Category I Proposal Transmittal Sheet
Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal
- New degree program
- New certificate program or administrative unit
- Major change in existing program
- Establishment of a new College or Department

Abbreviated Proposal
- Rename of an academic program or unit
- Reorganization – moving responsibility for an academic program from one unit to another
- Merging or splitting an academic unit
- Termination of an academic program or unit
- Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal: Graduate Certificate in College and University Teaching
Effective Date: September 2012

Department/Program: College:
Brenda McComb Brenda McComb

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Brenda McComb 4/5/12
Sign (Dept Chair/Head; Director) Date

Brenda McComb 4/5/12
Sign (Dean of College) Date

Brenda McComb
Print (Department Chair/Head; Director)

Brenda McComb
Print (Dean of College)
Executive Summary

The certificate curriculum was developed by the campus wide committee described in 1.b. The 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current OSU graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. This proposed certificate has three primary goals:

1) To elevate the quality of instruction provided to OSU undergraduate students by Graduate Teaching Assistants (GTAs) by offering graduate students training and development opportunities related to pedagogy and engagement.

2) To create a cadre of highly skilled graduate teaching assistants at OSU. Not only will these GTAs provide valuable instruction to OSU undergraduates, they may eventually assist in the training of less experienced graduate students. We anticipate that this program, and the possibility of serving in an advanced mentorship role, will be attractive enough that it will help recruit highly capable graduate students to OSU.

3) To enhance the initial employability, preparedness, and early career development of graduate students who have completed this graduate certificate at OSU.

The proposed 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. The general structure of the certificate is:

- core coursework (8 credits)
- specialized coursework and experiences (4 credits)
- supervised teaching internship (3 credits)
- capstone teaching portfolio (3 credits)

Graduate students completing this Graduate Certificate program will receive a formal, transcript-visible credential and will be better prepared to compete in the national and international marketplace for highly sought after faculty positions in colleges and universities. The certificate in College and University Teaching will be granted through the Graduate School.

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

- Describe and discuss key theories, orientations, models, and principles of learning and development in adulthood
  - As measured by the successful completion of AHE 553 and all related assignments and the development of a capstone portfolio
- Develop a college and university course, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities
  - As measured by the successful completion of AHE 547 and all related assignments and the development of a capstone portfolio
  - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
- Design and deliver quality instructional activities to college and university students and make changes to instruction in response to feedback from students, peers, and colleagues
  - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
- Identify key instructional issues or trends within a specific discipline or area of professional interest
  - As measured by the successful completion of specialized coursework and/or workshops and all related assignments and the development of a capstone portfolio
- Conduct a self-appraisal of instructional skills, identify areas of improvement, and articulate a philosophy of teaching
  - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
  - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio

The funding to support this program will be provided through the Graduate School with a commitment from the Provost to increase the Graduate School recurring budget to cover annual costs for a 0.5 FTE Program Director, administrative support and instructor time.
1. Certificate Program Overview

a. CIP#: 131299

Title: Teacher Education and Professional Development, Specific Levels and Methods, Other.

Definition: Any instructional program in teacher Education and professional development not listed above. Examples: [Distance Learning Teacher], [Online Teaching], Postsecondary Instructor Education], [College Teaching].

b. Brief overview including description and rationale:

1. The proposed certificate is an outgrowth of several years of conversations involving numerous faculty members and administrators who are interested in improving the quality of undergraduate learning and in enhancing graduate students’ professional development in the area of teaching. These conversations revealed widespread interest in and support for the development of a centralized educational opportunity for OSU graduate students. To move this general interest forward to action, in the fall of 2008, the Dean of the Graduate School invited a committee to develop a curriculum proposal leading to the establishment of a graduate certificate in teaching and learning. The committee members at that time included: Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Jeff Hale, Ed Jensen, Bob Mason, Peter Saunders, Greg Thompson, Sue Tornquist, Janine Trempy, and Jessica White. Considerable progress was made toward envisioning a graduate certificate program in college and university teaching. In the summer of 2011, Brenda McComb, Dean of the Graduate School, reconvened many members of the original work group to continue work. Members of that second committee included Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Mark Hoffman, Ed Jensen, Robert Mason, Brenda McComb, Susan Shaw, Greg Thompson, Janine Trempy, and Jessica White.

The proposed certificate has three primary goals:

1) To elevate the quality of instruction provided to OSU undergraduate students by Graduate Teaching Assistants (GTAs) by offering graduate students training and development opportunities related to pedagogy and engagement.

2) To create a cadre of highly skilled graduate teaching assistants at OSU. Not only will these GTAs provide valuable instruction to OSU undergraduates, they may eventually assist in the training of less experienced graduate students. We anticipate that this program, and the possibility of serving in an advanced mentorship role, will be attractive enough that it will help recruit highly capable graduate students to OSU.
3) To enhance the initial employability, preparedness, and early career development of graduate students who have completed this graduate certificate at OSU.

The proposed 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. The general structure of the certificate is:

- core coursework (8 credits)
- specialized coursework and experiences (4 credits)
- supervised teaching internship (3 credits)
- capstone teaching portfolio (3 credits)

The core courses will focus on educational/learning theory and instructional strategies for working with adult learners. The specialized coursework will include student-selected coursework, workshops, and/or other approved experiences appropriate to the student’s field of study. The supervised teaching internship will allow students to engage in supervised field experiences to practice and refine instructional skills. The capstone teaching portfolio will provide a culminating professional development experience for students.

Graduate students completing this Graduate Certificate program will receive a formal, transcript-visible credential and will be better prepared to compete in the national and international marketplace for highly sought after faculty positions in colleges and universities. In the past fifteen years, more than 45 leading doctoral degree granting universities have launched Preparing Future Faculty (PFF) programs (see [http://www.cgsnet.org/Default.aspx?tabid=226](http://www.cgsnet.org/Default.aspx?tabid=226)) with goals similar to those associated with the proposed certificate. OSU graduate students who receive the graduate certificate in College and University Teaching will be better positioned to compete for jobs with those students who have participated in Preparing Future Faculty and similar programs and will have opportunities to develop competencies related to teaching.

The certificate in College and University Teaching will be granted through the Graduate School. There are currently five interdisciplinary and multi-departmental graduate programs housed in the Graduate School. Because this certificate has a strong interdisciplinary emphasis, in that it intends to attract students from all colleges on campus, and because the Graduate School has traditionally been the administrative home for interdisciplinary graduate programs, this organizational structure is critical to the successful creation and deployment of the certificate at OSU. Furthermore, housing this program in the Graduate School reinforces the campus wide reach of the program while leveraging scarce resources and fostering a cross and multi-disciplinary structure. Core coursework for the certificate will be offered in partnership with the College of Education. Other colleges and units will provide the remaining coursework and experiential opportunities.
2. Course of Study

a. Briefly describe the proposed curriculum.

The certificate curriculum was developed by the campus wide committee described in 1.b. The 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current OSU graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. Once this program is in place and it has been assessed and should there be market demand, the certificate may be made available via Ecampus for students beyond the OSU campus.

Recipients of the certificate will effectively facilitate undergraduate student learning at the college and university level and possess experience and skills needed to support successful career paths in higher education or other related settings. Graduate students who envision careers beyond university instruction in fields such as business or engineering will also benefit from this certificate, as the proposed curriculum will focus on how to facilitate adult learning, whether that be through instructing students in the
classroom, designing and delivering corporate training sessions, or leading design teams in industry. Additionally, the intentionally flexible curriculum will allow students to create learning opportunities that are most applicable to their circumstances and needs.

The graduate certificate curriculum will be extremely valuable to OSU Graduate Teaching Assistants who engage in the broad range of instructional assignments, including developing and teaching their own classes, leading labs and recitations, or engaging in other responsibilities meant to provide support to faculty members. It is anticipated that this foundational knowledge of teaching and learning will improve the quality of the student experience for those undergraduates who are enrolled in courses that utilize OSU GTAs for instructional and support activities.

The certificate curriculum is comprised of

- **Core coursework**, required by all students seeking the certificate (8 credits)
  - AHE 547: Instructional Strategies for Adult Learners (4 credits)
  - AHE 553: Adult Learning and Development (4 credits)

- **Specialized coursework and experiences**, specific selection of which will be determined by students and the program(s) for which they teach (4 credits)
  - Discipline-specific courses approved by the Graduate Teaching Certificate Committee. These courses may include any of the following and may include others as disciplines deliver additional for-credit experiences:
    - AED 553: Applied Instructional Strategies (3 credits)
    - AHE 507: Seminar in GTA Training and Development (1 credit)
    - MB 699: Special Topics/Student Success in the Classroom (2 credits)
    - SED 596: Methods of College Teaching in Mathematics and Science (3 credits)
    - SED 599: Communicating Ocean Sciences to Informal Audiences (3 credits)
    - WR 520: Studies in Writing (4 credits)
    - WS 535: Feminist Teaching and Learning (3 credits)
    - ECAMPUS COURSE ON ONLINE LEARNING (under development) (3 credits)

OR

- Workshops offered by the Center for Teaching and Learning (CTL) and Teaching Across the Curriculum (TAC). Similar to the academic courses, one credit shall be equivalent to ten hours of workshop attendance, two credits shall be equivalent to 20 hours of workshop attendance, three credits shall be equivalent to 30 hours of workshop attendance, and four credits shall be equivalent to 40 hours of workshop attendance. To receive credit for CTL or TAC workshops attended, students must register in advance and attend the entire workshop. Attendance sheets managed by the CTL and TAC will provide documentation of registration and attendance. Students will register for academic credits associated with their level of workshop attendance. Students must maintain a reflective journal for all workshops attended and then submit a reflective paper after all workshops are completed that analyzes and synthesizes ideas from the various workshop topics and addresses how they applied what they learned from the workshops to an actual teaching/learning
situation. Credits will be assigned to an IST 599 course based on number of workshops successfully completed.

- **IST 610: Supervised teaching internship (3 credits) [Category II proposal under consideration]**
  - The internship will be supervised by a faculty member affiliated with the certificate program who will maintain regular contact with students and site supervisors, guide interns in activities designed to maximize learning and skill development, and assign final grades. An internship could include activities associated with a traditional GTA assignment on the OSU campus, an experience at another college, university, community college, or another approved experience.

- **IST 607: Capstone teaching portfolio (3 credits) [Category II proposal under consideration]**
  - The culminating experience will be the development of an individual teaching portfolio which may contain elements such as a statement of teaching philosophy, curriculum vitae, a video recording and analysis of the student’s teaching, samples of graded student work, student, peer, or supervisor evaluations of teaching, video sample course materials such as course syllabi, learning activities, assessment tools, and uses of technology to support learning. The capstone teaching portfolio will be guided and instructed by the Director of the certificate program as part of a graded for-credit course.

The core courses will focus on adult learning theory and on instructional strategies for adult learners. The intent of the core coursework is to provide a solid theoretical and pedagogical foundation for working with adult learners. The specialized coursework comprises practitioner specific skill development, workshops, and/or other sessions appropriate to students’ fields of study. The intent of the specialized coursework/experiences is for students to identify and participate in other opportunities that address learning specific to their discipline or a particular area in which they require further training. The supervised teaching internship is intended to support students in their “hands-on” instructional experiences where they are encouraged to hone their skills and reflect upon the experiences in thoughtful and purposeful ways with a university faculty member. The capstone teaching portfolio is meant to provide a culminating experience for students whereby they demonstrate and articulate their knowledge and skills in the area of teaching and learning.

Based on a recent survey of OSU graduate students (see Section 4: Evidence of Need for Additional Details), it is expected that there also will be a strong demand among some graduate students for taking some of the coursework without completing the entire certificate. For some graduate students, their schedules may prohibit them from completing the full 18 credits, or they may already possess some prior skills or training. Students actively pursuing the certificate will be offered priority registration for the two core class (AHE 547 and AHE 553), the supervised teaching internship (IST 610), and the capstone teaching portfolio (IST 607) after which graduate students at large will be permitted to enroll.

It is also expected that some students may wish to be admitted to the certificate program after completing some of the required or specialized coursework. Petitions to
be admitted under these circumstances and transfer existing work to meet the requirements of the certificate will be considered on a case by case basis.

b. **Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.**

No new courses are proposed in conjunction with this certificate. Coursework and experiences will be offered in partnership with the College of Education and other colleges and units as deemed appropriate.

c. **Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.**

Technology, primarily via Blackboard, will be used to support ongoing communication with on-campus students pursuing the certificate and to maintain a virtual community during experiences such as the internship and the capstone experience.

This program will offer a blend of theoretical and practical learning approaches. The supervised internship and capstone portfolio experiences are critical to the overall design of the graduate certificate and will solidify learning by contextualizing pedagogical training and promoting professional development. Because this certificate program will attract graduate students from a wide range of degree programs across campus at OSU, it will have an added benefit of providing a cross-disciplinary learning experience for graduate student participants.

d. **What specific learning outcomes will be achieved by students who complete this course of study?**

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

- Describe and discuss key theories, orientations, models, and principles of learning and development in adulthood
  - As measured by the successful completion of AHE 553 and all related assignments and the development of a capstone portfolio
- Develop a college and university course, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities
  - As measured by the successful completion of AHE 547 and all related assignments and the development of a capstone portfolio
  - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
- Design and deliver quality instructional activities to college and university students and make changes to instruction in response to feedback from students, peers, and colleagues
  - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
- Identify key instructional issues or trends within a specific discipline or area of professional interest
o As measured by the successful completion of specialized coursework and/or workshops and all related assignments and the development of a capstone portfolio

• Conduct a self-appraisal of instructional skills, identify areas of improvement, and articulate a philosophy of teaching

o As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio

o As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio

e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

The graduate certificate program is designed to be completed in two years. Though the certificate committee believes that a cohort approach would enhance students’ experience, it was recognized that students would desire the opportunity to enter the program at different times given the demanding and varied schedules of graduate students at OSU. Students will be bound by all standard Graduate School policies and timelines (e.g., completing a Master’s degree within a 7-year time period) regardless of progress toward completion of the graduate certificate.

3. Accreditation of the Program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

NA

b. If applicable, does the proposed program meet professional accreditation standards?

NA

4. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

There is currently no centralized professional development program at OSU designed to provide advanced coursework and experiential learning opportunities to current graduate students or those beyond campus who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation.

The Center for Teaching and Learning offers a campus-wide new GTA orientation, a variety of GTA-focused workshops, and a newly developed leadership opportunity for veteran GTAs called the GTA Fellows Program. This proposed certificate will collaborate with these and other existing campus efforts to increase the depth and breadth of offerings for GTAs.
Other seminars and lectures are offered on an ad hoc or intermittent basis to students in specific degree programs. Similarly, specific courses aimed at GTA development are offered by various units independently on a smaller scale. However, none of these activities has been integrated to create a meaningful or structured learning opportunity resulting in a formal certificate credential. This proposed certificate intends to create a rigorous, centralized, and efficient means for graduate students to acquire the skills and knowledge needed to compete successfully for future university teaching positions.

