

# Certificate in University Teaching

## Certificate Overview

This 15-credit hour Certificate program helps to prepare graduate students for teaching at the college or university level. It draws on university-wide resources to provide experiences in pedagogy and diversity issues, as well as mentored teaching and a capstone portfolio. Together, the program components develop students' ability to design and teach their own courses while implementing effective instructional techniques, including assessment, to meet the needs of all learners. The Certificate will help students stand out in the academic job market and demonstrate their commitment to professional growth and excellence in teaching.

## Learning Outcomes

You will be able to:

- Apply principles and theories of learning to your teaching
- Explain diversity issues in higher education
- Assess the needs of diverse learners and develop strategies to meet them
- Design a course with appropriate learning outcomes, assessment methods, instructional strategies, and course materials
- Integrate learning technologies effectively to meet learning goals
- Develop and apply appropriate active-learning and assessment techniques to meet specific course objectives
- Document effective teaching through a professional teaching portfolio.

The Certificate has five major requirements:

1. A pedagogy course
2. A diversity course
3. An instructional excellence course
4. Teaching practicum (student must arrange for a course to teach)
5. Teaching capstone course

The following pages explain options for fulfilling these requirements.

\*Note: This certificate is **not** a state certification for K-12 teaching.

## Eligibility and Deadlines

You must be currently enrolled in a graduate program and in good standing (meeting the minimum GPA for your graduate program). You may apply to enter the program at any time.

To be considered for the Certificate, complete the following:

- Online application: <http://bit.ly/2AwlOej>
- A CV or resume
- A letter of recommendation from your advisor.

You will receive a printed Certificate upon graduation and indication of completion will also appear on your transcript. *You will need to apply to graduate from the Certificate!*

## Certificate Requirements

Requirement	Credits	Courses
Pedagogy Course	3 credits	C&I 789 Teaching in Higher Education, GRAD 710 Scholarly Teaching <b>OR</b> departmental pedagogy courses
Diversity Course	3 credits	See page 4 for course options
Teaching Practicum <i>Student must arrange for a course to teach</i>	3 credits	Teach two different lab courses or discussion sections <b>OR</b> teach one course as the primary instructor Departmental teaching practicum course <b>OR</b> GRAD 690 Teaching Practicum
Instructional Excellence Course	3 credits	See pages 5-7 for course options Can take a combination of credit hour options: <ul style="list-style-type: none"> <li>• A 3-credit hour course</li> <li>• A 2-credit and 1-credit hour course</li> <li>• Three 1-credit hour courses</li> </ul>
Capstone Course	3 credits	GRAD 685 Teaching Capstone
<i>Potentially, a maximum of 6 credit hours from your Master's or PhD coursework can be counted towards this Certificate.</i>		

**If departments wish to add a course to the list, please contact Dr. Amy Kuhn at [Amy.Kuhn@mail.wvu.edu](mailto:Amy.Kuhn@mail.wvu.edu) or 304-293-5824. Please see the following pages for detailed course information.**

## Pedagogy Courses

GRAD 710 *Scholarly Teaching*. 3 Hr. This pedagogy course provides teaching strategies drawn from current research on college education and teaching. Students will practice and apply these teaching skills in their own disciplines in order to become effective college instructors.

C&I 789 *Teaching in Higher Education*. 3 Hr. 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.

### Departmental Pedagogy Courses

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.

ENGL 609 *College Composition Pedagogy*. 3 Hr. Introduces students to theories, practices, and current issues in teaching college composition. Restricted to GTAs in the English department.

GRAD 695 *Independent Study* 1-3 Hr. You may register for this course if you wish to complete an independent study or a summer institute that focuses on teaching. Independent studies must be approved by the student's home department and by the Certificate Director.

HIST 789 *Teaching History Online*. 1-3 Hr. 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.)

LANG 621 *Teaching Foreign Languages in College*. 3 Hr. Methods and techniques of teaching a foreign language at the college level.

LANG 623 *ESL Materials and Syllabus Design*. 3 Hr. PR: LANG 521. Theory and design of syllabi and materials applied to diverse ESL & EFL teaching situations. Students produce and evaluate all aspects of integrated instructional units.

MUSC 671 *Music History Pedagogy*. 3 Hr. 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 *Pedagogy of Theory*. 3 Hr. Consideration of various approaches to the teaching of theory.

NSG 735 *Principles: Nursing Education*. 3 Hr. This course examines the research base of educational strategies in nursing education in classroom and clinical settings. The course also examines external determinants on nursing curriculum, accreditation issues, and evaluation of nursing programs.

PHAR 743 *Teaching to Learn/Learning to Teach*. 3 Hr. 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.

