May 21, 2004

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park  
Campus

RE: Proposal to Create a Graduate Certificate in Higher Education Teaching

Dear Vice President Pershing:

At its meeting of April 26, 2004, the Graduate Council voted to approve a proposal to create a graduate Certificate in Higher Education Teaching, to be offered through the Center for Teaching and Learning Excellence.

The Certificate in Higher Education Teaching is designed to prepare graduate students and new faculty members for careers in higher education settings by providing strategies, techniques and models of teaching excellence.

Please note that the originally proposed name for the program was Certificate in Teaching Higher Education (which name appears in several of the support letters). Upon recommendation of the Graduate Council, the name was changed to Certificate in Higher Education Teaching.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

David W. Chapman  
Assoc. V.P. for Graduate Studies  
Dean, The Graduate School

XC: John G. Francis, Assoc. Vice President for Undergraduate Studies  
Stephanie Richardson, Director, Center for Teaching and Learning Excellence  
Kim Welch, Education Specialist, Center for Teaching and Learning Excellence  
Ann Darling, Chair, Department of Communication  
Thomas Huckin, Director, University Writing Program  
Gary Ellis, Chair, Dept. of Parks, Recreation and Tourism  
Karen Paisley, Dept. of Parks, Recreation and Tourism  
Maureen Keefe, Dean, College of Nursing  
Helen Zsohar, College of Nursing  
Diana Pounder, Assoc. Dean, College of Education  
Margaret Landesman, Marriott Library
Graduate Certificate Proposal  
Certificate in Higher Education Teaching  
The Center for Teaching & Learning Excellence (CTLE)

We are proposing that a new graduate teaching certificate, called “Certificate in Higher Education Teaching”, be offered to prepare individuals for a career as faculty members in higher educational settings. The audience for this certificate will primarily be graduate students preparing for future faculty roles, though we anticipate some modest interest from new faculty early in their higher education career.

Need

The ability to research the complexities of our field does not adequately prepare us for the complete set of responsibilities required of a faculty member in a higher educational institution. As new theories of teaching and learning arise, and as the job market becomes more demanding, educational institutions are looking for new Ph.D.s who are prepared as educators. Offering a planned and structured program of instruction in best practices of teaching in higher education will prepare graduate students and beginning faculty for the educational portion of their future role/mission. This preparation is becoming increasingly more important in light of recent literature on the matter.

Although the 19th century model [of instruction] is now widespread, we believe that it is inadequate for the challenges confronting the professoriate of the 21st century. The ability to conduct research is a necessary but not sufficient condition for the roles of the vast majority of college professors…preparation [is] changing again in light of today’s need for faculty who are not only able researchers but also effective teachers and leaders of their profession.¹

Effective teaching is not a skill acquired intuitively, and it serves neither us nor faculty well to let individuals accrue teaching skills experientially over time—the tenure clock moves too rapidly. Further, as an R1 institution (former Carnegie rating), we should provide leadership in offering a research-based program of instruction in best practices in college-level teaching.

For hundreds of years, college teaching was typified by a professor reading a lecture to an audience of note-taking students…Over the last thirty years, however, this model has given way to a new understanding of what constitutes effective college-level instruction. Research on students’ academic success and intellectual development and on theories of learning and cognitive development has demonstrated the effectiveness of modes of instruction that emphasize active learning and collaborative activities and engage students in intellectual discovery.²

Several comparable institutions have already launched teaching certificate programs, ranging from simple workshops to 12-credit tracks at schools such as Duke University, the University of Colorado at Boulder, and the University of New Hampshire. We propose a slightly more rigorous program of 15 credits, reflecting our commitment to teaching and the infrastructure already in place at the University of Utah. We have several courses that make a perfect combination for our teaching certificate program to prepare graduate students for the teaching mission. One of the strengths of our proposal is its interdisciplinary nature, as we have included courses from the following areas: Communication, Education, Culture and Society, Educational Leadership & Policy, Educational Psychology, Nursing, Parks, Recreation & Tourism, Special Education, Teaching & Learning, Undergraduate Studies and the Writing Program (see letters of support).

**Educational Objectives**

The idea for the Certificate in Higher Education Teaching evolved from the national Preparing Future Faculty (PFF) initiative. “One of the foremost changes PFF has effected is legitimizing conversations about teaching: Some graduate faculty are realizing the importance of pedagogical issues to apprentice teachers, and it has provided graduate students with a credible forum for talking about teaching issues...”

The Certificate in Higher Education Teaching will focus on preparing graduate students for their teaching role, emphasizing the latest research on teaching and learning. At the end of the certificate program, we expect the participants to be able to:

- explain and employ a variety of higher education pedagogical theories and methods.
- implement and evaluate innovations in teaching strategies.
- fulfill their teaching mission as faculty members using best practices for higher education instruction.
- work effectively in diverse institutions and with diverse student groups.
- apply theory and concepts about teaching and learning from a variety of disciplines to their own discipline.

**Impact on Existing Programs**

All but one of the courses for this certificate proposal already exist. We have created one course through UGS to act as a foundation course (see syllabus in Appendix A). We have also identified courses from several departments and colleges that will provide an interdisciplinary and enriching experience for participants.

Anticipated enrollment will begin at ten students per semester. Following completion of the UGS core course, students will complete nine to eleven credits by selecting one course from each of three content areas. We anticipate that since so many

---

courses are available, actual enrollment from the Certificate Program in any one course during any one semester will be no more than one to three students. Participants will also be able to take one course ranging from one to three credits in their own departments to help them apply more general concepts about teaching and learning to their own discipline.

**Courses**

Following the standard put forth by the Graduate Council, participants must take 15 credits hours worth of graduate-level courses in order to fulfill the certificate requirements. The distribution of courses is as follows:

**Core course**: UGS 6000: Teaching in Higher Education (See Appendix A for course syllabus).

The purpose of the core course is to provide fundamental instruction on teaching and learning skills. Participants will gain foundational theoretical content and practical skills in teaching and learning, and will learn basic concepts in college-level education that transfer across disciplines. Since there is no one course in teaching with technology on our campus, this core course will have educational technology as an instructional thread throughout content units. Offered by Undergraduate Studies, the course will emphasize student-focused learning and the acquisition of a value for life-long learning as the goal of higher education.

**Three content areas**: Courses from multiple departments have been grouped into three content areas to provide training in the theoretical research about learning, the link from theory to practice, and the contextual issues in higher education. Participants will choose at least one course from each section (see Appendix B for an explanation of each course).

A. *Theoretical Basis of Instruction in Higher Education*
   - ED PS 5050/6050: Life Span Development: Childhood & Adolescence
   - ED PS 6451/7451: Foundations of Learning
   - ED PS 6510/7510: Cognition, Learning, and Behavior
   - NURS 6010: Teaching & Learning in Advanced Practice Nursing
   - PRT 6710: Foundations of Experiential Education
   - TL 6610: Teacher Development: Novice & Experienced Teachers
   - TL 6725: Knowing & Learning in Math & Science Education
   - TL 6801: Learning: Theory & Practice
   - TL 7741: Research on Teaching
   - TL 7751: Conceptual Change Learning

B. *Linking Theory to Practice*
   - COMM 5120: Small Group Communication
   - NURS 6013: Clinical Instruction in Nursing Education
   - PRT 6720: Techniques in Experiential Education
SpEd 7960: Special Topics: University Teaching*  
TL 6400: Learning & Instruction  
TL 6620/7620: Dynamics of Classroom Interaction  
TL 6730: Advanced Methods of Science Teaching  
TL 6800: Teaching: Theory & Practice  
WRTG 6020: Evaluating Student Writing  

C. Context of Higher Education  
COMM 5450: Communication and Culture  
COMM 5540/6540: Media and Diversity  
ECS 6640: Sociology of U.S. Higher Education  
ECS 6641: Social Inequality in U.S. Higher Education  
ECS 6642: Impact of College on Students  
ECS 6643: Affirmative Action & Diversity Policies in U.S. Higher Education  
ELP 6510/7510: Organization and Governance of Higher Education  
ELP 6580/7580: Multiculturalism/Diversity in Higher Education  
TL 6732: Issues in Science Curriculum & Instruction  
TL 7615: College Teaching  

Departmental Training: Fulfill field-specific training, 1-3 credit course from participant’s department.  
(e.g. Linguistics 6819: ESL TA Colloquium, Modern Dance 6855: Advance Principles Teaching, Psychology 6100: Teaching Practicum, Exercise & Sports Science 6952 & 7953: College Teaching I & II, etc.)  

Assessment  

In order to assure that the program objectives are achieved, we will conduct the following assessment.  

1. Midterm evaluation of all program courses in which participants are enrolled. Data will be used to adjust courses at midterm when possible, or at next iteration.  
2. End-of-term course evaluations from each participant. Data will be used to adjust courses at next iteration. Evidence of success will be rankings of 5.0 or above.  
3. Annual expert evaluation of program instruction, course content and curriculum. Data will be used to adjust the program annually. Evidence of success will be rating of excellent teaching and curriculum by expert.  
4. Exit interviews of graduates. Evidence of success will be descriptions of valuing of program by participants, usefulness of content, willingness to recommend program to others.  
5. Three-year tracking of individuals. Evidence of success will be self-ratings of preparation for the teaching mission, value of certificate in job search and hiring process, progress to tenure, awards and publications related to pedagogy.  

* Will be offered Fall 2004 --- and will eventually have a permanent course number.
**Faculty**

CTLE is poised to hire an Assistant Director at the Center for Teaching & Learning Excellence. We anticipate that this individual will teach the core course, UGS 6000. Kim Welch, Education Specialist for Teaching Assistants at CTLE (CV attached) will coordinate the program, and will advise participants of the certificate program before and during their time in the program. She will also conduct the assessment program.

**Advisory Committee**

Dr. Stephanie Richardson, Director of the Center for Teaching & Learning Excellence  
Dr. David Chapman, Dean of the Graduate School  
Dr. John Francis, Associate Vice President for Academic Affairs and Undergraduate Studies  
Dr. Diana Pounder, Associate Dean, College of Education

During Fall Semester 2004, we will expand the Advisory Committee to 12 members in order to have broad representation of involved and uninvolved faculty, administrators and doctorate students across campus. We will choose faculty members and administrators who have experience in running a certificate program, for example, Dr. Luke Garrett (Certificate in Ethics and Public Affairs) and Dr. Scott Wright (Certificate in Gerontology). And we will choose graduate students who are familiar with the program.

**Budget**

No new funds will be required for the implementation of this Certificate Program. CTLE has funded the Assistant Director position and the Coordinator position out of existing positions. Secretarial and other administrative support is in place for this program.
APPENDIX A

SYLLABUS

Fall 2004 • UGS 6000-001
Higher Education Teaching
3 credits • time TBA • place TBA

Instructor: Assistant Director, Center for Teaching & Learning Excellence
Office: Sill Center, Rm 136
Phone: 581-7597
Office Hours: By appointment
E-mail: TBA

MATERIALS

Required:
• One introductory textbook from your field
• Reserve materials in library as directed

COURSE OBJECTIVES

This course is designed to help you develop the basic pedagogical knowledge and skills necessary to succeed with the teaching mission as a faculty member in a higher education setting. By the end of this class you will be prepared to:

➢ Deliver cohesive, coherent course instruction
➢ Employ fundamental teaching strategies in more than one instructional setting
➢ Increase student engagement and comprehension through a variety of teaching techniques and strategies
➢ Assess instruction and learning

CLASS POLICIES AND STUDENT RESPONSIBILITIES

This course is a student-centered course, therefore the classrooms policies and responsibilities will be decided upon by the students and the instructor together. In all cases, the class will follow accepted University of Utah policies and procedures.

ADA Statement: The Americans with Disabilities Act required that reasonable accommodations be provided for students with physical sensory, cognitive, systemic, learning and psychiatric disabilities. Please contact your instructors at the beginning of the semester to discuss any needed accommodations for the course. Please also see Disabled Student Services, 160 Olpin Union Bldg. for further assistance, or call them at 581-5020.
ASSIGNMENTS

Create a syllabus: Create a cohesive, coherent syllabus based on an introductory textbook in your field.

Create a lesson plan: Create a detailed, step-by-step lesson plan based on a one-day lesson in an introductory course in your field.

Technology assignments: Both of the following

1. TACC course: Take all levels of a TACC workshop of choice (for example, PhotoShop 1, 2 & 3, PowerPoint or Excel. These can be found on the TACC website: www.tacc.utah.edu/). These workshops should be chosen early in the semester in order to register.

2. Presentation of instructional technology in use: Teach your colleagues in the class a major, but basic concept from your field using instructional technology. Then, have your colleagues write an evaluation of the effectiveness of this type of instructional tool. You should choose a topic that will take no longer than 10 minutes to teach and evaluate in class.

Assessment exercise: Create two of the following types of assessment based on chapters from an introductory textbook in your field. Also, give a detailed explanation of your grading plan with each form of assessment.
- Multiple choice test
- Essay test
- Performance assessment
- Lab assessment
- Research paper assessment

Modified lesson: Modify a lesson plan for a different environment or group. For example show how you would use lecture to teach a specific topic in your field and then show how you would use a lab to teach the same type of material. Turn in both lesson plans and a one-page rationale behind the different methods of instruction.

Two master teacher evaluations and write-up: With the instructor’s prior permission, visit one class session delivered by a recipient of the University of Utah “Distinguished Teacher Award” and the “Early Career Teaching Award”. At least one of these recipients should be from a different discipline than your own. Take note of the way the course is structured, how students are seated, instructor-student interaction, what the instructor does to motivate students, the attitudes of the students, etc. Turn in the following:
- Notes from the course
- A three-part write-up on the following (2-3 pages): What makes this person an award-winning instructor? What is the student response to this instructor? What techniques and strategies does this person have that you could emulate? What would you do differently in your own classroom?
Faculty interview and report: Interview one or more faculty member(s) from your field, but from an institution that is not affiliated with the University of Utah. Find out what different roles they have, how they fulfill their roles and what types of time they put into their different roles. Write a five page paper on the type of institution that the faculty member works in and how that plays a part in the roles they must fulfill as faculty members. Examples of possible institutions near the University of Utah are Westminster, Salt Lake Community College, Brigham Young University, Utah Valley State College and Weber State University.

TOPIC LIST

Topic list for UGS 6000: (All readings from Teaching Tips (McKeachie) unless otherwise indicated.)

Lesson one: Introduction to Higher Ed culture, and research vs. teaching missions
Reading: Teaching Tips, chapter one
Assignment: Faculty interview and report. Due at end of the semester.

Lesson two: Course preparation
Reading: Teaching Tips, chapter two
Assignment: Create a syllabus. Due in 2 weeks.

Lesson three: First day of class
Reading: Teaching Tips, chapter three
Example activity: Find icebreakers on internet and be prepared to share one in class

Lesson four and five: Facilitating Discussions
Reading: Teaching Tips, chapter four

Lesson six and seven: Effective Lecturing
Reading: Teaching Tips, chapter five
Example activity: Classroom debate about effectiveness of discussion vs. lecture

Lesson eight: Lesson plans
Reading: Text on reserve
Assignment: Create a lesson plan

Lesson nine through eleven: Testing and assessment
Reading: Teaching Tips, chapters six and eight
Assignment: Assessment exercise

Lesson twelve: Valuing differences and diversity
Readings: Teaching Tips, chapter ten and text on reserve
Lesson thirteen: Classroom management and motivating students
   Reading: Teaching Tips, chapters nine and eleven
   Example activity: Watch “bad” classroom scenarios and decide on a plan of action

Lesson fourteen: Academic Integrity
   Reading: Teaching Tips, chapter seven
   Example activity: Examine case-based studies of academic integrity violations and investigate the protocol laid out by school policies.

Lesson fifteen through seventeen: Learning through writing and getting students to read
   Reading: Teaching Tips, chapter thirteen and fourteen and text on reserve

Lesson eighteen and nineteen: Peer and group learning
   Reading: Teaching Tips, chapter fifteen and text on reserve
   Example activity: Manipulate pre-written lectures to include group activities

Lesson twenty through twenty-one: Problem and case-based learning
   Reading: Teaching Tips, chapter sixteen and text on reserve
   Example activity: Create a case study for an introductory lesson in your field

Lesson twenty-two through twenty-four: Teaching with technology
   Reading: Teaching Tips, chapter seventeen
   Assignment: TACC Course (as explained the first week of class)
   Assignment: Presentation of instructional technology in use

Lesson twenty-five through twenty-seven: Different learning environments
   Reading: Teaching Tips, chapters eighteen through twenty-two
   Assignment: Modified lesson plan

Lesson twenty-eight through twenty-nine: Critical thinking
   Reading: Teaching Tips, chapter twenty-three and text on reserve

Lesson thirty: Critical thinking
   Reading: Teaching Tips, chapters twenty-four and text on reserve

Lesson thirty-one through thirty-three: Stage theories
   Reading: Bloom, Perry and Kitchener
   Example activity: Revisit course syllabi and figure in stage theory levels

Lesson thirty-four: Beliefs and values in the classroom
   Reading: Teaching Tips, chapter twenty-five and text on reserve
   Example activity: Panel discussion of how religion fits into the classroom

Lesson thirty-five: Ethics in college teaching
   Reading: Teaching Tips, chapter twenty-six
Lesson thirty-six: Instructor assessment
Reading: Teaching Tips, chapter twenty-seven
Assignment: Master teacher evaluation and write-up

Lesson thirty-seven: Creating a teaching portfolio

ASSIGNMENT PERCENTAGES

Syllabus………………………………………………………………………………15%
Lesson plan…………………………………………………………………………..10%
Technology assignments:
  TACC course…………………………………………………………………10%
  Presentation of instructional technology in use………………………………..5%
  Assessment exercise……………………………………………………………..10%
  Modified lesson………………………………………………………………..15%
  Master teacher evaluation and write-up………………………………………10%
  Faculty interview and report…………………………………………………..20%
  Attendance………………………………………………………………………..5%

GRADING PERCENTAGES

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>7-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59-below</td>
<td>E</td>
</tr>
</tbody>
</table>
APPENDIX B

COURSE LISTINGS

A. Choose one from the following:

**Theoretical Basis of Instruction in Higher Education:**

**ED PS 5050/6050**: Life Span Development: Childhood & Adolescence (3 credits)
- Meets with ED PS 6050. Theories and research pertaining to human development and learning across the lifespan. Early to late-adulthood emphasizes application of theory and research to education. Students enrolled in ED PS 6050 will be expected to meet a higher standard of performance and may be assigned additional work.

**ED PS 6451/7451**: Foundations of Learning (3 credits)
- Meets with ED PS 7451. The course will consist of critical discussion and analysis of major learning theories and instructional models that have influenced learning and instruction in today's schools. Implications and applications of current research for practitioners will be emphasized. Students enrolled in ED PS 7451 will be held to a higher standard of performance and may be assigned additional work.

**ED PS 6510/7510**: Cognition, Learning, and Behavior (3 credits)
- Meets with ED PS 7510. Provides basic information about the human cognitive system. Topics include historical context of the psychology of human cognition, classical conditioning, operant conditioning, extinction, generalization, discrimination, schedules of reinforcement, social learning theory, sensory memory, short-term memory, long-term memory, verbal learning theory, episodic memory, semantic memory, implicit memory, perception and pattern recognition, reasoning and problem solving, psycholinguistics, hemispheric lateralization, memory and eyewitness testimony, statement validity analysis, and artificial intelligence. Students enrolled in ED PS 7510 will be expected to meet a higher standard of performance and may be assigned additional work.

**NURS 6010**: Teaching and Learning in Advanced Nursing Practice (3 credits)
- Content and experience basic to the teaching role of clinical specialists, nurse practitioners, and nursing administrators, including an overview of the teaching-learning process, systematic planning for teaching-learning, selection of appropriate teaching methodologies, and evaluation of learning. Current educational and nursing research topics will be considered to assist in the application of findings. Time also spent with a preceptor.

**PRT 6710**: Foundations of Experiential Education (3 credits)
- Introduction to and broad overview of experiential education, or 'learning by doing.' Examine the history, philosophy, and ethics involved in educational strategy in addition to the multitude of settings and environments where experiential learning occurs. Focus specifically on the experiential learning cycle and the constructivist approach to education and learning. This is a foundation course for the Experiential Education emphasis area.
T L 6610/7610: Teacher Development: Novice & Experienced Teachers (3 credits)
Meets with T L 7610. Examines current research, models, and issues associated with beginning and experienced teacher development. Students enrolled in T L 7612 will be held to a higher standard and may be assigned additional coursework.

T L 6725/7725: Knowing & Learning in Math & Science Education (3 credits)
Meets with T L 7725. This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How is knowing and learning structured and how does what we know change and develop? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? What are the connections between kinds of assessments and theories of knowing? How are various uses of technology associated with specific approaches to learning? Students enrolled in T L 7725 will be held to a higher standard and may be assigned additional coursework.

T L 6801: Learning: Theory & Practice (3 credits)
Examines current theories of learning from a perspective of classroom practice.

T L 7741: Research on Teaching (3 credits)
Examines research on current theories of instruction and their application to classroom practice.

T L 7751: Conceptual Change Learning (3 credits)
Examines theoretical and empirical issues in changing learner's conceptions. Examines research from multiple disciplines.