In comparison with other colleges and universities nationally, a recent study of structured professional development opportunities for graduate and professional students (Kalish, et al, 2009) found that of the 258 institutions studied, 81 (31.4%) already had well developed certificates related to teaching and learning, with six others having a program under development. Of the very high research institutions in the study, 45 (52.9%) had graduate certificate programs. In this respect, OSU is lagging behind its peers in the delivery of structured training and development opportunities to its graduate students. Clearly, creation of this certificate does not position OSU as a leader in the preparation of future college and university faculty members. But it will contribute toward filling the gap between professional development opportunities offered at OSU and those that have been offered at peer institutions for well over a decade.

Similarly, in its recent Assessment of the Research Doctorate, the National Research Council collected extensive data related to the quality of doctoral programs. Whether the institution, program, or both offered “Organized training to help students improve teaching skills” was among a list of types of student support for which data were collected. The inclusion of this item in this critical national study is another clear indicator of the importance of launching this graduate certificate program. Indeed, the reasons for offering this certificate program are clear, compelling, and well-documented. To responsibly serve our undergraduate and graduate students requires us to provide such professional development opportunities.

It is important to note that this commitment to graduate student development is consistent with the Oregon State University Strategic Plan-Phase II, 2008-2013. Within the plan, and despite daunting economic challenges statewide, OSU has confirmed its commitment to providing outstanding academic programs that further strengthen its performance and pre-eminence within its three signature areas of excellence (Goal #1). Within this goal, the University’s leaders have stated that “raising the profile of graduate education at OSU through repositioning of existing programs and introducing targeted new programs to support OSU’s three areas of excellence” is an important initiative toward meeting this objective. Similarly, in meeting the goal of providing an excellent teaching and learning environment (Goal #2), the quality of teaching skills is highlighted as crucial. Accordingly, steps must be taken to “Ensure all teaching faculty contribute to a learner-centered academic experience.” This proposed graduate certificate in college and university teaching represents a collective institutional effort to raise the profile of graduate education campus-wide and foster excellence in teaching among those graduate students who are responsible for considerable portions of the university’s instruction.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.
“Re-envisioning the PhD” (Nyquist & Woodford, 2000), a project located at the University of Washington Graduate School (see http://depts.washington.edu/envision/project_resources/index.html), attempted to answer the question, “How can we re-envision the Ph.D. to meet the needs of the society of the 21st Century?” The researchers interviewed and surveyed leaders in higher education, K-12 education, doctoral students, government agencies, business and industry, and foundations to learn their concerns about the way US doctoral education has been conducted in the modern era. Among the findings was the following concern voiced by institutions of higher education:

Lack of pedagogical training means that new faculty are not prepared to teach today’s students at these colleges and universities. The main preparation for new faculty has been teaching assistantships, so they are limited in their teaching repertoire by the nature of their particular assignment—usually in a discussion section or laboratory for a large lecture class, often without supervision or adequate mentoring. (p. 13)

Pruitt-Logan, Gaff, and Jentoft (2002) and Gaff, Pruitt-Logan, Sims, and Denecke (2003) summarized recent research by stating that, generally, doctoral students want to see “a closer relationship between doctoral preparation and the realities of faculty work and similar views among new faculty members” (p. 11). They reported that the literature cites interest among doctoral students for more professional development opportunities during their doctoral preparation including more teaching preparation. Given that about half of doctoral students pursue careers in academia, attention to better preparation of college and university faculty members is critical to addressing these concerns.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

In fall 2011, OSU enrolled over 3600 graduate students in a wide variety of academic programs. Of those graduate students, 1,729 were Master’s students, 1230 were doctoral students, and 659 were non-degree seeking students. In a recent OSU Advanced Degree Recipients Exit Survey, about 20% of respondents indicated that they intended to pursue careers in college and university teaching. Additional data collected from recent Graduate School open forums as part of a strategic planning process indicate that graduate students are seeking more professional development opportunities and more training regarding teaching and class management. OSU graduate students are increasingly aware of the availability of such opportunities at peer institutions and see the clear disadvantage they face as a result of not having access to such programs. Hence, we estimate that as many as 150 graduate students will be interested in the proposed graduate certificate in a given year. However, because of budget constraints, the program is planned for a maximum capacity of 30 students per year with approximately 60 students matriculating at any given point in time. Should student demand to pursue this certificate consistently exceed capacity in future years, consideration will be given to expanding the program and the additional resources necessary to do so.

A survey of all graduate students enrolled during winter term 2009 was conducted to assess interest in this proposed program. A total of 455 responses was received.
Respondents were nearly evenly divided between doctoral and master’s degree students. Thirty-nine percent were first-year graduate students, 23 percent were in their second year, 15 percent were in their third year, and the remaining 22 percent had been graduate students for more than three years. Respondents were fairly well distributed among the graduate programs across campus. Forty-five percent (n=205) of respondents indicated that they were extremely interested (6 on a scale of 1-6) in improving their teaching skills while at OSU. Thirty-one percent (n=140) were extremely likely to take one or more courses for credit in order to improve and document teaching skills. Fifty-four respondents indicated that it was extremely likely that they would take courses offered via Ecampus to improve teaching skills. Seventy-eight respondents indicated that they would be extremely likely to complete an entire 18-credit transcript-visible set of courses that would result in a graduate certificate in college and university teaching.

To further examine the demand for a full graduate certificate, several cross tabulations were calculated. Respondents who indicated that they would be extremely likely (6 on 1-6 scale) to complete an entire 18-credit graduate certificate were equally divided between students enrolled in doctoral and master’s degrees.

In regard to respondents’ major areas of study, the largest numbers of respondents who indicated they would be extremely likely to complete the proposed graduate certificate were enrolled in programs in education (n=17 or 23% of education respondents) and health and human sciences (n=14 or 19% of PHHS respondents). Among other areas of study, 10% (n=5) of agricultural sciences respondents, 29% (n=7) of liberal arts respondents, 6% (n=5) of engineering respondents, 11% (n=4) of forestry respondents, 13% (n=7) of science respondents, and 50% (n=5) of MAIS respondents indicated that they would be extremely likely to complete the proposed graduate certificate.

Understanding that intention and behavior are not perfectly correlated, we are confident that an annual cohort of 30 students would enroll in the proposed 18-credit graduate certificate. Thirty students represent only 38% of the 78 respondents who indicated that they would be extremely likely to complete the entire certificate program. We consider this to be a conservative estimate with good reliability for curricular planning purposes.

d. Are there any other compelling reasons for offering the program?

Graduate student development, while not new, is an emerging field of research that has arisen in response to the success of national Preparing Future Faculty programs and the identification of graduate students as a relatively underserved and understudied student population on US campuses. A thorough review of the literature by the certificate committee revealed six areas most commonly cited as essential for graduate student development and preparation:

1. Establishment of and engagement with a sense of community (Austin, 2002; Golde, 2005; Lovitts and Nelson, 2000; Luft, Kurdziel, Roehring, and Turner, 2004; Tinto, 1993; White and Nonnamaker, 2008)

   a. Peer community, including other graduate students at their home or another institution, for purposes of communicating across disciplines and normalizing the graduate experience
b. Academic community, including faculty and postdoctoral fellows to promote academic mastery in appropriate disciplinary areas
c. Professional community, including faculty and colleagues, to facilitate the transition to various career paths via networking and socialization to the profession

2. Mentorship and/or advising with a key individual or with key individuals who show keen interest in the student’s development and preparation (Austin, 2002; Leigh, 2001)

3. Supervised and reflective professional experience opportunities (Austin, 2002; Murphy, 2008)

4. Career development support (Austin, 2002; French, 2006; Golde, 2005)

5. Department feedback, support, and involvement (Barrington, 2001; Luft, Kurdziel, Roehring, and Turner, 2004; Smith, 2001)

6. Facilitation of broadly defined “teaching” skills (model proposed by Simpson and Smith, 1993; other citations include Smith, 2001; Takalkar, Micceri, and Eison, 1993)
   a. Scholastic skills (e.g., mastery of subject matter, ability to advise students into the professional field, general recognition of importance of teaching)
   b. Planning skills (e.g., course material selection, class session preparation, consideration of learning styles)
   c. Management skills (e.g., administrative responsibilities, response to disciplinary or academic dishonesty issues, knowledge of important policies)
   d. Presentation and communication skills (e.g., written and oral communication, use of technology, leading class discussion and lecturing)
   e. Evaluation and feedback skills (e.g., development of good tests and evaluation measures, engagement in effective grading and providing feedback to students, modification of instructional approaches as needed)
   f. Interpersonal skills (e.g., strategies for motivating students and working with diverse student populations)
   g. Pedagogical skills (e.g., understanding of and development of approaches to teaching and learning that reflect knowledge of the art and science of teaching)

The committee believes that the proposed graduate certificate program addresses each of these essential elements: community (through shared coursework with students across disciplines), mentorship (through the Director (see 6c) and course instructors), supervised opportunities (through the supervised internship), career development support (through the capstone teaching portfolio), department support (through the incorporation of specialized coursework), and development of teaching skills (through the core courses, specialized courses, and CTL workshop offerings).

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

None.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.
Within the proposed two-year time frame, all core courses will be offered at least twice to accommodate graduate students’ varied schedules. Internship (IST 610) and Capstone (IST 607) courses will require considerable out-of-class work on the part of the student and will allow for flexibility in scheduling.

5. Similar Programs in the State

a. List all other closely related OUS programs.

There is no closely related OUS graduate certificate. Portland State University currently offers a graduate certificate in Teaching Adult Learners. The PSU certificate is designed for teachers and instructors who already have advanced degrees, many of whom have been teaching or training in vocational technical fields but now wish to pursue a formal credential. This proposed certificate is intended for OSU graduate students who wish to further develop their teaching and facilitation skills while seeking their respective degrees so that they may utilize these skills immediately in undergraduate class settings and graduate with credentials that may position them better for employment.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the Graduate Certificate in College and University Teaching are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload. There is no similar graduate certificate offered at either UO or PSU.

6. Resources

a. Identify program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request. See Appendix B.

AHE 547: TBD
AHE 553: TBD
AED 553: Misty Lambert
AHE 507: Jessica White
ME 699: Janine Trempy
SED 596: TBD
SED 599: Alicia Christensen/Shawn Rowe
WR: Susan Meyers
WS 535: Susan Shaw

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first
four years of the proposed program’s operation (assuming the program
develops as anticipated). What commitment does the institution make to meet
these needs?

No new faculty members are needed in conjunction with this certificate program, but
resources are needed for a program director, program GTA, administrative support, and
term-to-term instructors for additional sections of the AHE core courses (see section 6c).
Funding for these positions will be provided by the Graduate School.

c. Estimate the number and type of support staff needed, if any in each of the
first four years of the program.

Administrative support staff at .25 FTE will be needed to deliver this Graduate Certificate
in each of the first four years of the program.

Additional support in the way of a .49 FTE GTA will be needed to provide additional
support and program management. Eventually and ideally, the GTA selected for this
position will be someone who has completed the certificate and can serve as a mentor to
those currently in the program.

A part-time Director of Graduate Student Development (.50 FTE) will be needed to
administer the program. As this certificate is not connected with any other academic
degree offering, the Director will be responsible for all aspects of the graduate certificate
program including: program development and planning; assuring that core classes are
staffed appropriately and taught regularly; coordinating with those academic units
offering specialized coursework in conjunction with the certificate; collaborating on the
development and delivery of CTL and TAC workshops geared toward graduate student
development, especially those that may be attended by students completing the
certificate; recruiting and admitting students; monitoring student progress; managing
program resources; and working with a Graduate Teaching Certificate Committee to
oversee the certificate program. The Director will also instruct the supervised teaching
internship (IST 610) and the capstone teaching portfolio (IST 607) courses. The Director
will be selected from among current OSU staff or faculty.

Additional resources will be needed to staff required core classes including AHE 547 and
AHE 553 (once each academic year). Currently, these courses are offered only via
Ecampus in conjunction with an online degree offered through the College of Education.

d. Describe the adequacy of student and faculty access to library and department
resources that are relevant to the proposed program.

See Appendix E for the Library report. There are no issues with access.

e. How much, if any, additional financial support will be required to bring access
to such reference materials to an appropriate level? How does the institution
plan to acquire these needed resources?

The library suggested purchase of Multicultural Education & Technology Journal ($491),
which has been highly requested through interlibrary loan in the last 2 years.
f. Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?

None.
References


Appendix A: Course Descriptions

AED 553. APPLIED INSTRUCTIONAL STRATEGIES (3). Fall. Lambert. 
Helps students in the identification and development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. Safety is a primary focus.

AHE 507: GTA TRAINING (1). Fall, Winter, Spring. White

AHE 547. INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (4). TBA.
Exploration of and practice using instructional strategies to enhance adult learning. Acquisition of an instructional strategy tool kit as well as a method for evaluating adult learning events. This course is repeatable for a maximum of 60 credits.

AHE 553. ADULT LEARNING AND DEVELOPMENT (4). Fall. TBA.
Introduce participants to key theories, orientations, models, and principles of learning and development in adulthood.

IST 607: SEMINAR (1-5/1-16) [Category II proposal under consideration]

IST 610: INTERNSHIP (1-18/1-15) [Category II proposal under consideration]


SED 596. METHODS OF COLLEGE TEACHING IN MATHEMATICS AND SCIENCE (3). Spring. Enochs. 
Focuses on methods and problems in planning and implementing mathematics or science instruction at the college level. Particular emphasis is placed upon selecting teaching strategies, organizing materials, and evaluating student assessment.

SED 599: COMMUNICATING OCEAN SCIENCES TO INFORMAL AUDIENCES (3), Winter, Christensen and Rowe

WS 535. FEMINIST TEACHING AND LEARNING (3). Fall. Shaw. 
Focuses on the experiences and practices of the feminist classroom. Key components of the class include issues associated with the identity and development of the teacher as well as the development of skills to help facilitate understanding, empowerment, and the personal and social agency of students.

WR 520: STUDIES IN WRITING (4), Winter. Meyers
Selected topics in rhetoric and composition.
January 5, 2012

Jessica White, Ph.D.
Assistant Director for Co-Curricular Learning
Center for Teaching and Learning
139 Waldo Hall
Oregon State University

Dear Dr. White,

I wish to add my support to the Category I proposal for an 18-credit, Graduate Certificate in College and University Teaching. There are many institutions around the country that provide GTAs support for teaching typically at the beginning of an academic year or term. With this design for a certificate in teaching for GTAs, OSU joins many leading institutions in offering a coherent and focused approach to developing instructional skills for future research and teaching faculty. This program can be built into a national model. This program should become a site for research and evaluation by graduate students and faculty interested in college teaching.

