

**DUKE UNIVERSITY ARTS AND SCIENCES COUNCIL COMMITTEE ON CURRICULUM**

**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 then in 2017, 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 has the certificate program curriculum changed over time?
  - How does the intellectual content complement or supplement a major? How has the program maintained the interdisciplinary aspects of the certificate?
  
- Courses
  - What courses comprise the certificate? Who teaches these courses? Have these courses changed since the last review/initial approval?
  - How many courses apply only to the certificate? How do you attribute/account for those decisions?
  - Please provide course descriptions for the Gateway and Capstone courses.
  - What are some example projects associated with the Capstone course(s)? Have those courses changed over time?

**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 both in terms of the administration of the certificate and the teaching of core courses. Detail the roles of any adjunct faculty. Include any difficulties you have in staffing the courses.
- Summarize program costs and sources of funding. Give an overview of the marginal cost of the certificate. Has offering certificate courses restricted faculty members' ability to teach other courses?
- Give an estimate of the number of exceptions necessary to enable students to meet program requirements for graduation.

### III. Core statistical information

Trinity College provides data on

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

Please comment on enrollment in the certificate addressing the following questions.

- Are there any important trends in enrollment in the certificate? What are the challenges for recruitment and retention to graduation of students?
- How does the scale of the program affect efficient use of resources?

### IV. Assessment Information

Describe the student outcomes and 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) What information do you have about graduate job placement and how that might vary based on major?
- 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?