

## Certificate in University Teaching Course Options

<b>Pedagogy Options</b>			
<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
GRAD 710 <i>Scholarly Teaching</i>	3	This course provides teaching strategies drawn from current research on college education and teaching. Students practice and apply these teaching skills in their own disciplines in order to become effective college instructors.	Spring (blended with face-to-face and online meetings; day & time determined according to students' schedules)
C&I 789 <i>Teaching in Higher Education</i>	3	A general methods course involving instructional concepts and strategies for present/prospective faculty in higher education. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.	Fall (online)
<b>Departmental Pedagogy Options</b>			
The following courses are options for the pedagogy requirement if you are working on your Master's or Doctorate in one of these departments. This option would take the place of GRAD 710 or C&I 789.			
ART 590 <i>Teaching Practicum/Professional Practices</i>	3	This class is a seminar class that is broken down into two sections. The first half of the semester will focus on the "Teaching Practicum" side of the curriculum and the second half will focus on the "Professional Practices" side. Class time will be used mainly for discussion and critiques of projects.	Spring
ENGL 609 <i>College Composition Pedagogy</i>	3	Introduces students to theories, practices, and current issues in teaching college composition. Restricted to GTAs in the English department.	Fall
HIST 789 <i>Teaching History Online</i>	1-3 (Repeatable)	Designed to provide graduate students with the training to create an online course in History and prepare them to deliver it. Through class discussions and meetings with instructor, students will be exposed to software tools to implement sound pedagogical practice online, different approaches to online instruction, and standards guiding online teaching in Higher Education. (Grading will be P/F.)	Spring
LANG 421 <i>The Teaching of Foreign Languages</i>	3	Methods and techniques of teaching a foreign language at the college level.	
LANG 521 <i>English as a Second Language Methods</i>	3	Theory and practice of teaching English as a second language; techniques and approaches for teaching speaking, listening, reading, and writing skills.	Fall
LANG 621 <i>Teaching Foreign Languages in College</i>	3	Methods and techniques of teaching a foreign language at the college level.	Fall

<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
MUSC 671 <i>Music History Pedagogy</i>	3	Current and best practices in the teaching of undergraduate music history courses, including courses for non-majors and music majors (so-called survey courses). Topics include: Development of learning objectives; syllabus design; textbooks/other teaching resources; undergraduate writing; assessment design and implementation; pedagogical models; classroom technologies; performance and composition in music history courses.	
MUSC 762 <i>Pedagogy of Theory</i>	3	Consideration of various approaches to the teaching of theory.	Fall
NSG 735 <i>Principles: Nursing Education</i>	3	This course examines the research base of educational strategies in nursing education in the classroom and clinical settings and the scholarship of teaching. The course also examines external determinants on nursing curriculum and evaluation of nursing programs.	Fall
PET 583 <i>Principles of Effective Teaching</i>	3	This course is designed to explore research-based principles of effective teaching as they relate to physical education and provides students with the pedagogical competencies to be able to deliver and evaluate goal-oriented motor activity instruction to children. The research foundation for critical aspects of teaching effectiveness will be balanced with practical involvement with instructional systems. Students will examine and evaluate their own teaching through a series of reflective assignments.	Fall, Summer
PHAR 743 <i>Teaching to Learn/Learning to Teach</i>	3	This 3 hour pharmacy elective provides the opportunity for participants to learn how to teach in higher education/pharmacy and to develop and refine their teaching skills by participating in select teaching and learning activities. This course will combine the theories of education with the teaching practices utilized in higher education and pharmacy education.	Fall
PSIO 790 <i>Physiology Teaching Practicum</i>	2	Teaching techniques and supervised practice in college teaching of physiology. [Note: This teaching practicum course contains substantial pedagogical theory and thus has been accepted as a pedagogy course for the certificate.]	Spring
PSYC 606 <i>Seminar on Teaching Psychology</i>	1-3	(May be repeated for credit.) Review and discussion of methods and issues in college teaching of psychology.	Fall