PSIO 790 *Physiology Teaching Practicum*. 1-3 Hr. 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. [Note: This teaching practicum course contains substantial pedagogical theory and thus has been accepted as a pedagogy course for the certificate.]

PSYC 606 *Seminar on Teaching Psychology* 1-3 Hr. Review and discussion of methods and issues in college teaching of psychology.

SOCA 710 *Teaching Sociology* 3 Hr. 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.

WGST 693A *Interpedagogical Practices* 3 Hr. This course is designed for graduate students who are teaching university-level Women's and Gender Studies students. Students in this course will have the opportunity to explore various philosophies of and approaches to teaching with a focus on feminist pedagogy. This course is designed as a "hands on" approach to teaching allowing students to practice various techniques and activities to later use in their own classrooms.

## Diversity Courses

C&I 689 *Cultural Diversity in the Classroom* 3Hr. 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.

COUN 634 *Cultural Issues*\* 3 Hr. 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. [\*Note: This course is only an option for those students who are already required to take it for their masters or doctorate program.]

HIED 693E SPTP: *Women and Gender Issues in Higher Education* 3 Hr. In this course students will use 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.

HIED 750 *Diversity Issues in Higher Education* 3 Hr. 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.

HIED 651 *College Student Development* 3 Hr. Review of research and literature on college student development from beginning freshmen through graduate school. Emphasis on different student subgroups.

HIED 763 *International Higher Education* 3 Hr. 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.

## Instructional Excellence Courses

GRAD 694 *Classroom Assessment Techniques* 2 Hr. Frequent assessment enables teachers to determine

how well their students are learning and make adjustments where needed. Students in this course will explore and evaluate classroom assessment techniques that incorporate active learning into college classes. They will also learn to select the most appropriate assessment technique for the situation.

GRAD 794 *Scholarship of Teaching and Learning* 1 Hr. The Scholarship of Teaching and Learning (SoTL) is a growing movement in higher education to conduct rigorous, evidence-based research on learning. Students in this course will explore studies that have been conducted and identify scholarly opportunities within their discipline. Then they will apply their knowledge of SoTL through their choice of course project.

GRAD 593A *Accessible Teaching* 1 Hr. Modern technology and course delivery methods can present challenges to many learners. This course will cover the challenges that learners with disabilities can face. It will also cover common strategies used to ensure that all learners can access important class content. Learn what it is like to use the Internet with a visual or auditory challenge, and learn about planning ahead for learners of different abilities.

GRAD 593B *Readability in the Online Course* 1 Hr. 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.

GRAD 593 *Designing Scenarios to Engage Students* 1 Hr. Navigating through self-guided scenarios can help to effectively 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, branching, and entertaining scenarios that emphasize thinking critically about course content.

GRAD 710 *Scholarly Teaching*. 3 Hr. This pedagogy course provides teaching strategies drawn from current research on college education and teaching. Students will practice and apply these teaching skills in their own disciplines in order to become effective college instructors.

C&I 687 *Advanced Teaching Strategies*. 3 Hr. 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.

C&I 789 *Teaching in Higher Education*. 3 Hr. 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.

EDP 640 *Instructional Design* 3 Hr. 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.

EDP 600 *Educational Psychology* 3Hr. Designed for beginning graduate students. Psychological principles of learning and development as they relate to processes of instruction.

EDP 700 *Psychological Foundations of Learning* 3 Hr. Psychological foundations of major learning theories and their implications for instructional procedures.

C&I 643 *Brain-based Teaching and Learning* 3 Hr. This course provides an integrative, interactive, and collaborative introduction to the emerging interdisciplinary field of brain-based teaching and learning. Through synchronous and asynchronous classroom discussions and applied exercises, students will draw on knowledge from neuroscience, cognitive psychology, biology, and education to explore the theoretical foundations, methods, and applications of teaching and learning from a brain-based perspective.

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HIED 760 *Curriculum Development and Reform in Higher Education* 3 Hr. Analyze curriculum development and implementation issues. Critique different curriculum designs in general education and major academic programs also.

IDT 693A *Special Topics: Online Teaching & Learning* 3 Hr. 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.

## **Teaching Practicum**

Department practicums: 590/690/790 1-3 Hr. Supervised practice in college teaching.

GRAD 690 *Teaching Practicum*. I, II. 1-3 Hr. Supervised practice in college teaching.

## **Capstone Course**

GRAD 685 *Teaching Capstone* 3 Hrs. This course fulfills the capstone requirement for the Certificate in University Teaching. You will design a course syllabus in your content area, create an effective teaching portfolio, and prepare for the academic job market.