I have been in communication with the faculty in Adult and Higher Education and we are very willing to cooperate in offering AHE 547 and AHE 553 as core elements of the certificate program. We also agree to offer a section of internship AHE 510/610 and capstone seminar AHE 507/607 each term for students to complete a supervised college teaching internship and a capstone teaching portfolio as part of the certificate.

I understand that funding for additional sections of these courses will be provided by the Graduate School and will not be the responsibility of the College.

I look forward to working with Dr. McComb and Dr. White and others in their development of this certificate program.

Sincerely,

Larry Flick
Dean
December 28, 2011

Drs. Brenda McComb and Jessica White
Oregon State University
Corvallis, OR 97331

Re: Letter of Support for the Graduate Certificate in College and University Teaching on behalf of the Undergraduate Education Council and the Center for Teaching and Learning

Dear Brenda and Jessica:

I am delighted to send this letter of support for the Graduate Certificate in College and University Teaching proposal you have developed. I write on behalf of two important stakeholders and partners: 1) the Undergraduate Education Council (UEC), which I chair and to which you presented your proposal on December 1, 2011, and 2) the Center for Teaching and Learning (CTL) which reports to me and of which I am currently serving as interim director. The objectives and anticipated outcomes of the Certificate provide an outstanding opportunity for partnerships across graduate programs, undergraduate education, and teaching development resources. The certificate has the enthusiastic support of both the UEC and the CTL.

The UEC views this certificate program as an important investment in the quality of undergraduate instruction at OSU as well as in the future of the teaching professoriate. From writing to speech communication to chemistry and mathematics, graduate teaching assistants make a critical contribution to undergraduate learning. Associate deans representing colleges on the UEC embrace this opportunity to prepare graduate students to excel in their teaching duties and to create an efficient, centralized structure within which to delivering instruction in pedagogy and curricular design to graduate instructors. Our undergraduate will benefit, as will our graduate students and faculty, whose discipline- and course-specific trainings will be supplemented by this new central resource.

The CTL has recently invested in training and mentorship of graduate teacher training, and we view this new certificate program as a perfect alignment with and extension of our current and future efforts in this area. As you are aware, CTL created two new assistant director positions, currently held by Jessica White and Robin Pappas, with substantial responsibility for overseeing graduate instructor development. Fall 2011 we piloted the first-ever campus-wide GTA orientation which served new graduate student instructors from across campus. We plan to continue this orientation in 2012 and build upon successes and recommendations from the pilot year. The CTL would like to continue to play a prominent role in the curriculum and workshop development of the
certificate program, and we will continue to dedicate resources in support of graduate instructor excellence.

In summary, the UEC, the CTL and I in my capacity as associate provost support this certificate in strongest possible terms, and I look forward to further collaboration across the UEC, CTL and certificate oversight body in the near future. Please do not hesitate to contact me if you require further information about our commitment to support your endeavors, and thank you for presenting this opportunity for partnership and collaboration in support of teaching excellence at OSU.

Sincerely,

[Signature]

Susie Brubaker-Cole, Ph.D.
Associate Provost for Academic Success and Engagement
Interim Director, Center for Teaching and Learning
Technology Across the Curriculum (TAC) stands in support of the Category I proposal for a GTA Certificate in Teaching and Learning. Systematically improving the teaching & learning capabilities of graduate teaching assistants serves the University mission and is critical to growing educational quality as enrollments steadily increase. TAC is particularly interested in participating in the certificate program by offering education in instructional technologies. This is a blend of theory and practical skills, aiming at a holistic approach to instructional technology. The major objectives for this curriculum are:

1. The successful GTA learner will be able to explain pedagogical principles of effective technology use.

2. The successful GTA learner will be able to both describe and practically demonstrate information technology literacy competencies.

3. The successful GTA learner will be able to apply a variety of instructional technologies to produce educational resources and activities for students. Relevant technologies include: lecture slides, web-based learning, response systems, and eBook publishing.

4. The successful GTA learner will be able to produce, conduct, and interpret assessment of the effectiveness of instructional technology use. Consideration will be given to emerging technologies and how to manage in a world of rapid change.

An emphasis of TAC’s contributions to the Certificate will be transferability of knowledge in order to prepare for new technology environments that the learner may face.

TAC professional staff have university teaching specified in our position descriptions because teaching experience is critical to our ability to train and support. Thus, TAC staff are positioned to participate in an academic credit certificate program.

In good spirit, 

Jon Louis Dorbolo

Jon Louis Dorbolo
Associate Director
Technology Across the Curriculum (TAC)
130 Waldo Hall
Oregon State University
Corvallis, OR 97331
Email: Jon.Dorbolo@oregonstate.edu
Gmail: jondorbolo@gmail.com
Web: http://oregonstate.edu/tac
Voice: 541.737.3811
Fax: 541.737.7967
SMS: 541.915.2160
Google Talk: jondorbolo
Skype: jondorbolo
Facebook: Jon Dorbolo
Twitter: http://twitter.com/osu_tac
SL Avatar: Chiron Mirror
slurl: Beaver Island
January 23rd 2012

Dr. Brenda McComb
Dean of Graduate School
Oregon State University
300 Kerr Administration
Corvallis, OR 97331

RE: Graduate Certificate in College and University Teaching

Dear Dr. Brenda McComb,

Graduate programs across the country are providing developmental opportunities for graduate students regarding teaching in college and university setting with great success as seen by the Preparing Future Faculty programs across the nation (http://www.preparing-faculty.org/). In addition, currently there is no other program within the Oregon University System that specifically targets GTA’s currently seeking a graduate degree. Portland State University has a program designed for individuals who already have an advanced degree. The Graduate Certificate in College and University Teaching will be the first in Oregon, therefore it is in higher demand which could increase the marketability of the OSU Graduate School. It is important to consider the broader contributions of this certificate; we also must look at the specific OSU graduate student and undergraduate benefits.

The Graduate Certificate in College and University Teaching will enhance the OSU graduate students. GTA’s who participate in the certificate program will enhance their development, teaching and marketability. Also, many graduate students have come to me and others seeking information on developmental opportunities which will better prepare them in their roles as GTA’s. While this certificate is targeted to GTA’s, it may also provide opportunities for GRA’s and other graduate students otherwise not employed at OSU, yet, are still receiving a degree from OSU. In addition, this certificate will enhance the educational experience of OSU undergraduates who may someday become OSU graduate students. Moreover, undergraduate students have voiced their concerns regarding GTA’s teaching abilities. The Graduate School would be enhanced with the approval of the Graduate Certificate in College and University Teaching.

On behalf of graduate students, the ASOSU Director of Graduate Student Affairs Task Force, ASOSU Graduate Senator, and ASOSU House Representatives, we highly encourage the acceptance of the Graduate Certificate in College and University Teaching. We believe graduate students, undergraduate and the Graduate School as a
whole will only benefit by approving the Graduate Certificate in College and University Teaching.

Sincerely,

Angela Baxter, ASOSU Director of Graduate Student Affairs Task Force

Mousa Diabat, ASOSU Graduate Senator

Timothea Lapham, ASOSU Graduate Representative

Andrew Vanderwall, ASOSU Graduate Representative

Douglas Van Bossuyt, ASOSU Graduate Representative
To Whom It May Concern:

The Coalition of Graduate Employees (CGE) supports the Category 1 proposal to develop a graduate certificate in college and university teaching. We share the goals of (1) improving the quality of education provided to OSU undergraduates by GTAs, (2) creating GTAs with greater teaching skills, and (3) increasing the employability of OSU graduate students interested in pursuing careers in college and university teaching.

We believe the proposed certificate will incentivize participation in existing classes and workshops aimed to increase the quality of graduate student teaching. This curriculum’s dual focus on both formal training in teaching theory and practical pedagogy will help produce well-rounded and better prepared graduate educators. The certificate will also recognize the work of graduate students who have pursued excellence in teaching and, when properly implemented, improve their employability after they complete their degrees.

Coupled with continued and broadened initiatives around training for beginning GTAs, the creation of this certificate will begin to increase the quality of education offered to OSU undergraduates. It is our hope that efforts such as this will contribute to a larger dialogue on campus around the value of graduate teaching and the need to support and train GTAs and to recognize the value and quality of their work. We support the creation of the graduate certificate in college and university teaching as part of a larger initiative to increase the quality of graduate teaching at OSU.

On behalf of CGE,

S. Ashley Bromley
Vice President of Organizing
Coalition of Graduate Employees, AFT Local 6069
Hi, Jessica. WS will offer WS 535 every fall, and we are happy for it to be part of the Graduate Certificate in College and University teaching!

Susan

Greetings,

As you are likely aware, a committee of faculty from around campus have developed a Category I proposal to create a Graduate Certificate in College and University Teaching (see attached for the full proposal). As part of this proposal, a course you teach or that is taught in your department is being listed as possible specialized/elective coursework (see page 4 of the proposal) that graduate students may take toward completing the required 18 certificate credits. The proposal is currently under review by various campus committees. One of the committees recently requested more official liaison work with each of the units represented to ensure that (1) the course listed in the proposal is one that the unit intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

If you support the inclusion of your unit’s course(s) listed below as part of the Graduate Certificate in College and University, can you please send a brief email to Jessica White jessica.white@oregonstate.edu indicating (1) the course listed in the proposal is one that your unit intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

- AED 553: Applied Instructional Strategies (3 credits)
- AHE 507: Seminar in GTA Training and Development (1 credit)
- MB 699: Special Topics/Student Success in the Classroom (2 credits)
- SED 596: Methods of College Teaching in Mathematics and Science (3 credits)
- SED 599: Communicating Ocean Sciences to Informal Audiences (3 credits)
WR 520: Studies in Writing (4 credits)

WS 535: Feminist Teaching and Learning (3 credits)

ECAMPUS COURSE ON ONLINE LEARNING (under development) (3 credits)

We are on quite a tight turnaround to collect this liaison work before the end of the academic year so that we do not have to wait until the fall to gain committee approval. A response received by Wednesday, June 13, 2012 would be most appreciated.

Many thanks!!

brenda

Brenda McComb, Dean
The Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
brenda.mccomb@oregonstate.edu
Phone: 541-737-4881, Fax: 541-737-3313
Jessica, my eyes did not pick that up. Of course, I approve of the AHE507 being included.

Larry

Jessica, my eyes did not pick that up. Of course, I approve of the AHE507 being included.

Larry

Jessica, I approve of the two SED courses listed below being included in the certificate and enrollment will be open to future certificate students.

Larry

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Larry
Greetings,

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Many thanks!!
Brenda McComb, Dean
The Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
brenda.mccomb@oregonstate.edu
Phone: 541-737-4881, Fax: 541-737-3313
Dear Jessica:

OSU Extended Campus fully supports the establishment of a Graduate Certificate in College and University Teaching.

1) After speaking with Dean McComb we have determined that the “Ecampus course on online teaching/learning” will be submitted as an IST course developed and delivered jointly by Ecampus and the Graduate School.

2) This course will be open to future certificate students who intend to enroll.

Please let me know if you need any additional information.

Best wishes,
Lisa

Lisa L. Templeton, Executive Director
Oregon State University Extended Campus
4943 The Valley Library
Corvallis, Oregon 97331
541-737-1279
http://ecampus.oregonstate.edu
As you are likely aware, a committee of faculty from around campus have developed a Category I proposal to create a Graduate Certificate in College and University Teaching (see attached for the full proposal). As part of this proposal, a course you teach or that is taught in your department is being listed as possible specialized/elective coursework (see page 4 of the proposal) that graduate students may take toward completing the required 18 certificate credits. The proposal is currently under review by various campus committees. One of the committees recently requested more official liaison work with each of the units represented to ensure that (1) the course listed in the proposal is one that the unit intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

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Many thanks!!

brenda

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The Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
brenda.mccomb@oregonstate.edu
Phone: 541-737-4881, Fax: 541-737-3313
Dear Jessica,

In response to the request by Dean McComb related to the Category I proposal to create a Graduate Certificate in College and University Teaching, I am submitting this email to provide answers to the Dean's questions:

1. MB699 Success in the College Classroom, taught by me, will continue to be offered.
2. MB699 Success in the College Classroom will be open to future certificate students who intend to enroll. This course does not have pre-reqs and is open to any graduate student who wishes to enroll.

Please let me know if I can provide any more information. I am excited to see our efforts to create this Category I proposal are moving forward, and I fully support this endeavor. I look forward to providing an educational experience to students who wish to pursue this great opportunity! I cc'd my Departmental Chair and College Interim Dean so as to keep them in the loop.

Janine E. Trempy, Ph.D.
Professor, Microbiology
1996 Oregon Professor of the Year
Associate Dean, College of Science
Oregon State University
intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

If you support the inclusion of your unit's course(s) listed below as part of the Graduate Certificate in College and University, can you please send a brief email to Jessica White at jessica.white@oregonstate.edu indicating (1) the course listed in the proposal is one that your unit intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

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Corvallis, Oregon, 97330 USA
brenda.mccomb@oregonstate.edu
Phone: 541-737-4881, Fax: 541-737-3313
Dear Brenda—

I am able to confirm that 1) WR 520 Studies in Writing is the course that we intend to offer; and 2) we will offer the course. I would envision the first year we could plan to offer the course would be 2013-14, since we have a full schedule for next year (although if that is an obstacle, let me know). We had two faculty interested in teaching this course, one of whom has taken another position; however, we expect to re-hire. Our intent was to focus the course on topics in the teaching of writing. I am copying Vicki Tolar Burton, our School program liaison for rhetoric/writing—her specialization is writing-across-the-curriculum, a likely topic. The literature area has also been interested in building a literature component, and we do offer ENG 488/588 Literature and Pedagogy, should there be room for electives.

Thank you for advancing this innovative proposal. Our faculty and graduate directors have been particularly interested in knowing how the internship portion of the program might work, specifically 1) what might be expected outcomes for the internship?; 2) who would supervise?

As you may know, our School provides in-house the kind of discipline-specific training that is really expected for most MAs and MFAs to teach in their fields, and we can demonstrate that the kind of preparation students receive advances job placement, because it is what most Writing and English areas do nationally. But we have wondered whether some who are not awarded GTAs might not want to take advantage of this broader-based preparation.

I might add that the online component might be very useful for us all, since many of our students need this preparation.

Thanks again, Brenda.

Anita

Anita Helle
Professor of English
Transitional Director of the School of Writing, Literature, and Film
Greetings,

As you are likely aware, a committee of faculty from around campus have developed a Category I proposal to create a Graduate Certificate in College and University Teaching (see attached for the full proposal). As part of this proposal, a course you teach or that is taught in your department is being listed as possible specialized/elective coursework (see page 4 of the proposal) that graduate students may take toward completing the required 18 certificate credits proposal is currently under review by various campus committees. One of the committees recently requested more official liaison work with each of the units represented to ensure that (1) the course listed in the proposal is one that the unit intends to continue offering, and (2) the course listed in the proposal will be open to future certificate students who intend to enroll.

