write a Course Description that explains how this course speaks to one of the SEEDS values. However, the official course description will only change if you request it as part of a course modification using this form. You can request a change to the course description at the same time that you seek certification, however, these changes will have to be approved through the regular curricular process and may delay to inclusion of the course in the SEEDS curriculum. If you do not request a change to the course description at this time, you will be asked to change it by the time the course is re-certified.

- If you choose to request this change later, leave the existing course description unchanged.

*NOTE: OFF CAMPUS USERS MUST BE ON MSU VPN TO ACCESS LINK!*
*To view a current list of active program codes, please use the following link (file will download, may require login)* https://www.montclair.edu/documents/3114452/soacurr-for-cim-2022-05-09.xlsx
*(Do not use codes, rather, please enter the Major, Concentration, or Minor NAME from the spreadsheet into the restriction field. End restriction statement with a period. If no restriction are required, leave space blank.)*

**Course Description**
Pre-colonial African history and its eclipse under slavery and the colonial onslaught. Principal social, political and cultural systems of the period. Satisfies Global Cultural Perspectives GenEd requirement; satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Diversity and Intercultural Competency value.

**Provide Rationale**

- For new courses enter a course description that explains how this course will help students cultivate the SEEDS value that will be chosen for certification.

# Course and Program Learning Goals



You will also be asked to enter <u>course</u> learning outcomes and how they meet the <u>program</u> learning goals.

**Keep in mind that:**

- Later in the form you will be asked how the *course* learning outcomes listed here align with the <u>SEEDS</u> Student Learning Outcomes that you plan to choose to certify your course.

- What this means is that you will be asked to explain how the learning outcomes of the proposed course contribute to the learning goals of one of the SLOs of the SEEDS program.

- As with other changes, you can request changes to the course learning outcomes at the same time as you seek SEEDS certification, or you can make this changes before the course is re-certified.

# SEEDS Review Section



Is this course part of the SEEDS Curriculum?

◉ Yes ☐ No

**SEEDS**

SEEDS Student Learning Outcome

[ Analyzing Cultures and Societies ⬍ ]

SEEDS Values
☐ Social Justice and Equity
☐ Educated Citizenry
☐ Engagement, Agency, and Leadership
☑ Diversity and Intercultural Competency
☐ Self-discovery and Self-Care

**Course Content Alignment**

Please explain how the Course Student Learning Outcomes and Outline of Content entered earlier in this form explicitly align with the rubric of the chosen SLO.

The SEEDS curriculum is comprised of 11 student learning outcomes (SLOs). In the first part of the SEEDS review section you will be asked to choose the SLO with which your course is most aligned.

- You will be asked to explain how the learning objectives of your course align with the majority of the criteria listed in each of the SLO rubrics.

- You can find the rubrics for each SLO in the SEEDS webpage.

- You will also be asked to submit a sample syllabus and a sample assignment that could be used to assess the SEEDS learning outcome with the respective rubric.

- Be mindful that when reviewing submissions, the SEEDS Advisory Board pays close attention to how the course learning objectives are articulated in the content and pedagogical approaches described in the syllabus. Feel free to use your sample syllabus to explain how the learning outcomes of the course are aligned with SEEDS and are pursued throughout the course.

# SEEDS SLO Alignment

- To align your course learning objectives to a SEEDS SLO, pay close attention to the learning outcomes and criteria listed in each rubric.

- Some rubrics have explicit instructions about which or how many of the learning outcomes listed in the rubric should be covered by a course seeking to be certified in the SEEDS curriculum. When there are no specific instructions, you will be asked to align with a majority of the learning outcomes listed in the rubric.

- When explaining how the course objectives align with the learning outcomes listed in a rubric, please be specific. For example, if one of the learning objectives of your course is: "Students will analyze a historical event by evaluating primary sources" you should explain that this objective aligns with the "Historical Methods" objective in the Historical Thinking rubric.

## SEEDS Student Learning Outcome(s)/Rubric

### Scientific Reasoning

*Students Learning Outcomes:*

- *Explain disciplinary content (key principles and ideas) pertinent to the course.*
- *Describe and explain the social and ethical implications of the content examined in the course.*
- *Apply scientific reasoning to the solution of problems. Interpret and manipulate different types of data across a range of assignments.*
- *Articulate scientific information accurately and clearly in a variety of situations.*
- *Assess the validity of scientific claims.*

Note: *Courses certified in this category should meet learning objectives 1, 2, and 3 below, as well as at least 2 of learning goals 4 through 7.* A course is typically designed around a topic or question that the instructor deems interesting, timely, or important; it has its own learning goals which are not necessarily built around the generic learning objectives below. Nonetheless, while not necessarily central to the motivation of the course, the learning objectives below should naturally be addressed in a rigorous (although perhaps not always explicit) manner as the course progresses.

| Criterion | Exemplary/Excellent | Proficient/Good | Emerging Competence | Unsatisfactory/Needs Improvement |
|---|---|---|---|---|
| *Disciplinary Content Knowledge* | Demonstrates strong aptitude in the recollection, or application of the principles or ideas pertinent to the course. | Student consistently and accurately applies basic course material. | Student accurately applies concepts to some situations but makes frequent errors and omissions. | Poor performance in basic recall of key course concepts or principles. |

## SEEDS Student Learning Outcome

### Historical Thinking

*Student Learning Outcomes:*

- *Students will describe, explain, and apply fundamental historical concepts and ideas in specific topics of historical inquiry.*
- *Students will apply the methods that produce historical knowledge such as primary source analysis, historiographical review, sourcing, and contextualization.*
- *Students will critically evaluate arguments in history by explaining, contextualizing and analyzing assertions, background assumptions, and explanatory evidence.*

| Criterion | Exemplary/Excellent | Proficient/Good | Basic/Satisfactory | Below Basic/Needs Improvement |
|---|---|---|---|---|
| *Fundamental Concepts and Ideas.* | Students can: - Accurately define, describe or explain concepts. - Correctly generalize core concepts to new situations. - Apply Concepts in contexts that require an original interpretation. | Students can: - Accurately define, describe or explain concepts. - Apply Concepts in contexts that require an original interpretation. | Students: - Can define or describe concepts but - Cannot apply those concepts or ideas correctly or consistently. | Students cannot: - Define or describe fundamental concepts or ideas from the course. |
| *Historical Methods* | In addition to meeting all the standards for "Proficient" students use the sources to answer overarching questions about | Students can: - Accurately distinguish between primary and secondary sources. - Effectively evaluate, contextualize and analyze | Students can: - Distinguish between primary and secondary sources. - Identify a range of documents and materials | Students cannot: - Consistently distinguish between primary and secondary sources. |

# SEEDS Values

The SEEDS SLOS answer the question of "what?" is taught in each of the courses included in the curriculum. The SEEDS values answer the question of "why?" this course is important to the broad education of an undergraduate student.

- In the last section of the SEEDS Review you will be asked to choose one of the values that you think best answer the question of why this course is relevant and important in a general education curriculum rather than a major. Think about how the content or pedagogical approaches used in the course will help students understand and cultivate the value you have chosen.

- Brief Descriptions of the values can be found in the SEEDS Webpage

- In the last question you will be asked to add a course description that incorporates the SEEDS value you have chosen. If the new course description is different from the one that exists in CIM, you will need to submit the new course description for approval through the curriculum approval process. You can do this before the course seeks re-certification.

Please explain how the course description entered earlier in this form speaks to the chosen SEEDS value. If the current description does not align with the chosen SEEDS value please explain how you think your course helps students cultivate the selected SEEDS value. Make sure the official course description is changed before the course is submitted for re-certification; certification is for five years.

# Supporting Documents

- In the last section of the form you will be able to upload a sample syllabus and sample assignment.

- Please use both documents to further explain how the content, activities, and other pedagogical approaches used in the course address the learning objectives of the SEEDS SLO and the SEEDS value. These documents will help the Advisory Board better understand how the objectives of the course align with the objectives of the chosen SLO and the chosen SEEDS value.

- It is important that these documents are consistent and illustrate the explanations provided in the previous two sections of the SEEDS review section of the form.

## Sample Assignment and Syllabus

Please upload a sample syllabus and a sample assignment that may be used to assess the course's alignment with the identified SEEDS SLO.

Attach File

Uploaded Files:

Files To Be Uploaded: