

Certificate in University Teaching Course Options

Pedagogy Options			
Course	Credit Hours	Description	Semester
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 to become effective college instructors.	Fall and Spring (in person)
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.			
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
CHEM 651 <i>Pedagogy for College Chemistry</i>	3	Prepares and equips future faculty for instructing within the chemistry discipline.	
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.	Varies
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
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.	

Course	Credit Hours	Description	Semester
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	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>	2	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.	Fall
PSIO 790 <i>Physiology Teaching Practicum</i>	2	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.	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
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.	Spring

Diversity Options

Course	Credit Hours	Description	Semester
ART 612 <i>Art Methods/Materials for Special Populations</i> *This course is an option only for students who are already required to take it for their masters or doctorate program.	3	Provides students with 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. Research, assigned readings, online discussions, and hands-on projects and critiques. On-campus art-making seminar is required.	Fall (online)
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 – the School of Education is not sure if this course will continue to be offered
COUN 634 <i>Cultural Issues*</i> *This course is an option only for students who are already taking 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

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 693A <i>Integrating Educational Technology into Teaching and Learning</i>	1	Explore how educational technology can transform teaching and learning. This course explores practical methods for incorporating technology to improve student engagement, foster collaboration, and drive positive educational outcomes. Students will learn instructional design principles, selecting appropriate technology tools and resources while also addressing potential challenges and drawbacks.	Fall August - October (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 (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 January – February (7 weeks, 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 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 to become effective college instructors.	Fall and Spring (in person)
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.	Spring 2025 – last time this course will be offered

Course	Credit Hours	Description	Semester
IDT 640 <i>Visual Literacy</i>	3	Introduce students to knowledge of how humans use visual and nonverbal communication, and how visuals can be used in educational settings.	Fall 2024 – last time this course will be offered
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 2024 (online) - last time this course will be offered
PET 575 <i>Advanced Laboratory – Principles of Effective Teaching*</i> *This course is an option only for students who are enrolled in a CPASS program.	1 - 3	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
PET 745 <i>Curriculum Development and Evaluation</i> *This course is an option only for students who are enrolled in a CPASS program.	3	Examination of higher education curricula in physical education teacher education, coaching education, and related fields with an emphasis on current curricular issues.	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 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 (in person) Summer (Online)