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Many thanks!!

brenda

Brenda McComb, Dean
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Phone: 541-737-4881, Fax: 541-737-3313
<table>
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<tr>
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<th>Thompson, Greg</th>
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<tr>
<td>To:</td>
<td>White, Jessica</td>
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<td>Cc:</td>
<td>McComb, Brenda</td>
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<td>Subject:</td>
<td>Graduate Certificate in College and University Teaching</td>
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Dear Dr. White,

Please accept this letter as a confirmation that the faculty in the Agricultural Education program will make the AED 553 – Applied Instructional Strategies (3 credits) available for students in the Graduate Certificate in College and University Teaching program at Oregon State University. Our plans are to continue offering the methods course and provide opportunities and specific assignments and assessments for students in your program. The faculty in the Agricultural Education program highly endorse the concept of the Graduate Certificate Program in College and University Teaching and we are excited to be a part of the program.

In reviewing the proposal for The Graduate Certificate in College and University Teaching, we endorse your efforts and commend you on an excellent proposal that is desperately needed at Oregon State University.

Sincerely,

Greg

Greg Thompson, PhD
Professor & Department Head
Agricultural Education and Agricultural Sciences
President, American Association for Agricultural Education
112 Strand Hall
Oregon State University
Corvallis, OR 97331
(541) 737-1337
greg.thompson@oregonstate.edu
Jessica,

Although I was involved with working with you to develop the Cat 1 proposal in College and University Teaching, the Grad Council would like assurance that the IST courses in place and to be developed will continue to be taught. As indicated in the Cat 1, we have funding to support this certificate program and we will offer these courses on a regular basis. Please use this email as the liaison that the Grad Council seeks.

Brenda McComb, Dean
Graduate School
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: _____________________________ effective date: __Sept. 2012_________________

Certificate Program in College and University Teaching _____________________________

Department/Program: _____________________________ College: _____________________________

___ Graduate School ___________ Graduate School

☐ Faculty Guidelines
   (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff )

☐ Information Technology Guidelines (http://oregonstate.edu/accessibility/ )

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Brenda McCombs 4/5/12
Sign (Dept Chair/Head; Director) Date

Brenda McCombs
Print (Department Chair/Head; Director)
Appendix E.

Oregon State University Libraries
Evaluation of the Collection Supporting:
Proposal for a new Instructional program for a graduate Certificate in College and University Teaching

Oregon State University
Graduate School

This library assessment reviews the monographic and serials collections as related to the New Instructional Program for a Graduate Certificate in College and University Teaching.

Summary
We compared Oregon State University Libraries’ monographic collections to those of Colorado State, Washington State and North Carolina State University, all participants in the Preparing Future Faculty program. Overall, the book collection is adequate to serve the needs of this program. Some gaps, such as curriculum evaluation, can be addressed using the current education monographs budget. Student and faculty needs can also be filled by either our consortial lending agreements with the Orbis-Cascade Alliance (Oregon-Washington libraries) or Interlibrary Loan services.

For serials, we reviewed the OSU collections using the ISI-Thompson Journal Citation Report (JCR) list of the top 20 titles in Education & Educational Research and the Eigenfactor ranking for journals in Education & Educational Research and Educational Psychology. OSU owns 48 out of the top 53 JCR and Eigenfactor journals in Education and Educational Psychology. The journal collection is adequate to support the graduate certificate course but we would encourage the purchase of Multicultural Education & Technology Journal ($491), which has been highly requested through interlibrary loan in the last 2 years.

Monographs:
We compared Oregon State University Libraries monographic collections to those of Colorado State, Washington State and North Carolina State University. All three institutions are part of the Preparing Future Faculty program, have a similar course structure to the proposed program and are considered OSU Peer Institutions. Appendix A shows the monographic holdings in the main areas of emphasis for the New Instructional Program for a Graduate Certificate in College and University Teaching at OSU as compared to these peer-institutions.

We reviewed a list of Library of Congress Subject Headings that reflects the content of the program. The OSU holdings were compared against the average unique holdings from the three institutions. OSU Libraries' holdings are adequate, especially given that this will be a more practical than theoretical program. Three areas can be improved upon: curriculum evaluation, college teaching, and effective teaching. These gaps can be addressed through the purchase of materials in these areas using the current education monographs budget. The areas can further be supplemented either through the borrowing of materials from the Orbis-Cascade Alliance or via Interlibrary Loan.
Students in this program will very likely benefit from practical books that provide examples of classroom activities or assessment techniques they can do. The current education monographs budget can support the purchase of these materials.

**Serials/Journals:**

*JCR/Eigenfactor rankings*

We compared the OSU Libraries' journal holdings against the list of the twenty top education journals in the Education & Education Research category listed in Thompson-ISI’s *Journal Citation Report (JCR)* and from the Education & Educational Research and Educational Psychology categories from the *Eigenfactor* site. *JCR* ranks journals by impact factor. The category of Education and Educational Research contains journals relevant to higher education but also other grade levels so journals not relevant to higher education or college teaching and those not in English were removed from the list. *Eigenfactor* is similar to *JCR* but the score is based on an estimate of the percentage of time that library users spend with that journal. We looked at the top 20 journals for each of the two categories (educational research and educational psychology) from the *Eigenfactor* site. We removed non-English language journals and journals clearly focused on primary and secondary education. We merged all three lists and removed duplicates for a total of 53 journals. Of these, only 4 are not owned by OSU and one was cancelled in 2009 (*Metacognitive Learning*).

*Interlibrary Loan*

A review of interlibrary loan requests indicates that there are some journals that receive heavy use; *Multicultural Education and Technology Journal, Educational Administration Quarterly* and *Journal of College Student Retention*.

*Faculty publishing*

We checked the online databases to see what journals faculty in the College of Education are publishing in to see if OSU Libraries subscribes to these journals. This helps us establish the breadth of the collection. We removed those journals not relevant to higher education. We identified seventeen journals where College of Education faculty members have published recently. OSU Libraries currently subscribes to fourteen of these publications.

The *JCR* highly ranked journals we do not own, *Academy of Management Learning & Education, Educational Policy, Journal of Educational and Behavioral Statistics*, and *Journal of Psychoeducational Assessment*, are all recognized research journals. Since the program is focused on practical work more than theoretical work, adding these titles is probably not necessary given the large number of education journals the library owns. However, we would encourage the purchase of *Multicultural Education & Technology Journal* for a 2-3 year trial period ($491). This journal has been highly requested through interlibrary loan and the topic is clearly of interest. While the program is adequately supported without immediate access to this title, this is a highly relevant topic for new faculty and, should funding be available, would be a valuable addition to the collection. After the end of the trial period, usage statistics will be used to determine if the subscription should be retained or cancelled.
The primary concern with the education journals is the large numbers that have an embargo on them meaning that the most current year is not available. The students and faculty can supplement what they need through interlibrary loan services but this should be monitored to see if there are any journals that are highly requested as a result of this program. In that case, it may be less expensive to purchase a subscription to the journal than acquire the articles through interlibrary loan.

The list of journals and our holdings can be found in Appendix B.

**Electronic Access to Journals:**
OSU Libraries’ subscriptions to online journal packages include important educational publishers such as Sage, Springer, and Wiley. The recent addition of *PsycArticles* has increased our online access to educational psychology journals.

**Subject-Specific Indexes and Abstracts:**
OSU Libraries subscription databases that can be useful for Graduate Certificate in College and University Teaching include:

- **ERIC** (1966-present)– Index to research articles, government and independent reports and conference papers covering all areas of education at all levels. The database contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.
- **Education Research Complete** (Varies by title) - covers all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. Education Research Complete provides indexing and abstracts for more than 1,500 journals, as well as full text for more than 750 journals, and includes full text for more than 100 books and monographs, and for numerous education-related conference papers. **Educators Reference Complete** (1980-present)- Contains more than 1,100 periodicals and 200 reports from the U.S. Department of Education.
- **PsycINFO** (1887-present) Index to journal articles, series and books for all areas of psychology including animal, applied, clinical, developmental, educational, general, human experimental, general, physiological, social and sport psychology, and treatment and prevention. Full text to many of these articles (1985-) is available through *PsycArticles*.
- **Psychology and Behavioral Sciences Collection** (1965-present) – a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- **Professional Development Collection** - Designed for professional educators, this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. **Professional Development Collection** is the most comprehensive collection of full text education journals in the world.

**Subject Librarian Support:**
OSU Libraries has an Education librarian, Stefanie Buck. Stefanie Buck is also the librarian for Psychology. Subject librarians in other disciplines, such as mathematics or science, to support participants in the program who are interested in discipline specific topics are also available for research and consultation.

Summary:
OSU Libraries' collections are adequate to support the New Instructional Program for a Graduate Certificate in College and University Teaching as proposed. However, we would like to suggest the addition of *Multicultural Education & Technology Journal* to the collection on a trial basis.

Respectfully submitted by:

Stefanie Buck
Ecampus and Instructional Design Librarian
Liaison to the College of Education
## Appendix A: Monograph Holdings

<table>
<thead>
<tr>
<th>Core Subject Headings</th>
<th>Oregon State (ORE)</th>
<th>NCSU (NRC)</th>
<th>Colorado State (COF)</th>
<th>Washington State (NTE)</th>
<th>OSU Rank Among Peers</th>
<th>OSU Compared to Lowest Peer</th>
<th>OSU Compared to Highest Peer</th>
<th>OSU Compared to Average</th>
<th>OSU Compared to Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education</td>
<td>686</td>
<td>1,052</td>
<td>657</td>
<td>793</td>
<td>3</td>
<td>104%</td>
<td>65%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>College Teaching</td>
<td>391</td>
<td>611</td>
<td>588</td>
<td>446</td>
<td>4</td>
<td>88%</td>
<td>64%</td>
<td>77%</td>
<td>76%</td>
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<tr>
<td>Curriculum evaluation</td>
<td>55</td>
<td>92</td>
<td>59</td>
<td>95</td>
<td>4</td>
<td>93%</td>
<td>58%</td>
<td>73%</td>
<td>73%</td>
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<tr>
<td>Curriculum planning</td>
<td>523</td>
<td>752</td>
<td>554</td>
<td>856</td>
<td>4</td>
<td>94%</td>
<td>61%</td>
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<td>80%</td>
</tr>
<tr>
<td>Educational evaluation</td>
<td>198</td>
<td>308</td>
<td>214</td>
<td>292</td>
<td>4</td>
<td>93%</td>
<td>64%</td>
<td>78%</td>
<td>78%</td>
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<tr>
<td>Educational Psychology</td>
<td>652</td>
<td>728</td>
<td>477</td>
<td>662</td>
<td>3</td>
<td>137%</td>
<td>90%</td>
<td>104%</td>
<td>99%</td>
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<tr>
<td>Educational technology</td>
<td>463</td>
<td>773</td>
<td>518</td>
<td>605</td>
<td>4</td>
<td>89%</td>
<td>60%</td>
<td>79%</td>
<td>82%</td>
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<tr>
<td>Effective teaching</td>
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<td>354</td>
<td>371</td>
<td>236</td>
<td>4</td>
<td>94%</td>
<td>60%</td>
<td>75%</td>
<td>75%</td>
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<tr>
<td>Instructional systems design</td>
<td>112</td>
<td>181</td>
<td>141</td>
<td>107</td>
<td>3</td>
<td>105%</td>
<td>62%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>Mastery learning</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>88%</td>
<td>78%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Mathematics Study and Teaching</td>
<td>668</td>
<td>982</td>
<td>292</td>
<td>800</td>
<td>3</td>
<td>229%</td>
<td>68%</td>
<td>97%</td>
<td>91%</td>
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<tr>
<td>Science study and teaching</td>
<td>629</td>
<td>879</td>
<td>321</td>
<td>723</td>
<td>3</td>
<td>196%</td>
<td>72%</td>
<td>99%</td>
<td>93%</td>
</tr>
<tr>
<td>Learning, Psychology of</td>
<td>802</td>
<td>1,030</td>
<td>909</td>
<td>982</td>
<td>4</td>
<td>88%</td>
<td>78%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td><strong>4,917</strong></td>
<td><strong>7,068</strong></td>
<td><strong>4,705</strong></td>
<td><strong>6,021</strong></td>
<td><strong>3</strong></td>
<td><strong>105%</strong></td>
<td><strong>70%</strong></td>
<td><strong>87%</strong></td>
<td><strong>90%</strong></td>
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</table>
## Appendix B: Journal Holdings

<table>
<thead>
<tr>
<th>Abbreviated Journal Title</th>
<th>Print</th>
<th>Online</th>
<th>ILL Requests (2 yrs)</th>
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<tbody>
<tr>
<td>JCR ACAD MANAG LEARN EDU</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>JCR, EER AM EDUC RES J</td>
<td>1964-</td>
<td>***</td>
<td>14</td>
</tr>
<tr>
<td>JCR AUSTRALAS J EDUC TEC</td>
<td>***</td>
<td>1985-</td>
<td></td>
</tr>
<tr>
<td>EER BRIT EDUC RES J</td>
<td>***</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>JCR, EER BRIT J EDUC TECHNOL</td>
<td>***</td>
<td>1998-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>FAC Change</td>
<td>1970-2004</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>FAC Community College Journal</td>
<td>1992-2011</td>
<td>2000-</td>
<td></td>
</tr>
<tr>
<td>JCR COMPUT EDUC</td>
<td>1982-2005</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>P,E CONTEMP EDUC PSYCHOL</td>
<td>1981-1998</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>JCR, EER EDUC EVAL POLICY AN</td>
<td>1987-2008</td>
<td>2005-</td>
<td></td>
</tr>
<tr>
<td>EER EDUC LEADERSHIP</td>
<td>1943-2008</td>
<td>1943-</td>
<td></td>
</tr>
<tr>
<td>EER, FAC EDUC POLICY</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>P,E EDUC PSYCHOL REV</td>
<td>***</td>
<td>1993-</td>
<td></td>
</tr>
<tr>
<td>P,E EDUC PSYCHOL US</td>
<td>1981-2008</td>
<td>1985-</td>
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<tr>
<td>JCR EDUC RESEARCHER</td>
<td>1972-2008</td>
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<td>12</td>
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<tr>
<td>EER EDUC TECHNOL SOC</td>
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<td>1998-</td>
<td>13</td>
</tr>
<tr>
<td>P,E EDUCA PSYCHOL UK</td>
<td>***</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>Educational administration quarterly</td>
<td>1969-1996</td>
<td>***</td>
<td>18</td>
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<tr>
<td>FAC Educational Assessment</td>
<td>***</td>
<td>1993-2010 (Embargo)</td>
<td></td>
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<tr>
<td>FAC Educational Forum</td>
<td>1936-2008</td>
<td>2005-2010 (Embargo)</td>
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</tr>
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<td>Journal Name</td>
<td>Prefix</td>
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<td>--------</td>
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<tr>
<td>Educational media international.</td>
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<td>No</td>
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<td>ETR&amp;D</td>
<td>EER</td>
<td>1989-2007</td>
<td>1997-</td>
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<td>Harvard educational review</td>
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<td>1937-2010</td>
<td>1984-</td>
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<tr>
<td>HEALTH EDUC RES</td>
<td>JCR</td>
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<td>2008-2010</td>
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<tr>
<td>HIGH EDUC</td>
<td>EER</td>
<td>***</td>
<td>1997-</td>
</tr>
<tr>
<td>INT J SCI EDUC</td>
<td>EER</td>
<td>1997-2006</td>
<td>1997-</td>
</tr>
<tr>
<td>International Journal of Training &amp; Development</td>
<td>FAC</td>
<td>No</td>
<td>No</td>
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<tr>
<td>INTERNET HIGH EDUC</td>
<td>JCR</td>
<td>***</td>
<td>1998-</td>
</tr>
<tr>
<td>J COMP ASSIST LEARN</td>
<td>EER</td>
<td>***</td>
<td>1998-2010</td>
</tr>
<tr>
<td>J CURRICULUM STUD</td>
<td>EER</td>
<td>1997-2006</td>
<td>1997-2010</td>
</tr>
<tr>
<td>J EDUC BEHAV STAT</td>
<td>JCR</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>J EDUC POLICY</td>
<td>EER</td>
<td>***</td>
<td>1999-2010</td>
</tr>
<tr>
<td>J EDUC PSYCHOL</td>
<td>P,E</td>
<td>1910-2011</td>
<td>1910-</td>
</tr>
<tr>
<td>J EDUC PSYCHOL CONS</td>
<td>P,E</td>
<td>***</td>
<td>1990-2010</td>
</tr>
<tr>
<td>J EDUC RES</td>
<td>EER</td>
<td>1920-2008</td>
<td>1974-</td>
</tr>
<tr>
<td>J ENG EDUC</td>
<td>JCR</td>
<td>1993-1995</td>
<td>2000-</td>
</tr>
<tr>
<td>J EXP EDUC</td>
<td>JCR,FAC</td>
<td>1932-2008</td>
<td>1994-</td>
</tr>
<tr>
<td>J HIGH EDUC</td>
<td>EER</td>
<td>2001-</td>
<td>1930-</td>
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<tr>
<td>J LEARN SCI</td>
<td>JCR</td>
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<td>1991-2010</td>
</tr>
<tr>
<td>J PSYCHOEDUC ASSESS</td>
<td>P,E</td>
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<td>J RES MATH EDUC</td>
<td>JCR</td>
<td>1970-</td>
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<td>J RES SCI TEACH</td>
<td>JCR,EER</td>
<td>1963-2004</td>
<td>1996-</td>
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<td>J TEACH EDUC</td>
<td>JCR,EER</td>
<td>***</td>
<td>1997-</td>
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<tr>
<td>Journal of College Student Development</td>
<td>1988-2006</td>
<td>2003-</td>
<td>16</td>
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<tr>
<td>Journal of college student retention : Research, theory &amp; practice</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Journal of Experimental Education</td>
<td>***</td>
<td>1994-2010</td>
<td>(Embargo)</td>
</tr>
<tr>
<td>Journal of Hispanic Higher Education</td>
<td>No</td>
<td>No</td>
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<td>Journal of studies in international education</td>
<td>No</td>
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<td>Journal of Technology Education</td>
<td>1989-</td>
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<td></td>
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<tr>
<td>KEDI Journal of Educational Policy</td>
<td>***</td>
<td>2006-</td>
<td></td>
</tr>
<tr>
<td>LANG LEARN TECHNOL</td>
<td>***</td>
<td>1997-</td>
<td></td>
</tr>
<tr>
<td>LEARN INIDIVD DIFFER</td>
<td>***</td>
<td>1996-</td>
<td></td>
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<tr>
<td>LEARN INSTR</td>
<td>***</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>METACOGN LEARN</td>
<td>***</td>
<td>2008-2009</td>
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<td>Multicultural Education</td>
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<td>Multicultural Education &amp; Technology Journal</td>
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<td>Multicultural Perspectives</td>
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<td>Performance and Instruction</td>
<td>1986-1996</td>
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<td>PHI DELTA KAPPAN</td>
<td>1928-</td>
<td>1992-</td>
<td></td>
</tr>
<tr>
<td>PHYS REV SPEC TOP-PH</td>
<td>***</td>
<td>2005-</td>
<td></td>
</tr>
<tr>
<td>Professional development in education</td>
<td>***</td>
<td>2009-2010</td>
<td>(Embargo)</td>
</tr>
<tr>
<td>REV EDUC RES</td>
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<td>***</td>
<td>17</td>
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<td>REV HIGH EDU</td>
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<td>1996-</td>
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<td>1973-2003</td>
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<tr>
<td>SCI EDUC</td>
<td>1929-2004</td>
<td>1996-</td>
<td></td>
</tr>
<tr>
<td>SCI STUD READ</td>
<td>***</td>
<td>1997-2010</td>
<td>(Embargo)</td>
</tr>
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<td>SECOND LANG RES</td>
<td>***</td>
<td>1997-</td>
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<tr>
<td>JER</td>
<td>STUD HIGH EDUC</td>
<td>1990-2010 (Embargo)</td>
<td></td>
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<tr>
<td>-----</td>
<td>----------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>System: An International Journal of Educational Technology and Applied Linguistics</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>JER</td>
<td>TEACH COLL REC</td>
<td>1970-2006 ***</td>
<td></td>
</tr>
<tr>
<td>JER</td>
<td>TEACH TEACH EDUC</td>
<td>1985-2005</td>
<td>1995-2005</td>
</tr>
<tr>
<td></td>
<td>Teacher Education Quarterly</td>
<td>***</td>
<td>2005-</td>
</tr>
<tr>
<td>FAC</td>
<td>Teacher Educator</td>
<td>1999-2008</td>
<td>1997-</td>
</tr>
<tr>
<td>FAC</td>
<td>Training &amp; Development Journal</td>
<td>***</td>
<td>2001-</td>
</tr>
<tr>
<td></td>
<td>Urban education (Beverly Hills, Calif.)</td>
<td>1970-1998</td>
<td>***</td>
</tr>
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</table>

JCR= In top twenty JCR journals  
EER = In top twenty Eigenfactor list for Education and Educational Research  
P,E = In top twenty Eigenfactor list for Psychology, Educational  
FAC= Journal where faculty in the College of Education have published
Faculty CVs are on file and would be attached upon request.
1. Certificate Program Overview

a. CIP#: 131299

Title: Teacher Education and Professional Development, Specific Levels and Methods, Other.

Definition: Any instructional program in teacher Education and professional development not listed above. Examples: [Distance Learning Teacher], [Online Teaching], [Postsecondary Instructor Education], [College Teaching].

b. Brief overview including description and rationale:

1. The proposed certificate is an outgrowth of several years of conversations involving numerous faculty members and administrators who are interested in improving the quality of undergraduate learning and in enhancing graduate students’ professional development in the area of teaching. These conversations revealed widespread interest in and support for the development of a centralized educational opportunity for OSU graduate students. To move this general interest forward to action, in the fall of 2008, the Dean of the Graduate School invited a committee to develop a curriculum proposal leading to the establishment of a graduate certificate in teaching and learning. The committee members at that time included: Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Jeff Hale, Ed Jensen, Bob Mason, Peter Saunders, Greg Thompson, Sue Tornquist, Janine Trempy, and Jessica White. Considerable progress was made toward envisioning a graduate certificate program in college and university teaching. In the summer of 2011, Brenda McComb, Dean of the Graduate School, reconvened many members of the original work group to continue work. Members of that second committee included Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Mark Hoffman, Ed Jensen, Robert Mason, Brenda McComb, Susan Shaw, Greg Thompson, Janine Trempy, and Jessica White.

The proposed certificate has three primary goals:

1) To elevate the quality of instruction provided to OSU undergraduate students by Graduate Teaching Assistants (GTAs) by offering graduate students training and development opportunities related to pedagogy and engagement.

2) To create a cadre of highly skilled graduate teaching assistants at OSU. Not only will these GTAs provide valuable instruction to OSU undergraduates, they may eventually assist in the training of less experienced graduate students. We anticipate that this program, and the possibility of serving in an advanced mentorship role, will be attractive enough that it will help recruit highly capable graduate students to OSU.

3) To enhance the initial employability, preparedness, and early career development of graduate students who have completed this graduate certificate at OSU.
The proposed 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. The general structure of the certificate is

- core coursework (8 credits)
- specialized coursework and experiences (4 credits)
- supervised teaching internship (3 credits)
- capstone teaching portfolio (3 credits)

The core courses will focus on educational/learning theory and instructional strategies for working with adult learners. The specialized coursework will include student-selected coursework, workshops, and/or other approved experiences appropriate to the student’s field of study. The supervised teaching internship will allow students to engage in supervised field experiences to practice and refine instructional skills. The capstone teaching portfolio will provide a culminating professional development experience for students.

Graduate students completing this Graduate Certificate program will receive a formal, transcript-visible credential and will be better prepared to compete in the national and international marketplace for highly sought after faculty positions in colleges and universities. In the past fifteen years, more than 45 leading doctoral degree granting universities have launched Preparing Future Faculty (PFF) programs (see http://www.cgsnet.org/Default.aspx?tabid=226) with goals similar to those associated with the proposed certificate. OSU graduate students who receive the graduate certificate in College and University Teaching will be better positioned to compete for jobs with those students who have participated in Preparing Future Faculty and similar programs and will have opportunities to develop competencies related to teaching.

The certificate in College and University Teaching will be granted through the Graduate School. There are currently five interdisciplinary and multi-departmental graduate programs housed in the Graduate School. Because this certificate has a strong interdisciplinary emphasis, in that it intends to attract students from all colleges on campus, and because the Graduate School has traditionally been the administrative home for interdisciplinary graduate programs, this organizational structure is critical to the successful creation and deployment of the certificate at OSU. Furthermore, housing this program in the Graduate School reinforces the campus wide reach of the program while leveraging scarce resources and fostering a cross and multi-disciplinary structure. Core coursework for the certificate will be offered in partnership with the College of Education. Other colleges and units will provide the remaining coursework and experiential opportunities.
Table 1. Summary of Proposed New Program

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<tr>
<td>• Title: Graduate Certificate in College and University Teaching</td>
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Program Type:
• Graduate, multidisciplinary

Areas of Concentration
• None

Academic Unit Home:
• Graduate School

Delivery Mode and Location:
• OSU Main Campus

Accreditation:
• None

Effective Term
• Fall 2012

c. When will the program be operational, if approved?

Fall, 2012, or as soon as feasible.

2. Course of Study
   a. Briefly describe the proposed curriculum.

   The certificate curriculum was developed by the campus wide committee described in 1.b. The 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current OSU graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. Once this program is in place and it has been assessed and should there be market demand, the certificate may be made available via Ecampus for students beyond the OSU campus.

   Recipients of the certificate will effectively facilitate undergraduate student learning at the college and university level and possess experience and skills needed to support successful career paths in higher education or other related settings. Graduate students who envision careers beyond university instruction in fields such as business or engineering will also benefit from this certificate, as the proposed curriculum will focus on how to facilitate adult learning, whether that be through instructing students in the classroom, designing and delivering corporate training sessions, or leading design teams in industry. Additionally, the
intentionally flexible curriculum will allow students to create learning opportunities that are most applicable to their circumstances and needs.

The graduate certificate curriculum will be extremely valuable to OSU Graduate Teaching Assistants who engage in the broad range of instructional assignments, including developing and teaching their own classes, leading labs and recitations, or engaging in other responsibilities meant to provide support to faculty members. It is anticipated that this foundational knowledge of teaching and learning will improve the quality of the student experience for those undergraduates who are enrolled in courses that utilize OSU GTAs for instructional and support activities.

The certificate curriculum is comprised of

- **Core coursework**, required by all students seeking the certificate (8 credits)
  - AHE 547: Instructional Strategies for Adult Learners (4 credits)
  - AHE 553: Adult Learning and Development (4 credits)

- **Specialized coursework and experiences**, specific selection of which will be determined by students and the program(s) for which they teach (4 credits)
  - Discipline-specific courses approved by the Graduate Teaching Certificate Committee. These courses may include any of the following and may include others as disciplines deliver additional for-credit experiences:
    - AED 553: Applied Instructional Strategies (3 credits)
    - AHE 507: Seminar in GTA Training and Development (1 credit)
    - MB 699: Special Topics/Student Success in the Classroom (2 credits)
    - SED 596: Methods of College Teaching in Mathematics and Science (3 credits)
    - SED 599: Communicating Ocean Sciences to Informal Audiences (3 credits)
    - WR 520: Studies in Writing (4 credits)
    - WS 535: Feminist Teaching and Learning (3 credits)
    - ECAMPUS COURSE ON ONLINE LEARNING (under development) (3 credits)

**OR**

- Workshops offered by the Center for Teaching and Learning (CTL) and Teaching Across the Curriculum (TAC). Similar to the academic courses, one credit shall be equivalent to ten hours of workshop attendance, two credits shall be equivalent to 20 hours of workshop attendance, three credits shall be equivalent to 30 hours of workshop attendance, and four credits shall be equivalent to 40 hours or workshop attendance. To receive credit for CTL or TAC workshops attended, students must register in advance and attend the entire workshop. Attendance sheets managed by the CTL and TAC will provide documentation of registration and attendance. Students will register for academic credits associated with their level of workshop attendance. Students must maintain a reflective journal for all workshops attended and then submit a reflective paper after all workshops are completed that analyzes and synthesizes ideas from the various workshop topics and addresses how they applied what they learned from the workshops to an actual teaching/learning situation. Credits will be assigned to an IST 599 course based on number of workshops successfully completed.
- **IST 610: Supervised teaching internship** (3 credits) [Category II proposal under consideration]
  - The internship will be supervised by a faculty member affiliated with the certificate program who will maintain regular contact with students and site supervisors, guide interns in activities designed to maximize learning and skill development, and assign final grades. An internship could include activities associated with a traditional GTA assignment on the OSU campus, an experience at another college, university, community college, or another approved experience.

- **IST 607: Capstone teaching portfolio** (3 credits) [Category II proposal under consideration]
  - The culminating experience will be the development of an individual teaching portfolio which may contain elements such as a statement of teaching philosophy, curriculum vitae, a video recording and analysis of the student’s teaching, samples of graded student work, student, peer, or supervisor evaluations of teaching, video sample course materials such as course syllabi, learning activities, assessment tools, and uses of technology to support learning. The capstone teaching portfolio will be guided and instructed by the Director of the certificate program as part of a graded for-credit course.

