

**AGENDA (Specially Called Meeting)**  
**CEBS CURRICULUM COMMITTEE**  
**3:30 pm – October 10, 2017**  
**GRH 3073**

**I. Business for Specially Called Meeting**

School of Teacher Education

1. Proposal to Create a New Course – EDU 336, College Teaching and Learning
2. Proposal to Create a New Course – EDU 337, Instructional Strategies and Technology Integration
3. Proposal to Create a New Course – EDU 338, Teaching Practicum
4. Proposal to Create a New Certificate Program – Certificate in Instructional Strategies

**II. Other Business**

**A.**

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

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu); 5-4335

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 336
- 1.2 Course title: Teaching and Learning
- 1.3 Abbreviated course title: Teaching and Learning  
(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: None
- 1.7 Course description: Introductory teaching and learning course designed for students not seeking teacher certification.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Certificate in Instructional Strategies is designed for non-certified professionals, such as trainers and educators in other fields. Our first project will be US Army Master Educator Courses (MEC) to train ROTC instructors. This course will be the first course in the 3-course sequence of the certificate program and has a focus on teaching and learning. This course will be valuable for individuals in the training and development field who are not seeking teacher certification.
- 2.2 Projected enrollment in the proposed course: 15-30 students will enroll in each offering of this course based on initial MEC projections.
- 2.3 Relationship of the proposed course to courses now offered by the department: The School of Teacher Education does not have a course currently that focuses on teaching and learning for those outside of a teacher certification area.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Psychology offers PSY 310 Educational Psychology: Development and Learning which is an Educational Psychology course for students seeking teacher certification. While EDU 336 will offer similar content, it is designed for those with no teaching background and not seeking teacher certification. PSY 510 Advanced Educational Psychology is another course that has a focus on theories of teaching and learning but it is a graduate level course and is more advanced in its coverage of the theories of teaching and learning than EDU 336 will be. The Adult Education MAE in the Department of Educational Administration, Leadership and Research offers EDFN 612 Seminar in Community College Teaching which studies issues and topics critical to the teaching success of potential community college faculty, however EDU 336 is an undergraduate level course and EDFN 612 is a graduate level course. In addition, EDU 336 is not specific to community college and is, instead, geared toward students who are not certified teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers a similar course sequence at the graduate level for cadets who already possess an undergraduate degree. EDU 336 is designed for those with some college credits or no college credits at the undergraduate level. The University of Louisville also offers ELFH 312 Designing

Learning and ELFH 460 Adult Learning and Diversity in their undergraduate Organizational Leadership and Learning program.

### 3. Discussion of proposed course:

#### 3.1 Schedule type: L

#### 3.2 Learning Outcomes:

Upon completion of this course, students will:

- a. Identify theories of teaching and learning 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
- 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
- How Cognition facilitates learning

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:** Sprng 2018

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

Department/ Unit 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: 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:

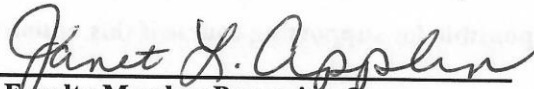
**LIBRARY RESOURCES, page 2 of 2**

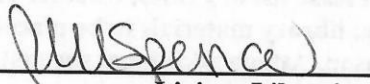
**Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.**

**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. This course does not lead to teacher certification.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Certificate in Instructional Strategies is designed for non-certified professionals, such as trainers and educators in other fields. Our first project will be US Army Master Educator Courses (MEC) to train ROTC instructors. This course will be the second course in the 3-course sequence of the certificate program and has a focus on teaching and learning. This course will be valuable for individuals in the training and development field who are not seeking teacher certification.
- 2.2 Projected enrollment in the proposed course: 15-30 students will enroll in each offering of this course based on initial MEC projections.
- 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 which contains similar instructional strategies but the content and target audience is different. The proposed course will also offer technology integration strategies for students not seeking teacher certification.
- 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 in their Organizational Leadership 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.

### 3.1 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

### 3.2 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)

### 3.3 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: Existing faculty will staff this course and no reduction in present load will take place to accommodate this course.
- 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

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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:

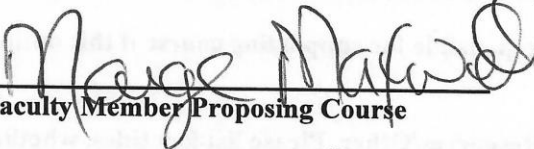
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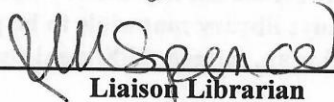
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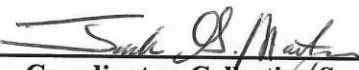
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**Questions or problems?**

Contact Jack Montgomery, [jack.montgomery@wku.edu](mailto:jack.montgomery@wku.edu) Coordinator, Collection Services  
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:**

- 1.1 Course prefix (subject area) and number: EDU 338
- 1.2 Course title: Teaching Practicum
- 1.3 Abbreviated course title: Teaching Practicum  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3                      Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: EDU 336 Teaching and Learning, EDU 337 Instructional Strategies and Technology Integration
- 1.7 Course description: Designed to apply principles about teaching and learning as well as instructional strategies and technology integration. This course does not lead to teacher certification.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Certificate in Instructional Strategies is designed for non-certified professionals, such as trainers and educators in other fields. Our first project will be US Army Master Educator Courses (MEC) to train ROTC instructors. This course will be the third course in the 3-course sequence of the certificate program. As the culminating experience for the certificate program, it focuses on applying teaching and learning principles. This course will be valuable for individuals in the training and development field who are not seeking teacher certification.
- 2.2 Projected enrollment in the proposed course: 15-30 students will enroll in each offering of this course based on initial MEC projections
- 2.3 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 students in this EDU 338 course will not be seeking teacher certification and will be applying teaching and learning strategies in their own training experiences.
- 2.4 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.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers a similar undergraduate course, ELFH 575, a clinical course designed to demonstrate application of teaching and learning principles for the undergraduate Organizational Leadership program.

**3. Discussion of proposed course:**

- 3.1 Schedule type: P
- 3.2 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 students by advising, evaluating, and helping cadets.
  - Assess cadet learning, leadership attributes, and competencies, and/or development
- 3.3 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
- 3.4 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.
- 3.5 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: Existing faculty will staff this course and no reduction in present load will take place to accommodate this course.
- 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:

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: 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:

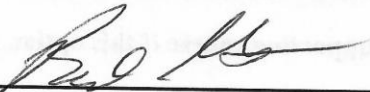
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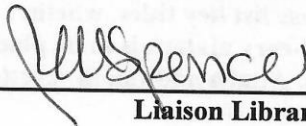
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**Questions or problems?**

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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 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 professionals, such as trainers and educators in other fields. This program will teach about lesson planning, higher-level thinking, research-based instructional strategies, and technology integration. 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. Facilitate thought-provoking class discussion
5. Inspire students to meet high expectations
6. Provide engaging student-centered 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 professionals, such as trainers and educators in other fields. The potential instructors or trainers will take 9 credits including EDU 336 Teaching and Learning, EDU 337 Instructional Strategies and Technology Integration, and EDU 338 Teaching Practicum. The instructors will learn about instructional strategies, instructional technology, and teaching and learning principles. All students will engage in the practicum course that will guide the instructors in the application of these concepts in the courses they teach in their own settings. This program will be valuable for individuals in the training and development field who are not seeking teacher certification. Our first project will be US Army Master Educator Courses (MEC) to train ROTC instructors.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:  
The School of Teacher Education offers a 12-hour Interactive Training Design certificate program. This program is designed to teach students detailed instructional design theories where subordinate skills and steps as well as entry behaviors and knowledge are required to accomplish performance goals. The proposed 9- credit hour certificate program is designed to provide students with more general teaching and learning principles for almost any professional training field.
- 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:  
15-30 students will enroll in each offering of this course based on initial MEC projections
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):  
Appalachian State University offers a Certificate in Instructional Technology Facilitation teaches you to maximize effectiveness and improve student performance in your classroom. Central Michigan University offers a Graduate Certificate in College Teaching is designed to prepare students for a faculty teaching career in post-secondary education. Eastern Carolina University offers a Certificate in Virtual Reality in Education and Training where students learn basic virtual reality software and to apply that knowledge in educational and training settings.
- 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 and training in a variety of settings.

**4. Curriculum:**

The Certificate in Instructional Strategies includes the following courses:

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

**5. Budget implications:**

Existing faculty will staff this course and no reduction in present load will take place to accommodate this course

**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	_____