B. Choose one from the following:

Linking Theory to Practice:

COMM 5120: Small Group Communication (3 credits)
Role and social dimensions of communication in face-to-face group system. Survey and analysis of behavioral research.

NURS 6013: Clinical Instruction in Nursing Education (3 credits)
This is a clinical teaching in nursing practicum which is designed to implement teaching/learning theory within the framework of the learner's identified content/clinical area. The learner will establish and maintain a relationship with an identified clinical instructor, who serves in the role of preceptor.

PRT 6720: Techniques in Experiential Education (3 credits)
Involves discussion and implementation of the practical skills of facilitation, sequencing, and processing of experiential education activities in addition to application of communication skills and knowledge of group dynamics and motivation. Students will engage in and critique activities illustrating several variants of experiential learning,
including environmental education, adventure education, and exercises for the traditional learning classroom. This is a foundation course for the Experiential Education emphasis area.

**SP ED 7960**: Special Topics: University Teaching (offered Fall 2004 with permanent number soon)
Supervised participation in research, teaching, or service projects.

**TL 6400**: Learning & Instruction (3 credits)
Reviews current theories of learning and instructional models that impact instruction in today's schools.

**TL 6620/7620**: Dynamics of Classroom Interaction (3 credits)
Meets with TL 7620. Explores the ways students and teachers communicate, relate to and influence each other in school. Grounded in a school social psychology perspective, concepts such as norms, group development, conflict, and friendship are examined. Students enrolled in TL 7620 will be held to a higher standard and may be assigned additional coursework.

**TL 6730**: Advanced Methods of Science Teaching (3 credits)
Examines a range of methods for teaching and assessing scientific knowledge and processes. Emphasis is placed on analyzing a range of science educational theory and translating these theories into appropriate classroom practices.

**TL 6800**: Teaching: Theory & Practice (3 credits)
This course is designed to provide students with core understandings derived from research on teaching. This course develops in-depth understanding of the research on teaching. As well as, helping students develop skills in analyzing research.

**WRTG 6020**: Evaluating Student Writing (2 credits)
Meets with WRTG 4020. Theory and practice of responding to undergraduate writing, including comment and evaluation. Conducted in a workshop setting and applicable to writing in courses in all disciplines, and especially to Communication/Writing Intensive courses.

**C. Choose one from the following:**

**Context of Higher Education:**

**COMM 5450**: Communication and Culture (3 credits)
Relationship between communication and culture from critical, social, and behavioral perspectives.

**COMM 5540/6540**: Media and Diversity (3 credits)
Explores theoretical and critical approaches to understanding relationships between media and ethnicity, gender, race, and social identity. Through an examination
of contemporary scholarship, lectures and discussions, video screenings, in-class writing, and group presentations, the course provides an integral approach to understanding how media affect the production and consumption of diverse social and intellectual ideas and perspectives.

ECS 6640: Sociology of U.S. Higher Education (3 credits)
Examination of the sociological study of higher education, specifically in the United States. The course covers several theoretical approaches to the study of education and then examines a number of problems and questions regarding higher education.

ECS 6641: Social Inequality in U.S. Higher Education (3 credits)
Investigates the mechanisms by which higher educational institutions foster and maintain inequalities in U.S. society. Consideration is given to the kinds of inequalities which have historically existed in our society, to their bases and sources. Analysis of higher educational practices and structures related to the production and maintenance of inequalities is examined.

ECS 6642: Impact of College on Students (3 credits)
This course provides a framework for assessing and improving the organizational structures and programs that promote student learning and engagement, especially in the early stages of college. The main objective of this course is to review and synthesize research on the influence of college on students and to introduce students to major theoretical models of college effects on student change. This course will look at key historic, malevolent, and contemporary benign institutional and student related encounters that affect the 'integrating experience' for African-American and Latina/o college students.

ECS 6643: Affirmative Action & Diversity Policies in U.S. Higher Education (3 credits)
This course covers the current research on affirmative action and diversity in higher education. The class is designed to provide a foundation for those implementing an affirmative action program or conducting research on the topic. There are five areas of concentration: 1) Overview, 2) Practice, 3) Legal/Policy, 4) Attitudes, Beliefs, and Experiences, and 5) the 'Next Phase.'