The core courses will focus on adult learning theory and on instructional strategies for adult learners. The intent of the core coursework is to provide a solid theoretical and pedagogical foundation for working with adult learners. The specialized coursework comprises practitioner specific skill development, workshops, and/or other sessions appropriate to students’ fields of study. The intent of the specialized coursework/experiences is for students to identify and participate in other opportunities that address learning specific to their discipline or a particular area in which they require further training. The supervised teaching internship is intended to support students in their “hands-on” instructional experiences where they are encouraged to hone their skills and reflect upon the experiences in thoughtful and purposeful ways with a university faculty member. The capstone teaching portfolio is meant to provide a culminating experience for students whereby they demonstrate and articulate their knowledge and skills in the area of teaching and learning.

Based on a recent survey of OSU graduate students (see Section 4: Evidence of Need for Additional Details), it is expected that there also will be a strong demand among some graduate students for taking some of the coursework without completing the entire certificate. For some graduate students, their schedules may prohibit them from completing the full 18 credits, or they may already possess some prior skills or training. Students actively pursuing the certificate will be offered priority registration for the two core class (AHE 547 and AHE 553), the supervised teaching internship (IST 610), and the capstone teaching portfolio (IST 607) after which graduate students at large will be permitted to enroll.

It is also expected that some students may wish to be admitted to the certificate program after completing some of the required or specialized coursework. Petitions to be admitted under these circumstances and transfer existing work to meet the requirements of the certificate will be considered on a case by case basis.

b. **Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.**
No new courses are proposed in conjunction with this certificate. Coursework and experiences will be offered in partnership with the College of Education and other colleges and units as deemed appropriate.

c. **Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.**

Technology, primarily via Blackboard, will be used to support ongoing communication with on-campus students pursuing the certificate and to maintain a virtual community during experiences such as the internship and the capstone experience.

This program will offer a blend of theoretical and practical learning approaches. The supervised internship and capstone portfolio experiences are critical to the overall design of the graduate certificate and will solidify learning by contextualizing pedagogical training and promoting professional development. Because this certificate program will attract graduate students from a wide range of degree programs across campus at OSU, it will have an added benefit of providing a cross-disciplinary learning experience for graduate student participants.

d. **What specific learning outcomes will be achieved by students who complete this course of study?**

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

- Describe and discuss key theories, orientations, models, and principles of learning and development in adulthood
  - As measured by the successful completion of AHE 553 and all related assignments and the development of a capstone portfolio
- Develop a college and university course, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities
  - As measured by the successful completion of AHE 547 and all related assignments and the development of a capstone portfolio
  - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
- Design and deliver quality instructional activities to college and university students and make changes to instruction in response to feedback from students, peers, and colleagues
  - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
- Identify key instructional issues or trends within a specific discipline or area of professional interest
  - As measured by the successful completion of specialized coursework and/or workshops and all related assignments and the development of a capstone portfolio
- Conduct a self-appraisal of instructional skills, identify areas of improvement, and articulate a philosophy of teaching
  - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
  - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

The graduate certificate program is designed to be completed in two years. Though the certificate committee believes that a cohort approach would enhance students’ experience, it was recognized that students would desire the opportunity to enter the program at different times given the demanding and varied schedules of graduate students at OSU. Students will be bound by all standard Graduate School policies and timelines (e.g., completing a Master’s degree within a 7-year time period) regardless of progress toward completion of the graduate certificate.

3. Accreditation of the Program

   a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

      NA

   b. If applicable, does the proposed program meet professional accreditation standards?

      NA

4. Evidence of Need

   a. What evidence does the institution have of need for the program? Please be explicit.

      There is currently no centralized professional development program at OSU designed to provide advanced coursework and experiential learning opportunities to current graduate students or those beyond campus who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation.

      The Center for Teaching and Learning offers a campus-wide new GTA orientation, a variety of GTA-focused workshops, and a newly developed leadership opportunity for veteran GTAs called the GTA Fellows Program. This proposed certificate will collaborate with these and other existing campus efforts to increase the depth and breadth of offerings for GTAs.

      Other seminars and lectures are offered on an ad hoc or intermittent basis to students in specific degree programs. Similarly, specific courses aimed at GTA development are offered by various units independently on a smaller scale. However, none of these activities has been integrated to create a meaningful or structured learning opportunity resulting in a formal certificate credential. This proposed certificate intends to create a rigorous, centralized, and efficient means for graduate students to acquire the skills and knowledge needed to compete successfully for future university teaching positions.

      In comparison with other colleges and universities nationally, a recent study of structured professional development opportunities for graduate and professional students (Kalish, et al, 2009) found that of the 258 institutions studied, 81 (31.4%) already had well developed
certificates related to teaching and learning, with six others having a program under development. Of the very high research institutions in the study, 45 (52.9%) had graduate certificate programs. In this respect, OSU is lagging behind its peers in the delivery of structured training and development opportunities to its graduate students. Clearly, creation of this certificate does not position OSU as a leader in the preparation of future college and university faculty members. But it will contribute toward filling the gap between professional development opportunities offered at OSU and those that have been offered at peer institutions for well over a decade.

Similarly, in its recent Assessment of the Research Doctorate, the National Research Council collected extensive data related to the quality of doctoral programs. Whether the institution, program, or both offered “Organized training to help students improve teaching skills” was among a list of types of student support for which data were collected. The inclusion of this item in this critical national study is another clear indicator of the importance of launching this graduate certificate program. Indeed, the reasons for offering this certificate program are clear, compelling, and well-documented. To responsibly serve our undergraduate and graduate students requires us to provide such professional development opportunities.

It is important to note that this commitment to graduate student development is consistent with the Oregon State University Strategic Plan-Phase II, 2008-2013. Within the plan, and despite daunting economic challenges statewide, OSU has confirmed its commitment to providing outstanding academic programs that further strengthen its performance and pre-eminence within its three signature areas of excellence (Goal #1). Within this goal, the University’s leaders have stated that “rais[ing] the profile of graduate education at OSU through repositioning of existing programs and introducing targeted new programs to support OSU’s three areas of excellence” is an important initiative toward meeting this objective. Similarly, in meeting the goal of providing an excellent teaching and learning environment (Goal #2), the quality of teaching skills is highlighted as crucial. Accordingly, steps must be taken to “Ensure all teaching faculty contribute to a learner-centered academic experience.”

This proposed graduate certificate in college and university teaching represents a collective institutional effort to raise the profile of graduate education campus-wide and foster excellence in teaching among those graduate students who are responsible for considerable portions of the university’s instruction.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

“Re-envisioning the PhD” (Nyquist & Woodford, 2000), a project located at the University of Washington Graduate School (see http://depts.washington.edu/envision/project_resources/index.html), attempted to answer the question, “How can we re-envision the Ph.D. to meet the needs of the society of the 21st Century?” The researchers interviewed and surveyed leaders in higher education, K-12 education, doctoral students, government agencies, business and industry, and foundations to learn their concerns about the way US doctoral education has been conducted in the modern era. Among the findings was the following concern voiced by institutions of higher education:

Lack of pedagogical training means that new faculty are not prepared to teach today’s students at these colleges and universities. The main preparation for new faculty has
been teaching assistantships, so they are limited in their teaching repertoire by the nature of their particular assignment—usually in a discussion section or laboratory for a large lecture class, often without supervision or adequate mentoring. (p. 13)

Pruitt-Logan, Gaff, and Jentoft (2002) and Gaff, Pruitt-Logan, Sims, and Denecke (2003) summarized recent research by stating that, generally, doctoral students want to see “a closer relationship between doctoral preparation and the realities of faculty work and similar views among new faculty members” (p. 11). They reported that the literature cites interest among doctoral students for more professional development opportunities during their doctoral preparation including more teaching preparation. Given that about half of doctoral students pursue careers in academia, attention to better preparation of college and university faculty members is critical to addressing these concerns.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

In fall 2011, OSU enrolled over 3600 graduate students in a wide variety of academic programs. Of those graduate students, 1,729 were Master’s students, 1230 were doctoral students, and 659 were non-degree seeking students. In a recent OSU Advanced Degree Recipients Exit Survey, about 20% of respondents indicated that they intended to pursue careers in college and university teaching. Additional data collected from recent Graduate School open forums as part of a strategic planning process indicate that graduate students are seeking more professional development opportunities and more training regarding teaching and class management. OSU graduate students are increasingly aware of the availability of such opportunities at peer institutions and see the clear disadvantage they face as a result of not having access to such programs. Hence, we estimate that as many as 150 graduate students will be interested in the proposed graduate certificate in a given year. However, because of budget constraints, the program is planned for a maximum capacity of 30 students per year with approximately 60 students matriculating at any given point in time. Should student demand to pursue this certificate consistently exceed capacity in future years, consideration will be given to expanding the program and the additional resources necessary to do so.

A survey of all graduate students enrolled during winter term 2009 was conducted to assess interest in this proposed program. A total of 455 responses was received. Respondents were nearly evenly divided between doctoral and master’s degree students. Thirty-nine percent were first-year graduate students, 23 percent were in their second year, 15 percent were in their third year, and the remaining 22 percent had been graduate students for more than three years. Respondents were fairly well distributed among the graduate programs across campus. Forty-five percent (n=205) of respondents indicated that they were extremely interested (6 on a scale of 1-6) in improving their teaching skills while at OSU. Thirty-one percent (n=140) were extremely likely to take one or more courses for credit in order to improve and document teaching skills. Fifty-four respondents indicated that it was extremely likely that they would take courses offered via Ecampus to improve teaching skills. Seventy-eight respondents indicated that they would be extremely likely to complete an entire 18-credit transcript-visible set of courses that would result in a graduate certificate in college and university teaching.

To further examine the demand for a full graduate certificate, several cross tabulations were calculated. Respondents who indicated that they would be extremely likely (6 on 1-6 scale) to
complete an entire 18-credit graduate certificate were equally divided between students enrolled in doctoral and master’s degrees.

In regard to respondents’ major areas of study, the largest numbers of respondents who indicated they would be extremely likely to complete the proposed graduate certificate were enrolled in programs in education (n=17 or 23% of education respondents) and health and human sciences (n=14 or 19% of PHHS respondents). Among other areas of study, 10% (n=5) of agricultural sciences respondents, 29% (n=7) of liberal arts respondents, 6% (n=5) of engineering respondents, 11% (n=4) of forestry respondents, 13% (n=7) of science respondents, and 50% (n=5) of MAIS respondents indicated that they would be extremely likely to complete the proposed graduate certificate.

Understanding that intention and behavior are not perfectly correlated, we are confident that an annual cohort of 30 students would enroll in the proposed 18-credit graduate certificate. Thirty students represent only 38% of the 78 respondents who indicated that they would be extremely likely to complete the entire certificate program. We consider this to be a conservative estimate with good reliability for curricular planning purposes.

d. Are there any other compelling reasons for offering the program?

Graduate student development, while not new, is an emerging field of research that has arisen in response to the success of national Preparing Future Faculty programs and the identification of graduate students as a relatively underserved and understudied student population on US campuses. A thorough review of the literature by the certificate committee revealed six areas most commonly cited as essential for graduate student development and preparation:

1. Establishment of and engagement with a sense of community (Austin, 2002; Golde, 2005; Lovitts and Nelson, 2000; Luft, Kurdziel, Roehring, and Turner, 2004; Tinto, 1993; White and Nonnamaker, 2008)
   a. Peer community, including other graduate students at their home or another institution, for purposes of communicating across disciplines and normalizing the graduate experience
   b. Academic community, including faculty and postdoctoral fellows to promote academic mastery in appropriate disciplinary areas
   c. Professional community, including faculty and colleagues, to facilitate the transition to various career paths via networking and socialization to the profession

2. Mentorship and/or advising with a key individual or with key individuals who show keen interest in the student’s development and preparation (Austin, 2002; Leigh, 2001)

3. Supervised and reflective professional experience opportunities (Austin, 2002; Murphy, 2008)

4. Career development support (Austin, 2002; French, 2006; Golde, 2005)

5. Department feedback, support, and involvement (Barrington, 2001; Luft, Kurdziel, Roehring, and Turner, 2004; Smith, 2001)
6. Facilitation of broadly defined “teaching” skills (model proposed by Simpson and Smith, 1993; other citations include Smith, 2001; Takalkar, Micceri, and Eison, 1993)
   a. Scholastic skills (e.g., mastery of subject matter, ability to advise students into the professional field, general recognition of importance of teaching)
   b. Planning skills (e.g., course material selection, class session preparation, consideration of learning styles)
   c. Management skills (e.g., administrative responsibilities, response to disciplinary or academic dishonesty issues, knowledge of important policies)
   d. Presentation and communication skills (e.g., written and oral communication, use of technology, leading class discussion and lecturing)
   e. Evaluation and feedback skills (e.g., development of good tests and evaluation measures, engagement in effective grading and providing feedback to students, modification of instructional approaches as needed)
   f. Interpersonal skills (e.g., strategies for motivating students and working with diverse student populations)
   g. Pedagogical skills (e.g., understanding of and development of approaches to teaching and learning that reflect knowledge of the art and science of teaching)

The committee believes that the proposed graduate certificate program addresses each of these essential elements: community (through shared coursework with students across disciplines), mentorship (through the Director (see 6c) and course instructors), supervised opportunities (through the supervised internship), career development support (through the incorporation of specialized coursework), and development of teaching skills (through the core courses, specialized courses, and CTL workshop offerings).

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

None.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

Within the proposed two-year time frame, all core courses will be offered at least twice to accommodate graduate students’ varied schedules. Internship (IST 610) and Capstone (IST 607) courses will require considerable out-of-class work on the part of the student and will allow for flexibility in scheduling.

5. Similar Programs in the State

   a. List all other closely related OUS programs.

There is no closely related OUS graduate certificate. Portland State University currently offers a graduate certificate in Teaching Adult Learners. The PSU certificate is designed for teachers and instructors who already have advanced degrees, many of whom have been teaching or training in vocational technical fields but now wish to pursue a formal credential. This proposed certificate is intended for OSU graduate students who wish to further develop their teaching and facilitation skills while seeking their respective degrees so that they may utilize these skills immediately in undergraduate class settings and graduate with credentials that may position them better for employment.
b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the Graduate Certificate in College and University Teaching are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload. There is no similar graduate certificate offered at either UO or PSU.

6. Resources

a. Identify program faculty, briefly describing each faculty member’s expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request. See Appendix B.

AHE 547: TBD
AHE 553: TBD
AED 553: Misty Lambert
AHE 507: Jessica White
MB 699: Janine Trempy
SED 596: TBD
SED 599: Alicia Christensen/Shawn Rowe
WR: Susan Meyers
WS 535: Susan Shaw

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program’s operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?

