

FREQUENTLY ASKED QUESTIONS

- When can I submit my course for SEEDS Certification?

- *Courses can be submitted any time during the academic year. However, keep in mind that SEEDS certification is now part of the regular curriculum modification and approval process, so courses seeking certification should submit their request with enough time to ensure courses will be included in the SEEDS curriculum by the desired term.*

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.*

Is my course due for re-certification?

- *Courses certified during the 2023-2024 academic year were given a two-year provisional certification. This certification will expire by August 2027. Any courses that wish to remain in the SEEDS curriculum should seek certification between Fall 2025 and Fall 2026.*

Requirements for Certification

Request

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

Align

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

Choose

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

Include

- 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.

RE-CERTIFICATION

Frequently Asked Questions

- **Do I need to re-certify my course?**

- *All courses certified during the 2023-2024 academic year should be re-certified by the end of the 2026-2027 academic year.*
- *You can check when any course was certified using this [link](#).*

- **How do I submit my course for re-certification?**

- *All courses seeking re-certification should submit their request as a “Course Modification” in CIM.*
- *Keep in mind that using the CIM system means that courses should be submitted by Fall 2026 if they are to be re-certified by the end of Spring 2027.*

REQUIREMENTS FOR RE-CERTIFICATION

The requirements for recertification are very similar to those that were used for initial certification, however, there are some changes that you need to consider:

There are three requirements for re-certification:

- Sample syllabus and narrative that explains how the learning objectives of the course align with the criteria listed in the relevant SLO rubric. (To align with SEEDS SLO).
 - In presenting this explanation please highlight any changes that you have done to the course to better align it with the relevant SLO. These can be in the content, title, or pedagogy.
- Sample Assignment that explicitly identifies which criteria in the rubric is assessed in each part of the assignment. (To align with SEEDS SLO).
 - In cases of courses that are taught in multiple sections, please explain whether all sections will use the same assignment or what plans exist to ensure that assessment data can be collected from any section.
- Revised course description. (To align with SEEDS Value)
 - As part of the re-certification process instructors are required to revise the course description entered in CIM.
 - The revised course description should explain not only the content of the course (which refers to the SEEDS SLO) but also how the course helps students cultivate one of the five SEEDS values.
 - Keep in mind that the revised course description should be entered in the first part of the CIM form, as well as in the SEEDS portion of the CIM form.

THINGS TO CONSIDER BEFORE SUBMITTING COURSES FOR RE-CERTIFICATION.

- Now that most courses have been taught as part of the new SEEDS curriculum, consider whether you need to make any changes to the course to make sure it aligns well with the SLOs and values of SEEDS.
- Keep in mind that courses that serve primarily as an introduction to a particular discipline may not always be appropriate for the SEEDS curriculum. SEEDS courses should be accessible to all students regardless of major.
- If you have received any feedback resulting from the assessment process, please make sure to address it in the documentation required for re-certification.



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.

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Editing: **HIST 108: African History**

Submitted By: Esperanza Brizuela-Garcia (brizuelagare@mail.mor)

Subject Code: HIST - History (HIST)

Course Number: 108

Department: History

College: Humanities and Social Sciences

Course Title: African History
85 characters remaining

Abbreviated Course Title: African History
15 characters remaining

Suggested Effective Term: Select...

Semester (credit) hours: 3

Student Contact Activity

Lecture Hours: 3

Lab Hours: 0

Other Hours: 0

Is this course repeatable? Yes No

Grade Mode: Normal

Capacity: 35
1 characters

Pre-requisites, Co-requisites and Restrictions

The screenshot shows a form with three main sections: Prerequisites, Corequisites, and Restrictions. The Prerequisites section has a single empty text input field. The Corequisites section has a table with two columns: 'Code' and 'Title', and a green plus icon in the top right corner. The Restrictions section has a large empty text area.

Code	Title
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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 and re-certification process you will be asked to write a Course Description that explains how this course speaks to one of the SEEDS values.
- Please add the revised course description here. You will be asked to add it again later in the SEEDS review section.

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

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*For courses created over five years ago, provide updated curricular information in the fields below.
For courses created five or less years ago, curricular information may be copied from the original course proposal.*

Course Student Learning Outcomes (please provide a minimum of 3)

Course Student Learning Outcomes	
1	<input type="text"/>

Which Program Learning Goals does this course meet?

Outline of Content

Expected Instructional Materials and/or Resources

Selected Bibliography

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

Keep in mind that:

- Later in the form you will be asked how the course learning outcomes listed here align with the SEEDS 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:

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 most 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.

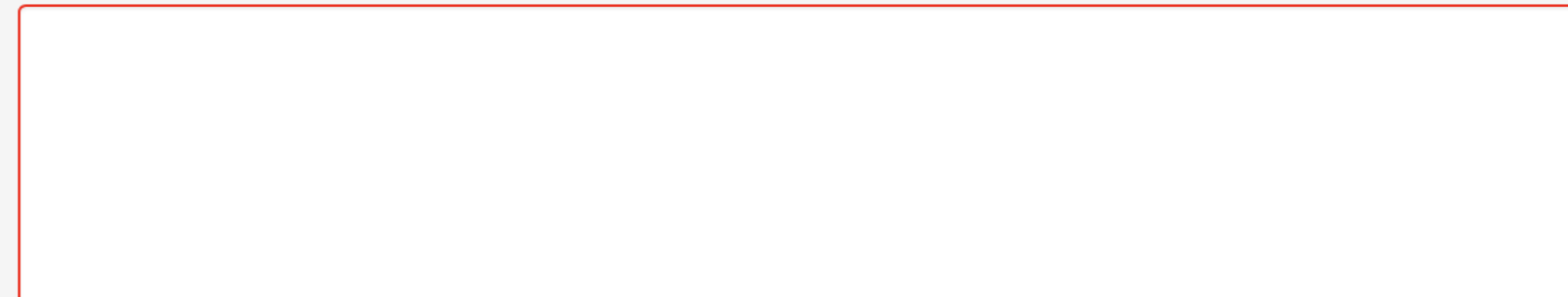
Criterion	Exemplary/Excellent	Proficient/Good	Basic/Satisfactory	Below Basic/Needs Improvement
Fundamental Concepts and Ideas.	Students can: - Accurately define, describe or explain concepts. - Correctly generalize core concepts to new situations. - Apply Concepts in contexts that require an original 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, **add this revised course description here and in the section of the form called “Course Description”**.

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: