

Certificate in University Teaching

Course Options

Pedagogy Options

Course	Credit Hours	Description	Semester
GRAD 710 <i>Scholarly Teaching</i>	3	This graduate course focuses on scholarly teaching and effective pedagogy. It is designed to offer experiences, knowledge and discussions about teaching and learning, and model effective instructional strategies. In addition, you will gain hands-on experience teaching with the principles and techniques being modeled.	Fall, Spring
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
Departmental Pedagogy Options			
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>	1-3	This course is designed to develop aspects of college teaching experience such as writing a syllabus, organizing a classroom, or improvising with materials or topical issues. Preparation for establishing professional practice as a studio artist will be addressed.	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>	3	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	PR: Consent. Required of all students who are prospective foreign language teachers on the secondary level.	Fall
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

Course	Credit Hours	Description	Semester
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.	Fall
MUSC 762 <i>Pedagogy of Theory</i>	3	PR: MUSC 264 or Consent. 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. The course also examines external determinants on nursing curriculum, accreditation issues, and evaluation of nursing programs.	Fall
PET 583 <i>Principles of Effective Teaching</i>	3	Research based principles of effective teaching as they relate to physical education. Students will examine and evaluate their own teaching practices through a series of reflective assignments.	Fall, Summer
PHAR 743 <i>Teaching to Learn/Learning to Teach</i> AND PHAR 744 <i>Education Journal Club</i> *You must receive approval from the School of Pharmacy to take these courses.	2 1	Provides pharmacy students the opportunity to learn how to teach in higher education/pharmacy and develop their teaching skills by participating in select teaching and learning activities. Participate in weekly journal club with pharmacy residents who are participating in the residency teaching certificate program. Discuss journal articles of importance to the field of pharmacy education. Critically evaluate and participate in discussion of journal club articles.	Fall Spring
PSIO 790 <i>Physiology Teaching Practicum</i>	1-3	Supervised practice in college teaching of physiology. Note: This course is intended to ensure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F).	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

Course	Credit Hours	Description	Semester
SOC 710 <i>Teaching Sociology</i>	3	Students will engage in the literature on teaching and learning, exploring the major issues involved in teaching sociology at the university level. Each student will work with an instructor in the activities that constitute the teaching enterprise in an “apprenticeship” role for the semester. Students are expected to develop a course plan by the end of the semester.	Fall
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			
Course	Credit Hours	Description	Semester
ART 612 *This course is only an option for those students who are already required to take it for their masters or doctorate program.	3	Gain in-depth understanding of art methods and materials used in artistic development of children, adolescents, and adults while using creative process of art making to enhance the physical, mental, and emotional well-being of individuals of all ages. Topics include creative development and human growth, types of disorders or disabilities most prevalent in public schools, and how to facilitate inclusive art teaching to encompass all learners in the art classroom.	Fall
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.	Spring, Summer
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, Summer

Course	Credit Hours	Description	Semester
ESL 630 <i>American Culture*</i> *This course is only an option for those students who are already taking it for their masters or doctorate program.	3	Advanced readings concerning the diversity of American culture with a focus on critical inquiry. Lecture/Discussion. This course is intended for ESL students and those planning to teach English as a Second Language. Material is presented in the context of strategies for Content-Based Instruction.	Spring
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
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
HIED 754 <i>Women & 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
HIED 763 <i>International Higher Education</i>	3	The purpose of the 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.	Spring
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 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 Second half of semester (7 weeks; online)
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 First half of semester (7 weeks; online)
GRAD 672 <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 First half of semester (7 weeks; online)
GRAD 673 <i>Careers in Higher Education</i>	2	This discussion-based online seminar will prepare graduate students for the academic job search (primarily in faculty roles), acclimate them to promotion and tenure requirements, address current issues in higher education, and consider the possibilities for nonacademic careers.	Spring (online)
GRAD 674 <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 Second half of semester (7 weeks; online)
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

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GRAD 710 <i>Scholarly Teaching</i>	3	This graduate course focuses on scholarly teaching and effective pedagogy. It is designed to offer experiences, knowledge and discussions about teaching and learning, and model effective instructional strategies. In addition, you will gain hands-on experience teaching with the principles and techniques being modeled.	Fall, Spring
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
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
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
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 & Reform in Higher Education</i>	3	Analyze curriculum development and implementation issues. Critique different curriculum designs in general education and major academic programs also.	Fall
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. As an in-service teacher, a preservice teacher, or a current or future technology integration specialist, students will have the opportunity to explore and discuss various emerging educational technologies, and design and reflect on learning activities incorporating such technologies.	Summer

Course	Credit Hours	Description	Semester
IDT 675 <i>Online Teaching & 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 developing a specific online course in a learning management system.	Spring
IDT 735 <i>Technology Integration</i>	3	This course is designed for students to explore technologies and integrate them into various learning contexts, including public schools, higher education, and corporate needs. Readings will focus on trends in instructional technology, theories guiding technology integration, factors affecting technology integration, and the use of emerging instructional technologies for teaching and learning. You will explore emerging technologies that interest you. You will also have an opportunity to design a technology-based instructional product for your final project.	Fall
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	PR or CONC: PET 583. Provides students with teaching experiences in physical activity programs for children and youth. This experience provides a practical application of research-based principles of effective teaching to impact student learning.	Fall
PET 745 <i>Physical Education/Teaching Curriculum Development and Evaluation</i> *This course is only an option for those students who are already enrolled in a CPASS program.	3	Examination of curricula in physical education teacher education, coaching, and related fields with an emphasis on current curricular issues. Provides students with teaching experiences in physical activity programs for children and youth. These experiences 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 of graduate academy. Note: This course is intended to ensure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).	Fall, Spring, Summer
Department practicums 590/690/790	1-3	Supervised practice in college teaching.	Fall, Spring, Summer
<p>*You must teach <u>two</u> different lab courses OR teach <u>one 3-credit course</u> as the primary instructor to earn the required <u>3 credit hours of practicum</u>.</p> <p>**You will only earn credit for your teaching if you are enrolled in your departmental teaching practicum course OR Grad 690 Teaching Practicum <i>during that semester</i>.</p>			

Capstone Course			
Course	Credit Hours	Description	Semester
GRAD 685 <i>Teaching Capstone</i>	3	Students will apply principles of effective course design to create a comprehensive teaching portfolio for the higher education job market. Fulfils the capstone requirement for the Certificate in University Teaching.	Fall, Spring (hybrid) Summer (online)