No new faculty members are needed in conjunction with this certificate program, but resources are needed for a program director, program GTA, administrative support, and term-to-term instructors for additional sections of the AHE core courses (see section 6c). Funding for these positions will be provided by the Graduate School.

c. Estimate the number and type of support staff needed, if any in each of the first four years of the program.

Administrative support staff at .25 FTE will be needed to deliver this Graduate Certificate in each of the first four years of the program.

Additional support in the way of a .49 FTE GTA will be needed to provide additional support and program management. Eventually and ideally, the GTA selected for this position will be someone who has completed the certificate and can serve as a mentor to those currently in the program.
A part-time Director of Graduate Student Development (.50 FTE) will be needed to administer the program. As this certificate is not connected with any other academic degree offering, the Director will be responsible for all aspects of the graduate certificate program including: program development and planning; assuring that core classes are staffed appropriately and taught regularly; coordinating with those academic units offering specialized coursework in conjunction with the certificate; collaborating on the development and delivery of CTL and TAC workshops geared toward graduate student development, especially those that may be attended by students completing the certificate; recruiting and admitting students; monitoring student progress; managing program resources; and working with a Graduate Teaching Certificate Committee to oversee the certificate program. The Director will also instruct the supervised teaching internship (IST 610) and the capstone teaching portfolio (IST 607) courses. The Director will be selected from among current OSU staff or faculty.

Additional resources will be needed to staff required core classes including AHE 547 and AHE 553 (once each academic year). Currently, these courses are offered only via Ecampus in conjunction with an online degree offered through the College of Education.

d. Describe the adequacy of student and faculty access to library and department resources that are relevant to the proposed program.

See Appendix E for the Library report. There are no issues with access.

e. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

The library suggested purchase of Multicultural Education & Technology Journal ($491), which has been highly requested through interlibrary loan in the last 2 years.

f. Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?

None.
References


APPENDICES

Appendix A: Course Descriptions
List of Proposed Courses

Appendix B: Letters of Support
Associated Students of Oregon State University
Center for Teaching and Learning
Coalition of Graduate Employees
College of Education
Graduate School
Undergraduate Education Council

Peer Experts
Karen Klomparens, Dean, Graduate School, Michigan State University
Jeff Gibeling, Dean, Graduate Division, University of California, Davis

Appendix C: Budget

Appendix D: Instructor CVs

Appendix E: Library Evaluation
Appendix A: Course Descriptions

AED 553. APPLIED INSTRUCTIONAL STRATEGIES (3). Fall. Lambert. Helps students in the identification and development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. Safety is a primary focus.

AHE 507: GTA TRAINING (1). Fall, Winter, Spring. White

AHE 547. INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (4). TBA. Exploration of and practice using instructional strategies to enhance adult learning. Acquisition of an instructional strategy tool kit as well as a method for evaluating adult learning events. This course is repeatable for a maximum of 60 credits.

AHE 553. ADULT LEARNING AND DEVELOPMENT (4). Fall. TBA. Introduce participants to key theories, orientations, models, and principles of learning and development in adulthood.

IST 607: SEMINAR (1-5/1-16) [Category II proposal under consideration]

IST 610: INTERNSHIP (1-18/1-15) [Category II proposal under consideration]


SED 596. METHODS OF COLLEGE TEACHING IN MATHEMATICS AND SCIENCE (3). Spring. Enochs. Focuses on methods and problems in planning and implementing mathematics or science instruction at the college level. Particular emphasis is placed upon selecting teaching strategies, organizing materials, and evaluating student assessment.

SED 599: COMMUNICATING OCEAN SCIENCES TO INFORMAL AUDIENCES (3), Winter, Christensen and Rowe

WS 535. FEMINIST TEACHING AND LEARNING (3). Fall. Shaw. Focuses on the experiences and practices of the feminist classroom. Key components of the class include issues associated with the identity and development of the teacher as well as the development of skills to help facilitate understanding, empowerment, and the personal and social agency of students.

WR 520: STUDIES IN WRITING (4), Winter. Meyers Selected topics in rhetoric and composition.
Appendix C: Budget
Appendix D: Instructor CVs

Instructor(s) for core courses to be hired when Program is approved.
Appendix E.

Oregon State University Libraries
Evaluation of the Collection Supporting:
Proposal for a new Instructional program for a graduate Certificate in College and University Teaching

Oregon State University
Graduate School

This library assessment reviews the monographic and serials collections as related to the New Instructional Program for a Graduate Certificate in College and University Teaching.

Summary
We compared Oregon State University Libraries’ monographic collections to those of Colorado State, Washington State and North Carolina State University, all participants in the Preparing Future Faculty program. Overall, the book collection is adequate to serve the needs of this program. Some gaps, such as curriculum evaluation, can be addressed using the current education monographs budget. Student and faculty needs can also be filled by either our consortial lending agreements with the Orbis-Cascade Alliance (Oregon-Washington libraries) or Interlibrary Loan services.

For serials, we reviewed the OSU collections using the ISI-Thompson Journal Citation Report (JCR) list of the top 20 titles in Education & Educational Research and the Eigenfactor ranking for journals in Education & Educational Research and Educational Psychology. OSU owns 48 out of the top 53 JCR and Eigenfactor journals in Education and Educational Psychology. The journal collection is adequate to support the graduate certificate course but we would encourage the purchase of Multicultural Education & Technology Journal ($491), which has been highly requested through interlibrary loan in the last 2 years.

Monographs:
We compared Oregon State University Libraries monographic collections to those of Colorado State, Washington State and North Carolina State University. All three institutions are part of the Preparing Future Faculty program, have a similar course structure to the proposed program and are considered OSU Peer Institutions. Appendix A shows the monographic holdings in the main areas of emphasis for the New Instructional Program for a Graduate Certificate in College and University Teaching at OSU as compared to these peer-institutions.

We reviewed a list of Library of Congress Subject Headings that reflects the content of the program. The OSU holdings were compared against the average unique holdings from the three institutions. OSU Libraries' holdings are adequate, especially given that this will be a more practical than theoretical program. Three areas can be improved upon: curriculum evaluation, college teaching, and effective teaching. These gaps can be addressed through the purchase of materials in these areas using the current education monographs budget. The areas can further be supplemented either through the borrowing of materials from the Orbis-Cascade Alliance or via Interlibrary Loan.
Students in this program will very likely benefit from practical books that provide examples of classroom activities or assessment techniques they can do. The current education monographs budget can support the purchase of these materials.

Serials/Journals:

**JCR/Eigenfactor rankings**

We compared the OSU Libraries' journal holdings against the list of the twenty top education journals in the Education & Education Research category listed in Thompson-ISI’s *Journal Citation Report (JCR)* and from the Education & Educational Research and Educational Psychology categories from the *Eigenfactor* site. *JCR* ranks journals by impact factor. The category of Education and Educational Research contains journals relevant to higher education but also other grade levels so journals not relevant to higher education or college teaching and those not in English were removed from the list. *Eigenfactor* is similar to *JCR* but the score is based on an estimate of the percentage of time that library users spend with that journal. We looked at the top 20 journals for each of the two categories (educational research and educational psychology) from the *Eigenfactor* site. We removed non-English language journals and journals clearly focused on primary and secondary education. We merged all three lists and removed duplicates for a total of 53 journals. Of these, only 4 are not owned by OSU and one was cancelled in 2009 (*Metacognitive Learning*).

**Interlibrary Loan**

A review of interlibrary loan requests indicates that there are some journals that receive heavy use; *Multicultural Education and Technology Journal, Educational Administration Quarterly* and *Journal of College Student Retention*.

**Faculty publishing**

We checked the online databases to see what journals faculty in the College of Education are publishing in to see if OSU Libraries subscribes to these journals. This helps us establish the breadth of the collection. We removed those journals not relevant to higher education. We identified seventeen journals where College of Education faculty members have published recently. OSU Libraries currently subscribes to fourteen of these publications.

The *JCR* highly ranked journals we do not own, *Academy of Management Learning & Education, Educational Policy, Journal of Educational and Behavioral Statistics, and Journal of Psychoeducational Assessment*, are all recognized research journals. Since the program is focused on practical work more than theoretical work, adding these titles is probably not necessary given the large number of education journals the library owns. However, we would encourage the purchase of *Multicultural Education & Technology Journal* for a 2-3 year trial period ($491). This journal has been highly requested through interlibrary loan and the topic is clearly of interest. While the program is adequately supported without immediate access to this title, this is a highly relevant topic for new faculty and, should funding be available, would be a valuable addition to the collection. After the end of the trial period, usage statistics will be used to determine if the subscription should be retained or cancelled.

The primary concern with the education journals is the large numbers that have an embargo on them meaning that the most current year is not available. The students and faculty can
supplement what they need through interlibrary loan services but this should be monitored to see if there are any journals that are highly requested as a result of this program. In that case, it may be less expensive to purchase a subscription to the journal than acquire the articles through interlibrary loan.

The list of journals and our holdings can be found in Appendix B.

**Electronic Access to Journals:**
OSU Libraries’ subscriptions to online journal packages include important educational publishers such as Sage, Springer, and Wiley. The recent addition of *PsycArticles* has increased our online access to educational psychology journals.

**Subject-Specific Indexes and Abstracts:**
OSU Libraries subscription databases that can be useful for Graduate Certificate in College and University Teaching include:

- **ERIC** (1966-present)– Index to research articles, government and independent reports and conference papers covering all areas of education at all levels. The database contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.
- **Education Research Complete** (Varies by title)- covers all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. Education Research Complete provides indexing and abstracts for more than 1,500 journals, as well as full text for more than 750 journals, and includes full text for more than 100 books and monographs, and for numerous education-related conference papers. **Educators Reference Complete** (1980-present)-Contains more than 1,100 periodicals and 200 reports from the U.S. Department of Education.
- **PsycINFO** (1887-present)Index to journal articles, series and books for all areas of psychology including animal, applied, clinical, developmental, educational, general, human experimental, general, physiological, social and sport psychology, and treatment and prevention. Full text to many of these articles (1985-)is available through *PsycArticles*.
- **Psychology and Behavioral Sciences Collection** (1965-present) – a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- **Professional Development Collection** - Designed for professional educators, this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. **Professional Development Collection** is the most comprehensive collection of full text education journals in the world.

**Subject Librarian Support:**
OSU Libraries has an Education librarian, Stefanie Buck. Stefanie Buck is also the librarian for Psychology. Subject librarians in other disciplines, such as mathematics or science, to support
participants in the program who are interested in discipline specific topics are also available for research and consultation.

**Summary:**
OSU Libraries' collections are adequate to support the New Instructional Program for a Graduate Certificate in College and University Teaching as proposed. However, we would like to suggest the addition of *Multicultural Education & Technology Journal* to the collection on a trial basis.

Respectfully submitted by:

Stefanie Buck  
Ecampus and Instructional Design Librarian  
Liaison to the College of Education
## Appendix A: Monograph Holdings

<table>
<thead>
<tr>
<th>Core Subject Headings</th>
<th>Oregon State (ORE)</th>
<th>NCSU (NRC)</th>
<th>Colorado State (COF)</th>
<th>Washington State (NTE)</th>
<th>OSU Rank Among Peers</th>
<th>OSU Compared to Lowest Peer</th>
<th>OSU Compared to Highest Peer</th>
<th>OSU Compared to Average</th>
<th>OSU Compared to Median</th>
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<td>65%</td>
<td>86%</td>
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<td>611</td>
<td>588</td>
<td>446</td>
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<td>64%</td>
<td>77%</td>
<td>76%</td>
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<td>58%</td>
<td>73%</td>
<td>73%</td>
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<td>61%</td>
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<td>78%</td>
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<td>99%</td>
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<td>463</td>
<td>773</td>
<td>518</td>
<td>605</td>
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<td>60%</td>
<td>79%</td>
<td>82%</td>
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<td>371</td>
<td>236</td>
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<td>60%</td>
<td>75%</td>
<td>75%</td>
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<tr>
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<td>62%</td>
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<td>89%</td>
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<td>8</td>
<td>8</td>
<td>9</td>
<td>4</td>
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<td>78%</td>
<td>88%</td>
<td>88%</td>
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<td>292</td>
<td>800</td>
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<td>68%</td>
<td>97%</td>
<td>91%</td>
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<tr>
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<td>879</td>
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<td>723</td>
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<td>196%</td>
<td>72%</td>
<td>99%</td>
<td>93%</td>
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<tr>
<td>Learning, Psychology of</td>
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<td>1,030</td>
<td>909</td>
<td>982</td>
<td>4</td>
<td>88%</td>
<td>78%</td>
<td>86%</td>
<td>85%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4,917</strong></td>
<td><strong>7,068</strong></td>
<td><strong>4,705</strong></td>
<td><strong>6,021</strong></td>
<td><strong>3</strong></td>
<td><strong>105%</strong></td>
<td><strong>70%</strong></td>
<td><strong>87%</strong></td>
<td><strong>90%</strong></td>
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## Appendix B: Journal Holdings

