

**AGENDA**  
**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – October 3, 2017**  
**GRH 3073**

- I. Approval of Minutes of the September 5, 2017 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this October 3, 2017 CEBS Curriculum meeting
- III. **New Business**

College of Education & Behavioral Sciences

- 1. Program Change Request – 042, Education and Behavioral Science Studies, Master of Arts in Education  
<https://nextcatalog.wku.edu/programadmin/> (Select Edited Programs from drop down menu, find in list)

Department of Counseling and Student Affairs

- 1. Program Change Request – 048, Standard Guidance, Rank 1  
<https://nextcatalog.wku.edu/programadmin/> (Select Edited Programs from drop down menu on right, find proposal in list)
- 2. Program Change Request – 112, Counselor Education, Specialist in Education  
<https://nextcatalog.wku.edu/programadmin/> (Select Edited Programs from drop down menu on right, find proposal in list)
- 3. Program Change Request – 159, Certification Only, Counseling  
<https://nextcatalog.wku.edu/programadmin/> (Select Edited Programs from drop down menu on right, find proposal in list)

School of Teacher Education

- 1. Proposal to Revise Course Credit Hours – SEC 473, Teaching Business and Marketing Education Proposal to
- 2. Revise a Program – 621, Business & Marketing Education (B&M Ed)
- 3. Proposal to Create a New Course – EDU 336, College Teaching and Learning
- 4. Proposal to Create a New Course – EDU 337, Instructional Strategies and Technology Integration
- 5. Proposal to Create a New Course – EDU 338, Teaching Practicum
- 6. Proposal to Create a New Certificate Program – Certificate in Instructional Strategies

- IV. **Other Business**
  - A. New graduate proposal process discussion

**College Name**  
**Department Name**  
**Proposal to Revise Course Credit Hours**  
**(Action Item)**

Contact Person: Michael McDonald, [Michael.mcdonald@wku.edu](mailto:Michael.mcdonald@wku.edu), (270) 745-3097

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: SEC 473
- 1.2 Course title: Teaching Business and Marketing Education
- 1.3 Credit hours: 3

**2. Proposed course credit hours: 4**

**3. Rationale for the revision of course credit hours:**

BE 486 Business and Marketing Education Seminar is being terminated. Appropriate parts of this class' is content is being transferred to SEC 473. This additional instruction rationalizes the need to increase the credit for successfully completing SEC 473.

**4. Proposed term for implementation:**

Fall 2018

**5. Dates of prior committee approvals:**

- Department/ Unit: School of Teacher Education
- College Curriculum Committee
- Professional Education Council (if applicable)
- General Education Committee (if applicable)
- Undergraduate Curriculum Committee
- University Senate

September 8, 2017

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**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Michael McDonald, [michael.mcdonald@wku.edu](mailto:michael.mcdonald@wku.edu), (270) 745-3097

**1. Identification of program:**

- 1.1 Current program reference number: 621
- 1.2 Current program title: Business & Marketing Education (B&M Ed)
- 1.3 Credit hours: 128

**2. Identification of the proposed program changes:**

- a. Remove 255C
- b. Remove CIS 243
- c. Move selective contents of BE 486 to SEC 473 and remove BE 486
- d. Add one hour to SEC 473

**3. Detailed program description:**

The Business & Marketing Education program of Western Kentucky University prepares future educators to demonstrate best teaching practices in the discipline. This program prepares prospective teachers, undergraduate and graduate, for certification to teach Business and/or Marketing classes in grades 5-12. Graduates may seek opportunities other than teaching grades 5-12 such as teach in Technology Centers, become corporate trainers, seek business positions other than teaching, or, with graduate degrees, seek to teach in higher education such as community colleges and universities.