<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
SOCA 710 <i>Teaching Sociology</i>	3	This class is designed to introduce you to the teaching portion of the profession of sociology. In this class, you will read about the pedagogy of sociology, you will prepare lectures, give them, assess others' lectures and prepare a course from beginning to end. This is an elective credit; however, we hope that eventually all students who teach in the department will take this class before they teach their own course.	Spring
GRAD 695 <i>Independent Study</i>	1-3	Students may register for this course if they wish to complete an independent study or a summer institute, such as the Summer Institute on Undergraduate Science Education offered by the Biology department. Independent studies must be approved by the student's home department and by the Certificate Director.	Fall, Spring, Summer

### Diversity Options

<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
C&I 689 <i>Cultural Diversity in the Classroom</i>	3	Provides opportunities for educators to increase awareness of their own ethnic backgrounds, foster understandings of the inter-active effects of gender, race, ethnicity and socio-economic status, and develop appropriate teaching materials and methods.	Fall, Spring Summer (online)
COUN 634 <i>Cultural Issues*</i>  *This course is only an option for those students who are already required to take it for their masters or doctorate program.	3	The impact of cultural differences on the counseling process including gender, race, ethnicity, socioeconomic status, and counseling styles will be discussed. Racial identity development models will be discussed. Group and experiential activities are required.	Fall (face-to-face) or Summer (online)
HIED 651 <i>College Student Development</i>	3	Review of research and literature on college student development from beginning freshmen through graduate school. Emphasis on different student subgroups.	Spring (online—synchronous Tuesday 7:00-8:50 p.m.)
HIED 750 <i>Diversity Issues in Higher Education</i>	3	Diversity Issues in Higher Education is designed to facilitate understanding and appreciation for diversity within a higher education setting through the recognition of individual differences and their influence on the college experience by students, faculty, and administrators.	Spring (online-synchronous Monday 5:00-6:50 pm)

Course	Credit Hours	Description	Semester
HIED 754 <i>Women &amp; Gender Issues in Higher Education</i>	3	In this course students will utilize feminist and gender theories to explore historical and contemporary women's and gendered issues and experiences in higher education, with a focus on students, faculty, and leaders.	Summer (online – synchronous meeting once a week from 5:00 – 7:00 pm)
HIED 763 <i>International Higher Education</i>	3	The primary objective of this course is to expand understanding of higher education systems worldwide. Students will compare regional and nation-state systems in Europe, Asia, Africa, and the Americas. Countries / regions to be studied may include: the Arab World, Brazil, Canada, China, France, Germany, Israel, Japan, Mexico, Nigeria, Russia, South Africa, Spain, and the United Kingdom.	

You may know of another course to potentially fulfill the diversity requirement. Check course schedules and consult with the Certificate Director.

### Instructional Excellence Options

Course	Credit Hours	Description	Semester
GRAD 680 <i>Classroom Assessment Techniques</i>	2	Why is assessment important? What role does assessment play in teaching and learning? How can we assess in ways that benefit both the student and the instructor? Come find out the answers to these questions and more. You will also explore the purpose and types of formative and summative assessments, as well as strategies for creating them and ensuring that they are effective.	Fall (blended with face-to-face and online meetings; day & time determined according to students' schedules)
GRAD 671 <i>Accessible Teaching</i>	1	Navigating technology in an online course can be challenging. For learners with disabilities, those challenges are multiplied. This course shows you what it's like to use the Internet with a visual or auditory challenge and how technology affects these challenges. It also explores common strategies you can use to ensure that all learners have equal access to class content.	Spring - starting 2021 (7 weeks; online)
GRAD 670 <i>Readability in the Online Course</i>	1	Most online courses are text based, even after media is added. However, research indicates that people don't read web pages. They scan them. How can we overcome this with our online course content so that students are less likely to miss vital information? This course will show you how you can format on-screen text to make it more visually inviting. It will also show you how to evaluate the readability of your own writing.	Spring March-April (7 weeks; online)