<table>
<thead>
<tr>
<th>Abbreviated Journal Title</th>
<th>Print</th>
<th>Online</th>
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<td>No</td>
<td></td>
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<tr>
<td>JCR, EER AM EDUC RES J</td>
<td>1964-</td>
<td>***</td>
<td>14</td>
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<tr>
<td>JCR AUSTRALAS J EDUC TEC</td>
<td>***</td>
<td>1985-</td>
<td></td>
</tr>
<tr>
<td>EER BRIT EDUC RES J</td>
<td>***</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>JCR, EER BRIT J EDUC TECHNOL</td>
<td>***</td>
<td>1998-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>FAC Change</td>
<td>1970-2004</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>FAC Community College Journal</td>
<td>1992-2011</td>
<td>2000-</td>
<td></td>
</tr>
<tr>
<td>JCR COMPUT EDUC</td>
<td>1982-2005</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>P,E CONTEMP EDUC PSYCHOL</td>
<td>1981-1998</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>JCR, EER EDUC EVAL POLICY AN</td>
<td>1987-2008</td>
<td>2005-</td>
<td></td>
</tr>
<tr>
<td>EER EDUC LEADERSHIP</td>
<td>1943-2008</td>
<td>1943-</td>
<td></td>
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<tr>
<td>EER, FAC EDUC POLICY</td>
<td>No</td>
<td>No</td>
<td></td>
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<tr>
<td>P,E EDUC PSYCHOL REV</td>
<td>***</td>
<td>1993-</td>
<td></td>
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<tr>
<td>P,E EDUC PSYCHOL US</td>
<td>1981-2008</td>
<td>1985-</td>
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<td>JCR EDUC RESEARCHER</td>
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<tr>
<td>EER EDUC TECHNOL SOC</td>
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<tr>
<td>P,E EDUCAL PSYCHOL UK</td>
<td>***</td>
<td>1990-2010 (Embargo)</td>
<td></td>
</tr>
<tr>
<td>Educational administration quarterly</td>
<td>1969-1996</td>
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<tr>
<td>FAC Educational Assessment</td>
<td>***</td>
<td>1993-2010 (Embargo)</td>
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<tr>
<td>FAC Educational Forum</td>
<td>1936-2008</td>
<td>2005-2010 (Embargo)</td>
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<td>Publisher/Media</td>
<td>Title</td>
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<td>FAC</td>
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<td>Educational media international.</td>
<td>No</td>
<td>1998-2010 (Embargo)</td>
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<td>EER</td>
<td>ETR&amp;D</td>
<td>1989-2007</td>
<td>1997-</td>
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<td></td>
<td>Harvard educational review</td>
<td>1937-2010</td>
<td>1984-</td>
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<tr>
<td>JCR</td>
<td>HEALTH EDUC RES</td>
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<td>2008-2010 (Embargo)</td>
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<td>HIGH EDUC</td>
<td>***</td>
<td>1997-</td>
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<tr>
<td>EER</td>
<td>INT J SCI EDUC</td>
<td>1997-2006</td>
<td>1997-</td>
</tr>
<tr>
<td>FAC</td>
<td>International Journal of Training &amp; Development</td>
<td>No</td>
<td>No</td>
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<tr>
<td>JCR</td>
<td>INTERNET HIGH EDUC</td>
<td>***</td>
<td>1998-</td>
</tr>
<tr>
<td>EER</td>
<td>J COMP ASSIST LEARN</td>
<td>***</td>
<td>1998-2010 (Embargo)</td>
</tr>
<tr>
<td>EER</td>
<td>J CURRICULUM STUD</td>
<td>1997-2006</td>
<td>1997-2010 (Embargo)</td>
</tr>
<tr>
<td>JCR</td>
<td>J EDUC BEHAV STAT</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>EER</td>
<td>J EDUC POLICY</td>
<td>***</td>
<td>1999-2010 (Embargo)</td>
</tr>
<tr>
<td>P,E</td>
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<td>1910-2011</td>
<td>1910-</td>
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<td>P,E</td>
<td>J EDUC PSYCHOL CONS</td>
<td>***</td>
<td>1990-2010 (Embargo)</td>
</tr>
<tr>
<td>EER</td>
<td>J EDUC RES</td>
<td>1920-2008</td>
<td>1974-</td>
</tr>
<tr>
<td>JCR</td>
<td>J ENG EDUC</td>
<td>1993-1995</td>
<td>2000-</td>
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<tr>
<td>JCR, FAC</td>
<td>J EXP EDUC</td>
<td>1932-2008</td>
<td>1994-</td>
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<td>J RES SCI TEACH</td>
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<td>JCR, EER</td>
<td>J TEACH EDUC</td>
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<td>1997-</td>
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26
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<tr>
<th>Journal Name</th>
<th>Start Year</th>
<th>End Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of College Student Development</td>
<td>1988-2006</td>
<td>2003-</td>
<td></td>
</tr>
<tr>
<td>Journal of college student retention: Research, theory &amp; practice</td>
<td>No</td>
<td>No</td>
<td>16</td>
</tr>
<tr>
<td>Journal of Experimental Education</td>
<td>***</td>
<td>1994-2010 (Embargo)</td>
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<tr>
<td>Journal of Hispanic Higher Education</td>
<td>No</td>
<td>No</td>
<td>11</td>
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<tr>
<td>Journal of studies in international education</td>
<td>No</td>
<td>No</td>
<td>10</td>
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<tr>
<td>Journal of Technology Education</td>
<td>1989-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEDI Journal of Educational Policy</td>
<td>***</td>
<td>2006-</td>
<td></td>
</tr>
<tr>
<td>LANG LEARN TECHNOL</td>
<td>***</td>
<td>1997-</td>
<td></td>
</tr>
<tr>
<td>LEARN INIDIVD DIFFER</td>
<td>***</td>
<td>1996-</td>
<td></td>
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<td>LEARN INSTR</td>
<td>***</td>
<td>1995-</td>
<td></td>
</tr>
<tr>
<td>METACOGN LEARN</td>
<td>***</td>
<td>2008-2009</td>
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<td>Multicultural Perspectives</td>
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<td>New Directions for Evaluation</td>
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<td>Performance and Instruction</td>
<td>1986-1996</td>
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<tr>
<td>PHI DELTA KAPPAN</td>
<td>1928-</td>
<td>1992-</td>
<td></td>
</tr>
<tr>
<td>PHYS REV SPEC TOP-PH</td>
<td>***</td>
<td>2005-</td>
<td></td>
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<tr>
<td>Professional development in education</td>
<td>***</td>
<td>2009-2010 (Embargo)</td>
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<td>1997-</td>
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<td>Journal</td>
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<td>Year</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>EER</td>
<td>TEACH COLL REC</td>
<td>1970-2006</td>
<td>***</td>
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<td>TEACH TEACH EDUC</td>
<td>1985-2005</td>
<td>1995-</td>
</tr>
<tr>
<td>EER</td>
<td>Teacher Education Quarterly</td>
<td>***</td>
<td>2005-</td>
</tr>
<tr>
<td>FAC</td>
<td>Teacher Educator</td>
<td>1999-2008</td>
<td>1997-</td>
</tr>
<tr>
<td>FAC</td>
<td>Training &amp; Development Journal</td>
<td>***</td>
<td>2001-</td>
</tr>
<tr>
<td>FAC</td>
<td>Urban education (Beverly Hills, Calif.)</td>
<td>1970-1998</td>
<td>***</td>
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</table>

JCR = In top twenty JCR journals
EER = In top twenty Eigenfactor list for Education and Educational Research
P,E = In top twenty Eigenfactor list for Psychology, Educational
FAC = Journal where faculty in the College of Education have published
All liaison letters of support are located in the letters of support
### Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** Oregon State University  
**Program:** Graduate Certificate in College and University Teaching  
**Academic Year:** 2012-2013

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
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<tr>
<td>From Current Budgetary Unit</td>
<td>Reallocated from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>From Fees, Sales and Other Income</td>
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#### Personnel

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<th>Hourly Rate</th>
<th>Total Cost</th>
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<td>Faculty (Include FTE)</td>
<td>0.50FTE</td>
<td>Director/$35,000</td>
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<tr>
<td></td>
<td>0.25FTE</td>
<td>Adjunct/$3,000</td>
<td>$7,500</td>
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<td></td>
<td>0.25FTE</td>
<td>Adjunct/$3,000</td>
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</tr>
<tr>
<td>Graduate Assistants (Include FTE)</td>
<td>0.49FTE/$22,000</td>
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</tr>
<tr>
<td>Support Staff (Include FTE)</td>
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<td>0.25FTE</td>
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<td>0.25FTE</td>
<td>Adjunct/$3,000</td>
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<tr>
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<td>GTA Health Insurance ($715/per term)</td>
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**Personnel Subtotal** | $90,434 |

#### Other Resources

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<td>Library/Electronic</td>
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<tr>
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<tr>
<td>Other Expenses</td>
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</table>

**Other Resources Subtotal** | $2,691 |

**Physical Facilities**

12/28/2011
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
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<td>Other Expenses</td>
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<tr>
<td><strong>Physical Facilities Subtotal</strong></td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>$93,125</td>
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<tr>
<td></td>
<td>$93,125</td>
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<td></td>
</tr>
</tbody>
</table>
## Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** Oregon State University  
**Program:** Graduate Certificate in College and University Teaching  
**Academic Year:** 2013-2014  

### Prepare one page each of the first four years

<table>
<thead>
<tr>
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<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
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</tr>
</thead>
<tbody>
<tr>
<td>From Current Budgetary Unit</td>
<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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</tbody>
</table>

#### Personnel

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Source</th>
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</thead>
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<tr>
<td>Faculty (Include FTE)</td>
<td>(50\text{FTE Director}/$36,400) (0.25\text{FTE Adjunct}/$3,120) (AHE 547) (0.25\text{FTE Adjunct}/$3,120) (AHE 553)</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants (Include FTE)</td>
<td>(0.49\text{FTE}/$22,880)</td>
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</tr>
<tr>
<td>Support Staff (Include FTE)</td>
<td>(0.25\text{FTE}/$9,152)</td>
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<tr>
<td>Fellowships/Scholarships</td>
<td>$0</td>
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</tr>
<tr>
<td>OPE</td>
<td>(0.50\text{FTE Director}/$11,630) (0.25\text{FTE Adjunct}/$894) (0.25\text{FTE Adjunct}/$894) (0.49\text{FTE GTA}/$126) (0.25\text{FTE Support}/$2,617)</td>
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</tr>
<tr>
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<td>$0</td>
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<tr>
<td>GTA Fee subsidies ($300/per term)</td>
<td>$900</td>
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</tr>
<tr>
<td>GTA Health Insurance ($715/per term)</td>
<td>$2,145</td>
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<td><strong>Personnel Subtotal</strong></td>
<td>$93,878</td>
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#### Other Resources

<table>
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<tr>
<td>Library/Electronic</td>
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<td>Supplies and Services</td>
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<tr>
<td>Equipment</td>
<td>$1,000</td>
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<tr>
<td>Other Expenses</td>
<td>$1,000 (professional dev.)</td>
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#### Physical Facilities

<table>
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<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td></td>
</tr>
</tbody>
</table>

12/28/2011
| Major Renovation                        |   |   |   |   |
| Other Expenses                         |   |   |   |   |
| Physical Facilities Subtotal           |   |   |   |   |
| **GRAND TOTAL**                         | **$96,078** |   |   |   |

**Grand Total:** $96,078

12/28/2011
### Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** Oregon State University  
**Program:** Graduate Certificate in College and University Teaching  
**Academic Year:** 2014-2015

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<th>Column F</th>
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<td>From Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
</tr>
</tbody>
</table>

#### Personnel

- **Faculty (Include FTE)**: 0.50FTE Director/$37,856  
  0.25FTE Adjunct/$3,245  
  0.25FTE Adjunct/$3,245  
  **TOTAL:** $44,346
- **Graduate Assistants (Include FTE)**: 0.49FTE/$23,795  
  **TOTAL:** $23,795
- **Support Staff (Include FTE)**: 0.25FTE/$9,518  
  **TOTAL:** $9,518
- **Fellowships/Scholarships**: $0  
  **TOTAL:** $0
- **OPE**: 0.50FTE Director/$12,046  
  0.25FTE Adjunct/$930  
  0.25FTE Adjunct/$930  
  0.49FTE GTA/$131  
  0.25FTE Support/$2,722  
  **TOTAL:** $16,759
- **GTA Fee subsidies ($300/per term)**: $900  
  **TOTAL:** $900
- **GTA Health Insurance ($715/per term)**: $2,145  
  **TOTAL:** $2,145
- **Nonrecurring**: $0  
  **TOTAL:** $0

**Personnel Subtotal**: $97,463

#### Other Resources

- **Library/Printed**: $0  
  **TOTAL:** $0
- **Library/Electronic**: $491  
  **TOTAL:** $491
- **Supplies and Services**: $200 (copies, software licenses)  
  **TOTAL:** $200
- **Equipment**: $1,000  
  **TOTAL:** $1,000
- **Other Expenses**: $1,000 (professional dev.)  
  **TOTAL:** $1,000

**Other Resources Subtotal**: $2,691

#### Physical Facilities

- **Construction**:  
- **Major Renovation**:  

12/28/2011
<table>
<thead>
<tr>
<th>Other Expenses</th>
<th></th>
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12/28/2011
Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: Graduate Certificate in College and University Teaching
Academic Year: 2015-2016

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<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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<td>Other Expenses</td>
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<tr>
<td>Other Resources Subtotal</td>
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<td>Construction</td>
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<tr>
<td>Major Renovation</td>
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12/28/2011
<table>
<thead>
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<th>Other Expenses</th>
<th>Physical Facilities Subtotal</th>
<th>GRAND TOTAL</th>
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<tbody>
<tr>
<td></td>
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<td>$103,391</td>
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</table>

12/28/2011
1. Review - College Approver - Graduate School

Approved by Brenda Mc Comb Dean / Graduate School Admin, May 1, 2012 10:04am

2. Review - Curriculum Coordinator

Approved by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, May 2, 2012 4:13pm

Comments
Sarah Williams (Curriculum Coordinator) May 2, 2012 4:13pm
This proposal is ready for review by Budgets and Fiscal Planning.

3. Review - Budgets and Fiscal Planning Committee

Approved by Walter Loveland, May 4, 2012 10:35am

Comments
Walter Loveland (Budgets and Fiscal Planning Committee) May 4, 2012 10:35am
The only note we add is that the student's advisor should be aware that the student is enrolling in this program. That should happen as part of the program meeting but may not.

4. Review - Graduate Council Chair

Sent Back by Carolyn Aldwin Professor / Human Dev and Family Sci, May 31, 2012 8:17am

Comments
Carolyn Aldwin (Graduate Council Chair) May 31, 2012 8:17am
GC thought that in general, this was a good idea, but requested some additional information.
(1) It would be a good idea to attached letters (or emails) from the liaison colleges. We understand that there were representatives from most of the relevant colleges who served as part of the committee that development the proposal, but we thought that it would important to have formal agreement from them.
(2) The biggest concern was the lack of a liaison with the College of Education. While we understand and support the idea that a certificate based from the graduate school might have a broader appeal than one based in the COE, we noted that two of the core classes would need to be developed by COE, and thus we would need official agreement that they would indeed develop these classes. Further, it is not clear where the support to develop these classes would come from.
(3) What was going to be the composition of the Certificate Committee? And relatedly, how would they (a) approve courses for the certificate, and (b) conduct students' program of study for the certificate?

5. Originator Response

Brenda Mc Comb Dean / Graduate School Admin, June 22, 2012 3:09pm

Comments
Brenda Mc Comb June 22, 2012 3:09pm
all revisions have been made

6. Review - Graduate Council Chair

Approved by Carolyn Aldwin Professor / Human Dev and Family Sci, June 22, 2012 7:10pm
7. Review - Curriculum Council Chair

Approved by Michael Bailey Professor / Sch Elect Engr/Comp Sci, September 26, 2012 12:47pm

Comments

Michael Bailey (Curriculum Council Chair) September 26, 2012 12:47pm
There was some email discussion. One important question was "What will faculty supervising be expected to do?"
The answer was:

The site faculty will be expected to: (a) sign the Internship Approval Form (listed under assignment #1 in the syllabus), (b) work with the student to develop an Internship Learning Contract (listed under assignment #2 in the syllabus), and (c) recommend a final grade at the end of the internship experience. It is important to note that an instructor, funded by the certificate program, will be responsible for the Internship class in terms of approving appropriate teaching experiences, facilitating the two meeting sessions, and coordinating communication with the site supervisor.