University General Education	46	University General Education	46
Professional Education Courses		Professional Education Courses	
EDU 250	3	EDU 250	3
SPED 330	3	SPED 330	3
PSY 310	3	PSY 310	3
SEC 351	3	SEC 351	3
SEC 352	3	SEC 352	3
SEC 453	3	SEC 453	3
LTCY 421	3	LTCY 421	3
SEC 473	3	<b>SEC 473</b>	<b>4</b>
EDU 489	3	EDU 489	3
SEC 490	10	SEC 490	10
Total Hours in Professional Education	37	Total Hours in Professional Education	38
Business and Marketing Education Courses		Business and Marketing Education Courses	
BE 210	3	BE 210	3
ACCT 200	3	ACCT 200	3
ACCT 201	3	ACCT 201	3

ECON 202 OR ECON 203	3	ECON 202 OR ECON 203	3
BUS 226C OR MGT 200	3	BUS 226C OR MGT 200	3
FIN 161 OR CFS 310	3	FIN 161 OR CFS 310	3
MGT 210	3	MGT 210	3
MKT 220	3	MKT 220	3
OST 255C	3	<b>Remove OST 255C</b>	<b>3</b>
BE 400	3	BE 400	3
MKT Elective	3	MKT Elective	3
CIS 243	3	<b>Remove CIS 243</b>	<b>3</b>
BE 350	3	BE 350	3
BE 410	3	BE 410	3
BE 486	3	<b>Remove BE 486</b>	<b>3</b>
Total Hours in Business and Marketing Education	45	Total Hours in Business and Marketing Education	39
Total Hours for Graduation	128	Total Hours for Graduation	120

**4. Rationale for the proposed program change:**

- a. OST 255C is no longer a class. Further, the content in the past class is offered in other classes in the B&M Ed program.
- b. A review was conducted of the courses approved by the Kentucky Department of Education to be offered in business and/or marketing programs in secondary schools. The content of CIS 243 was not found to be the focus of any of the approved classes. The removal of this course would streamline the business and marketing education program and, therefore, better serve the students.
- c. The content of BE 486 is connected to the current requirements and trends in Business & Marketing education. Students would be better served if this content were connected to the content in SEC 473 Teaching Business Education. Further, some of the content is currently duplicated between these two courses.
- d. Transferring the appropriate content from BE 486 two SEC 473 would require an additional hour's credit to be added to this course.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2018

**6. Dates of prior committee approvals:**

Department/ Unit:

School of Teacher Education

September 8, 2017

College Curriculum Committee:

College of Education & Behavioral Sciences

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate



- a. Identify theories of teaching and learning as they relate to teaching college age students scoring 3 or higher on the rubric.
- b. Write measurable and observable objectives to design outcomes centered courses and course materials scoring 3 or higher on the rubric.
- c. Identify critical thinking, questioning, and higher level learning activities utilizing revised Blooms Taxonomy scoring 3 or higher on the rubric.
- d. Develop a complete syllabus including essential elements scoring 3 or higher on the rubric.
- e. Identify and design classroom management techniques scoring a 3 or higher on the rubric.
- f. Develop Lesson Plan with all required components scoring a 3 or higher on the rubric.

### 3.3 Content outline:

#### Theories of Teaching and Learning

- Millennials
- Structure and Learning
- Cognitive Development of Undergraduate Students
- Challenges

#### Writing Measurable Objectives

- Critical Thinking/Higher Level Thinking
- Blooms Revised
- Learning Styles
- Differentiation
  - Process
  - Product
  - Content

#### Syllabus

- Essentials
- Use of Graphics
- Online Syllabi

#### Lesson Planning

- Matching Teaching Methods with Learning Outcomes
- Pre-Assessment, Formative Assessment, Summative Assessment
- Explicit Teaching Procedures

#### Teaching Effectiveness

- Student ratings
- Improving student ratings
- Documenting teaching effectiveness
- Faculty evaluation system

#### Classroom Management

- Creating a positive classroom environment
- Enhancing Motivation
- Preventing Student Incivility
- Responding to Student Incivility
- Preserving Academic Integrity

#### Tools to Facilitate Learning

- Self-Regulated Learning
- Holding Students Accountable
- Kolb's Learning Cycle
- Felder & Silverman's Learning Styles Model
- Multi Modal Learning
- Combining Modes

#### Leading the Classroom

- Putting it all together
- Planning Ahead

- Finding a Balance

3.4 Student expectations and requirements:

- Students will participate and actively engage in class discussions, activities, and collaborative learning groups.
- Students will present assigned topic presentations individually and in pairs and groups.
- Students will complete assignments including readings, writings, speaking, and listening activities.
- Students will demonstrate teaching lesson in front of whole group.

