CERTIFICATE PROGRAM REVIEW
TEMPLATE FOR SELF-STUDY

In 2006, the Curriculum Committee created a template for self-study by certificate programs as part of a normal review of all certificate programs by the committee. New programs will be reviewed after three years; thereafter programs will be reviewed on a five-year cycle. The self-study template was updated in 2009, and provided here for your convenience.

I. Pedagogical analysis:

- Describe the nature of the program in general and its fit in the overall Duke landscape.
  - State or summarize the program goal(s).
  - What is the curricular gap the program is intended fill and how does the program fill this gap; what is unique or value added?
  - How does the intellectual content complement or supplement a major?

- Courses
  - What courses comprise the certificate? Have these changed since the last review/initial approval?
  - Please provide course descriptions for the Gateway and Capstone courses.

II. Administrative analysis:

- What is the administrative structure of the program (director, executive committee, advisory groups, etc)?
- Give the academic title, availability and number of participating faculty. Include any difficulties you have in staffing the courses.
- Summarize program costs and sources of funding.
- Give an estimate of the number of exceptions necessary to enable students to meet program requirements for graduation.

III. Core statistical information

(This information can be obtained from the Registrar through the online data request form. See webpage of the Office of the Registrar.)

- Frequency of course offerings.
- Number of students graduating.
- Number of students in the program.

IV. Assessment Information
Describe the student learning objectives, how they are being assessed, and how the information is being used to improve the program.

- **Student Learning Objectives/Outcomes (SLO) of the program**
  These are specific statements of attainment that will demonstrate that the general goals have been obtained. They should be observable outcomes that are measurable either directly or indirectly.

- **Assessment Plan**
  What methodologies are being employed (direct and indirect) to assess attainment of the student learning objectives stated above? (include time frame for implementation, who is responsible for the process, expected outcome levels or success metrics and a feedback mechanism)

- **Assessment information and use**
  What information have you gathered thus far and what, if any, changes or improvements have been made as a result?

**V. Future planning**

- Do you anticipate any future modifications?
- Are there other issues and/or concerns that you wish address?