<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
GRAD 593C <i>Designing Scenarios to Engage Students</i>	1	Navigating through self-guided scenarios can help to engage students in visualizing mental images of concepts and how to accomplish specific tasks. The purpose of this course is to identify and apply strategies to write dynamic and entertaining scenarios that emphasize thinking critically about course content.	Spring January – February (7 weeks; online)
GRAD 693A <i>Teaching Different Cultures</i>	1	If you teach or will be teaching soon, you will likely have students from a different country in your class. You have either discovered (or will soon) that teaching approaches that worked in one cultural context may not work in others. This course helps you understand the learning styles of students from various cultures and create effective ways to help them learn.	Fall October - December (7 weeks; online)
GRAD 710 <i>Scholarly Teaching</i>	3	This course provides teaching strategies drawn from current research on college education and teaching. Students practice and apply these teaching skills in their own disciplines in order to become effective college instructors.	Spring (blended with face-to-face and online meetings; day & time determined according to students' schedules)
GRAD 673 <i>Careers in Higher Education</i>	2	This discussion-based online seminar will prepare graduate students for the academic job search, acclimate them to promotion and tenure requirements, address current issues in higher education, and consider the possibilities for nonacademic careers.	Spring Hybrid: asynchronous online with limited synchronous meetings
C&I 605 <i>21<sup>st</sup> Century Teaching and Learning</i>	3	This course will prepare students to build their own 21st century skills and learn to support their students' in developing the skills and strategies needed for college and/or career readiness. Students will define what 21st century skills are, assess current practices, and create lesson plans to equip their students and themselves for success in a global society and workplace.	Spring 2021
C&I 687 <i>Advanced Teaching Strategies</i>	3	This course examines ways to describe, plan the use of, implement, and evaluate teaching methods. It is designed to help students examine and develop personal goals as educators and increase their knowledge and skills of pedagogical practice.	Fall, Spring (online)
C&I 789 <i>Teaching in Higher Education</i>	3	This course examines instructional concepts and strategies for present/prospective faculty. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.	Fall Tuesday 4:00-6:50 pm (face-to-face)

<b>Course</b>	<b>Credit Hours</b>	<b>Description</b>	<b>Semester</b>
EDP 640 <i>Instructional Design</i>	3	Introduces the major components of the instructional design process, from needs analysis through evaluation and implementation. Students will demonstrate the elements of the process with a design plan for an instructional project.	Fall (online)
EDP 600 <i>Educational Psychology</i>	3	Designed for beginning graduate students. Psychological principles of learning as they relate to processes of instruction.	Fall, Spring (online)
EDP 700 <i>Psychological Foundations of Learning</i>	3	Psychological foundations of major learning theories and their implications for instructional procedures.	
HIED 760 <i>Curriculum Development &amp; Reform in Higher Education</i>	3	This course provides an overview of the historical and philosophical bases for current higher education curriculum trends and debates. The course examines contemporary contextual influences on the curriculum, as well as the major strands involved in academic planning, including learners, instruction, curriculum design and development, and assessment. Students will investigate current curricular reforms and movements in light of changing local, national, and global contexts.	Fall (online - synchronous 5:00-6:55 p.m.)
IDT 655 <i>Technology for Teachers</i>	3	The course provides students with experiences to consider and make informed decisions regarding various emerging technologies for instructional purposes. You will have the opportunity to these technologies, and design and reflect on learning activities incorporating such technologies.	Summer (online)
IDT 675 <i>Special Topics: Online Teaching &amp; Learning</i>	3	This course provides an overview of major teaching models and factors to be considered in creating and teaching an online course and guides the learner through the process of actually implementing a specific online course in a learning management system.	Spring (online - asynchronous)
PET 575 <i>Advanced Laboratory – Principles of Effective Teaching*</i>  *This course is only an option for those students who are already enrolled in a CPASS program.	2	This course will provide graduate students with teaching experiences in physical activity programs for children and youth. This experience will provide a practical application of research-based principles of effective teaching to impact student learning.	Fall

## Teaching Practicum Options\*\*

Course	Credit Hours	Description	Semester
GRAD 690* <i>Teaching Practicum</i>	1-3	Supervised practice in college teaching.	Fall, Spring, Summer
Department practicums 590/690/790	1-3	Supervised practice in college teaching.	Fall, Spring, Summer

\*You must teach two different lab courses **OR** teach one 3-credit course as the primary instructor to earn the required 3 credit hours of practicum.

\*\*You will only earn credit for your teaching if you are enrolled in your departmental teaching practicum course **OR** Grad 690 Teaching Practicum *during that semester*.

## Capstone Course

Course	Credit Hours	Description	Semester
GRAD 685 <i>Teaching Capstone</i>	3	You will prepare for your job search by designing a course in your subject area, reflecting on your teaching, and creating a teaching portfolio that highlights your experience.	Fall, Spring (Wednesday 3:00-5:00 PM)  Summer (Online)