3.5 Tentative texts and course materials:

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Josey-Bass. ISBN: 9781119096320.

Sarmiento, K. (2016). *199 mistakes new college instructors make and how to prevent them: Insider secrets to avoid classroom blunders*. Ocala, FL: Atlantic Publishing Group, Inc. ISBN: 9781601389657.

Variety of web links, and journal readings – See LRF and Syllabus

**4. Resources:**

- 4.1 Library resources: Current Resources are adequate – see LRF
- 4.2 Computer resources: Computer Resources are adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty will staff this course and no reduction in present load will take place to accommodate this course.
- 5.2 Special equipment needed: No special equipment is required.
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation: Spring 2018**

**7. Dates of prior committee approvals:**

School of Teacher Education

9/8/2017

CEBS College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

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LIBRARY RESOURCES, page 1 of 2  
Revised April 2008

Date: 08 September 2017

Proposed Course Name and Number: College Teaching and Learning EDU 336

Current Library holdings in support of the course are:

  X   adequate                             inadequate\*

       library resources not needed for course\*\*

\* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

\*\* Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:




LIBRARY RESOURCES, page 2 of 2

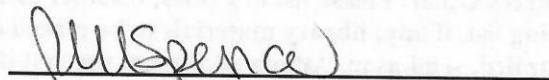
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: [http://www.wku.edu/library/dlps/subject\\_librarians.php](http://www.wku.edu/library/dlps/subject_librarians.php)

Questions or problems?

Contact Jack Montgomery, [jack.montgomery@wku.edu](mailto:jack.montgomery@wku.edu) Coordinator, Collection Services  
Or UCC Library Representative,  
[http://www.wku.edu/senate/committees/university\\_curriculum\\_committee.php](http://www.wku.edu/senate/committees/university_curriculum_committee.php)

  
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Faculty Member Proposing Course

  
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Liaison Librarian

  
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Coordinator, Collection Services

**College of Education and Behavior Sciences  
School of Teacher Education  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Marge Maxwell, [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu), 5-2435

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 337
- 1.2 Course title: Instructional Strategies and Technology Integration
- 1.3 Abbreviated course title: Inst Strat & Technology  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3                      Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites:
- 1.7 Course description: Designed to develop a working knowledge of instructional planning, implementation of instruction, assessment, and technology integration in teaching adults. This course does not lead to teacher certification.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The courses in this Certificate of Instructional Strategies are designed to prepare non-teacher certified instructors to teach and advise students in a college setting. The potential instructors will take 9 credits including EDU 336 College Teaching and Learning, EDU 337 Instructional Strategies and Technology Integration, and EDU 338 Teaching Practicum. The students will learn about instructional strategies, instructional technology, college teaching and learning, and college students in the U.S. Subsequently, all students will engage in one follow-up practicum course that will guide the instructors in the application of these concepts in the courses they teach on their own campus. This EDU 337 Instructional Strategies and Technology Integration is the second course in this sequence that will teach students about instructional strategies and technology integration to apply in teaching their own college or adult learning courses.
- 2.2 Projected enrollment in the proposed course: 15 students with 4-6 cohorts (of 15 each) per year
- 2.3 Relationship of the proposed course to courses now offered by the department: The SEC 351. Teaching Strategies for Secondary Schools is designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for high school student populations. The SEC 453 Management of Instruction is designed to expand and refine the abilities of preservice teachers to create and maintain a positive learning environment, and to implement and manage instruction for diverse student populations. These courses are different from the proposed course contains similar instructional strategies but the content and target audience is different. The proposed class also teaches technology integration strategies while the other courses in the department do not.
- 2.4 Relationship of the proposed course to courses offered in other departments: I could not find any courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers a similar course, ELFH 316 Instructional Strategies at the undergraduate level for non-commissioned officers in a similar program.

**3. Discussion of proposed course:**

- 3.1 Schedule type: L

### 3.2 Learning Outcomes:

Students will:

- 1 present, analyze and discuss research-based instructional strategies that are appropriate for content, learner needs and experiences with other class members.
- 2 design assessments for the objectives for their selected lesson.
- 3 provide appropriate, constructive feedback for sample student work.
- 4 create original technology products on their selected curriculum topic.
- 5 revise one lesson plan that incorporates appropriate research-based instructional strategies and technology.
- 6 teach their revised lesson incorporating all research-based instructional strategies and technology and providing all written documentation.

### 3.3 Content outline:

1. Instructional Design
  - a. Writing objectives
  - b. Higher-level thinking
  - c. Managing group learning
    - i. Lecture for student learning
    - ii. Leading effective discussions; questioning techniques
    - iii. Experiential learning
    - iv. Inquiry Based Learning
    - v. Case Studies
    - vi. Problem-based Learning
  - d. Designing Personalized, student-centered learning
    - i. Learning styles
    - ii. Differentiation by process, product, or content
2. Instructional Strategies
  - a. Strategies and Design of Instruction
    - i. Prior learning
    - ii. Lecture Methods
    - iii. Discussion Methods
    - iv. Reciprocal Peer Teaching
    - v. Academic Games
    - vi. Reading Strategies
    - vii. Writing to Learn
    - viii. Graphic Organizers
    - ix. Reflection Strategies
  - b. Technology Integration and tools
3. Assessment
  - a. Creating tests
  - b. Creating rubrics
  - c. Constructive feedback to students

### 3.4 Student expectations and requirements:

- Instructional Strategy Presentations (5 presentations each)
- Instructional Strategies Resource Journal
- Technology Integration (5 projects)
- Assessment Strategies (test construction, rubric construction, constructive feedback)
- Lesson Plan Revision
- Teaching Demonstration (30 minute demonstration)

3.5 Tentative texts and course materials:

Major, C. H., Harris, M. S., Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. New York: Taylor & Francis. ISBN: 9780415699365.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Josey-Bass. ISBN: 9781119096320.

Sarmiento, K. (2016). *199 mistakes new college instructors make and how to prevent them: Insider secrets to avoid classroom blunders*. Ocala, FL: Atlantic Publishing Group, Inc. ISBN: 9781601389657.

**4. Resources:**

- 4.1 Library resources: The library holdings are adequate for this new course.
- 4.2 Computer resources: The computer resources are adequate for this new course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: STE professors or part-time instructors
- 5.2 Special equipment needed: none needed
- 5.3 Expendable materials needed: none needed
- 5.4 Laboratory materials needed: none needed

**6. Proposed term for implementation:** Spring 2018

**7. Dates of prior committee approvals:**

School of Teacher Education	9/8/2017
CEBS College Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

LIBRARY RESOURCES, page 1 of 2  
Revised April 2008

Date: 08 September 2017

Proposed Course Name and Number: Instructional Strategies and Technology Integration  
EDU 337

Current Library holdings in support of the course are:

  X   adequate             inadequate\*

       library resources not needed for course\*\*

\* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

\*\* Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:

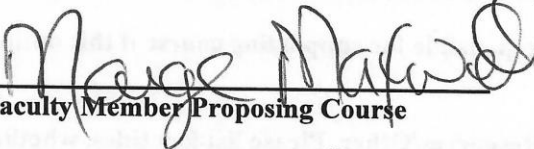
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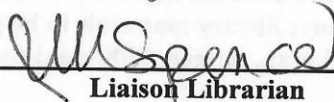
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Or UCC Library Representative,  
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**Faculty Member Proposing Course**

  
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**Liaison Librarian**

  
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**Coordinator, Collection Services**

**College of Education and Behavior Sciences**  
**School of Teacher Education**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu); 5-4497

**1. Identification of proposed course:**

- 1.8 Course prefix (subject area) and number: EDU 338
- 1.9 Course title: Teaching Practicum
- 1.10 Abbreviated course title: Teaching Practicum  
(maximum of 30 characters or spaces)
- 1.11 Credit hours: 3 Variable credit: No
- 1.12 Grade type: Standard letter grade
- 1.13 Prerequisites: EDU 336 College Teaching and Learning, EDU 337 Instructional Strategies and Technology
- 1.14 Course description: Designed to apply teaching principles about instructional strategies and college teaching and learning in a higher education setting.

**2. Rationale:**

- 2.6 Reason for developing the proposed course: The courses in this Certificate of Instructional Strategies are designed to prepare non-teacher certified instructors to teach and advise students in a college setting. The potential instructors will take 9 credits including EDU 336 College Teaching and Learning, EDU 337 Instructional Strategies and Technology Integration, and EDU 338 Teaching Practicum. The students will learn about instructional strategies, instructional technology, college teaching and learning, and college students in the U.S. Subsequently, all students will engage in one follow-up practicum course that will guide the instructors in the application of these concepts in the courses they teach on their own campus. EDU 338 is the culminating experience for the program.  
Projected enrollment in the proposed course: 15 students with 4-6 cohorts per year
- 2.7 Relationship of the proposed course to courses now offered by the department: Student teachers have a culminating course, EDU 490, where teacher candidates engage in student teaching. The instructors in this class will be leading their own adult classes; however, they will similarly be practicing teaching, assessing student learning, self-evaluating their own teaching, and reflecting on their teaching experiences.
- 2.8 Relationship of the proposed course to courses offered in other departments: Exercise Science offers a practicum--EXS 296. In this course, students obtain field-based experiences in selected exercise science related settings to expand their level of knowledge of the field of exercise science as it applies to the specific setting. Organizational Leadership has LEAD 400, a practicum in leadership supporting students as they apply leadership skills in directing an activity in business, campus, public sector, non-profit, or other related situations.
- 2.9 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers a similar undergraduate course, ELFH 575: Instructional Technology. This clinical course was designed for the undergraduate MEC program for the U.S. Army. Assignments are designed around reflection on and showcasing ways in which knowledge gained from classes at Fort Knox enhances their university level work. Students are to implement knowledge through their work as an instructor of ROTC and other instructional programs.

**3. Discussion of proposed course:**

- 3.6 Schedule type: P
- 3.7 Learning Outcomes:
- Apply teaching and learning knowledge and skills to practice.
  - Participate in community of practice.
  - Evaluate and advise peer on key areas of practice as cadre.
  - Utilize helping skills, such as active listening and collaborative decision making, and making referrals.
  - Apply knowledge of unique needs of today's college students by advising, evaluating, and helping cadets.
  - Assess cadet learning, leadership attributes, and competencies, and/or development
- 3.8 Content outline:
- Evaluating highly-effective teachers
  - Reflecting on teaching experiences
  - Adjusting lessons to maximize student learning
  - Researching and analyzing resources to solve a problem of practice
  - Utilizing engaging strategies and innovative technologies to engage students in learning
- 3.9 Student expectations and requirements:
- Observe another university faculty member.
  - Attend university professional development sessions.
  - Engage in coaching consultations with WKU faculty.
  - Video themselves teaching and self-evaluate their teaching.
  - Evaluate fellow instructors' videos of their teaching.
  - Be formally evaluated by an approved supervisor evaluator.
  - Investigate a problem of practice related to course objectives and propose solutions to address the problem.
  - Reflect on the all their teaching experiences describing strengths, areas for improvement, and future professional development.
- 3.10 Tentative texts and course materials:
- Major, C. H., Harris, M. S., Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. New York: Taylor & Francis. ISBN: 9780415699365.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Josey-Bass. ISBN: 9781119096320.
- Sarmiento, K. (2016). *199 mistakes new college instructors make and how to prevent them: Insider secrets to avoid classroom blunders*. Ocala, FL: Atlantic Publishing Group, Inc. ISBN: 9781601389657.

#### **4. Resources:**

- 4.3 Library resources: The library holdings are adequate for this new course.
- 4.4 Computer resources: The computer resources are adequate for this new course.

#### **5. Budget implications:**

- 5.5 Proposed method of staffing: STE professors or part-time instructors
- 5.6 Special equipment needed: none needed
- 5.7 Expendable materials needed: none needed
- 5.8 Laboratory materials needed: none needed

#### **6. Proposed term for implementation: Spring 2018**

#### **7. Dates of prior committee approvals:**



Department/ Unit: School of Teacher Education  
CEBS College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

9/8/17

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**LIBRARY RESOURCES, page 1 of 2**  
**Revised April 2008**

**Date:** 08 September 2017

**Proposed Course Name and Number:** Teaching Practicum EDU 338

**Current Library holdings in support of the course are:**

  X   adequate             inadequate\*

       library resources not needed for course\*\*

\* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

\*\* Library is not responsible for supporting course if this option is chosen.

**I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.**

**II. Key journal titles needed/recommended:**

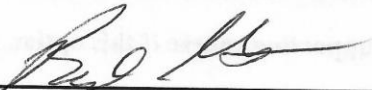
**LIBRARY RESOURCES, page 2 of 2**

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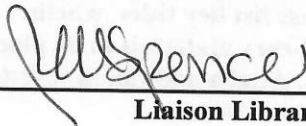
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Or UCC Library Representative,  
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**Faculty Member Proposing Course**



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**Liaison Librarian**



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**Coordinator, Collection Services**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Marge Maxwell, [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu), 5-2435

**1. Identification of program:**

- 1.1 Program title: Certificate in Instructional Strategies
- 1.2 Required hours in program: 9 hours
- 1.3 Special information:
- 1.4 Catalog description:  
This certificate program is designed to prepare non-certified instructors to teach and advise students in a college setting. This program will teach about college students in the United States, adult learning theories, research-based instructional strategies, and technology integration. The practicum will support these instructors in their respective college teaching positions. This certificate does not lead to teacher certification.
- 1.5 Classification of Instructional Program Code (CIP): 13.1201 (Adult and Continuing Education and Teaching)

**2. Learning outcomes of the proposed certificate program:**

1. Employ Andragogical theories and practices in the classroom
2. Evaluate student performance using tests and measurements
3. Employ learning technologies and tools in the classroom
4. Manage and execute a university level leadership course
5. Create a learning environment that supports leader and leadership development
6. Facilitate thought-provoking class discussion
7. Inspire students to meet high expectations
8. Provide engaging student oriented instruction

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:  
The courses in this Certificate of Instructional Strategies are designed to prepare non-teacher certified instructors to teach and advise students in a college setting. The potential instructors will take 9 credits including EDU 336 College Teaching and Learning, EDU 337 Instructional Strategies and Technology Integration, and EDU 338 Teaching Practicum. The instructors will learn about instructional strategies, instructional technology, college teaching and learning, and college students in the U.S. Subsequently, all students will engage in the follow-up practicum course that will guide the instructors in the application of these concepts in the courses they teach on their own campus.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:  
The School of Teacher Education does not offer any undergraduate certificate programs.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:  
There is an undergraduate Organizational Leadership Certificate (12 hours) but it does not focus on teaching and instruction.
- 3.4 Projected enrollment in the proposed certificate program:  
15 students with 4-6 cohorts per year

- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):  
The University of Louisville offers a certificate program for the US Army's Cadre and Faculty Development Course.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:  
The mission of WKU is to prepare students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. This certificate program is designed to prepare instructors for teaching in a college setting.

**4. Curriculum:**

The Certificate in Instructional Strategies includes the following courses:

- EDU 336 College Teaching and Learning
- EDU 337 Instructional Strategies and Technology
- EDU 338 Teaching Practicum

**5. Budget implications:**

Faculty in the School of Teacher Education or part-time instructors will teach these courses.

**6. Proposed term for implementation: Spring 2018**

**7. Dates of prior committee approvals:**

School of Teacher Education	<u>9/8/2017</u>
CEBS College Curriculum Committee	_____
Contact with Office of Academic Affairs	_____
Undergraduate Curriculum Committee	_____
University Senate	_____
Board of Regents	_____