ELP 6510/7510: Organization and Governance of Higher Education (3 credits)
Meets with ELP 7510. Explores the theory and practice of how colleges and universities are governed, their organizational characteristics and behavior, administrative and management issues, including faculty roles and power, and the variations in organizational cultures found both within such organizations and among various types of colleges and universities. Also focuses on external governance issues such as the relationship between universities and the state, governing boards, and other important external constituencies.

ELP 6580/7580: Multiculturalism & Diversity in Higher Education (3 credits)
Meets with 7580. This course is designed to help improve graduate students' understanding of the major theoretical, research, and practical issues related to
multiculturalism and diversity in higher education. The course is helpful to students dealing with policy and/or conducting research that intersects gender, class, race/ethnicity, power, and/or sexuality in higher education. It provides an opportunity for students to become more reflective educational leaders and policymakers by challenging them to critically analyze how higher education influences the experiences of culturally diverse people.

**T.L. 6732: Issues in Science Curriculum & Instruction (3 credits)**

The course will allow students to develop a functional understanding of the factors influencing the development of science curricula. Current issues in science curriculum reform will be analyzed. Areas of emphasis will include the theoretical and historical foundations of reform efforts and the impact of the reforms on classroom practice.

**T.L. 7615: College Teaching (3 credits)**

Survey of college teaching methods and development of specific teaching competencies appropriate to the needs, skills, problems and interests of college students.
APPENDIX C

KIM WELCH
8126 S COTTONWOOD HILLS CIRCLE, SANDY, UT, USA 84094
Home: (801) 706-7089  •  Work: (801) 581-7597
E-mail: welch-k@ugs.utah.edu

EDUCATION
M.A., University of Utah, Salt Lake City, UT, USA 1998-2000
Linguistics/Second Language Acquisition with TESOL certificate GPA: 3.97

B.A., Utah State University/University of Utah, Logan/Salt Lake City, UT, USA 1997
French major/Spanish minor. GPA 3.83/3.97

RELEVANT PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Position/Institution</th>
<th>Dates</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Educator • EFL Instructor • ESL Academic Writing Instructor • ESL Academic Content-based Psychology Instructor • ESL Academic Content-based History Instructor • Vocational ESL Instructor • Intensive English Program Instructor • English for Academic Purposes Instructor • ESL Classroom Coordinator • International Student Counselor</td>
<td>Dec 2002-present</td>
<td>-Organize a one-day orientation and conference for teaching assistants -Conduct evaluations of an consultations with teaching assistants and faculty -Present workshops and seminars of teaching-specific topics to groups and departments -Built a teaching assistant resource web site using Dreamweaver® -Re-wrote the teaching assistant handbook -Implemented an on-line midterm evaluation program -Created and implemented the University Teaching Certificate/Scholars program</td>
</tr>
<tr>
<td>Education Specialist for Teaching Assistants</td>
<td>The Center for Teaching &amp; Learning Excellence, SLC, UT, USA</td>
<td>Dec 2002-present</td>
</tr>
<tr>
<td>Adjunct Faculty, Teacher Educator</td>
<td>University of Utah, Linguistics Dept, SLC, UT, USA Aug-Dec 2002</td>
<td>-Trained 23 undergraduate TESOL certificate students in ESL strategies and techniques -Created, as a team, a manual on ESL teaching strategies and techniques -Introduced ESL teaching candidates to authentic teaching environments</td>
</tr>
<tr>
<td>Teacher Educator, Team Leader</td>
<td>Asia Outreach Program, U of U/Beijing, CHINA August 2002</td>
<td>-Organized teacher-training curriculum to teach student-centered instruction -Led group of five instructors in team instruction in Beijing -Trained 120 Chinese elementary and secondary school teachers</td>
</tr>
</tbody>
</table>
Job Developer
International Rescue Committee, SLC, UT, USA                                July 2001-May 2002
- Created various workshops on finding and securing jobs in the U.S.
- Took refugees on job searches
- Provided on-site job training to refugees
- Interpreted for medical appointments and acculturation (Spanish and French)

Adjunct Faculty
University of Utah, Linguistics Dept, SLC, UT, USA                                  Sept-Dec 2001
- Taught content-based U.S. History course to 10 advanced ESL students
- Supplemented course content with multi-media techniques
- Created and administered U.S. History examinations
- Prepared students for their general education requirement

Adjunct Faculty
University of Utah, English Language Institute, SLC, UT, USA                 Aug-Sept 2001
- Taught an intensive English course to 45 Japanese students from Waseda University
- Based course content on American culture
- Instructed with emphasis on speaking skills with some reading and listening development
- Chose multi-media material to enhance lessons
- Implemented after-class projects to help students become involved in U.S. culture
- Provided after-class tutoring as per student need

EFL Professor
Institute of Language and Communication Studies, Rabat, MOROCCO      Jan-June 2001
- Taught intermediate and advanced-level English to 12 adult students
- Developed curriculum with focus on listening, speaking, reading and writing skills
- Evaluated students’ oral and listening skills using audio tapes and oral reports
- Supplemented lessons with multi-media materials

EFL Instructor
American Language Center, Rabat, MOROCCO                                 Oct 2000-June 2001
- Taught beginning to advanced levels of English to 400 adults and adolescents
- Emphasized grammar in the beginning-level courses
- Focused on speech-centered abilities with intermediate-level courses
- Enhanced vocabulary and speech skills for advanced-level courses
- Selected multi-media material to supplement lessons
Adjunct Faculty
University of Utah, Linguistics Dept, SLC, UT, USA May-Aug 2000
-Taught writing skills to 20 advanced non-native English speakers
-Enhanced students’ critical thinking skills through class text and quizzes
-Evaluated students based on summary and argumentative essays
-Implemented a self-created, detailed rubric to evaluate essays
-Utilized multi-media material to supplement lessons

Senior Teaching Assistant
University of Utah, Linguistics Dept, SLC, UT, USA Jan-May 2000
-Taught writing skills to 35 advanced non-native English speakers
-Assessed students based on expository essays
-Implemented a self-created, detailed rubric to evaluate essays
-Supplemented lessons with multi-media material

Senior Teaching Assistant
University of Utah, Linguistics Dept, SLC, UT, USA Sept-Dec 1999
-Taught basic topics of psychology to 15 advanced non-native English speakers
-Used multi-media material to help students understand content
-Created and administered tests regarding topics in Psychology
-Prepared students for their general education requirement
-Co-organized weekly instructional meetings for twelve to fifteen teaching assistants

EFL Instructor
South China Normal University, Guangzhou, CHINA July-Aug 1999
-Taught two separate two-week intensive English courses
-Enhanced the speaking abilities of 40 intermediate-level students
-Developed course material based on internet resources and authentic material brought from the U.S.

Conditional Admit Coordinator
University of Utah, Linguistics Dept, SLC, UT, USA May-June 1999
-Assisted international students with course registration
-Created and maintained a departmental database of ESL students

Vocational ESL Instructor/Adjunct Faculty
Salt Lake Community College, SLC, UT, USA May-June 1999
-Taught beginning English courses to refugees and immigrants
-Instructed on-site at Little America Hotel and Sweet’s Candy Shop
-Selected multi-media material to help with the lessons
-Focused lessons on pertinent job-related vocabulary and grammar
Senior Teaching Assistant
University of Utah, Linguistics Dept, SLC, UT, USA               Aug 1998-May 1999
- Taught writing skills to advanced non-native English speakers
- Assessed students based on expository essays
- Created a detailed rubric to evaluate essays
- Supplemented lessons with multi-media material

ESL Coordinator and Secretary
University of Utah, Linguistics Dept, SLC, UT, USA               Sept 1997-Aug 1998
- Coordinated course registration
- Assisted professors with administrative tasks

Intern
- Researched and project proposals for development of third world countries

CONFERENCES

PRESENTATIONS
Non-verbal Classroom Management, MOROCCO 2001
Experience China, I-TESOL 2003

VOLUNTEER SERVICE
English language and American culture mentor for refugees, SLC, UT, USA ● English language volunteer instructor, FRANCE ● English language tutor, Logan, UT, USA

LANGUAGES
French = fluent; Spanish = high intermediate; Moroccan Arabic = basic

AWARDS AND HONORS
Leadership Scholarship, Utah State University
Humanities Scholarship, Utah State University
Marvin J. Ashton Award, University of Utah
TESOL Scholarship, University of Utah
James E. Iannucci Award in Linguistics, University of Utah
REFERENCES
Dr. Stephanie Richardson
Tel.: (801) 581-7597

Dr. Mary Ann Christison
Tel.: (801) 581-8047

Dr. Valentina Inozemtseva
Tel.: (801) 581-4600

Gary Butzbach
E-mail: alcrabat@mtds.com