I. Certificate Name and Description - This is a proposal to offer the Post-Baccalaureate Certificate in College Teaching (CCT). The purpose of the certificate is to provide post-baccalaureate students with opportunities to develop understanding and skills useful in their current and future careers as college level instructors. The broad goals of the CCT are to:

- create an enriching collegial atmosphere where learning about learner-centered theories and instructional strategies guide students’ development as reflective and effective professional educators;
- produce an interdisciplinary community of learner-centered teaching professionals dedicated to high quality, college level teaching;
- increase capacity for excellence in teaching within the disciplines;
- encourage lifelong learning about college level teaching and student learning.

The stand-alone certificate will be managed by the Office of Instruction & Assessment (OIA) and offered as a set of graduate courses and a capstone instructional practicum experience. Since the OIA is not an academic unit within a college, a level of detailed explanation is required to identify some of the policy and curriculum tasks associated with offering a certificate outside of a departmental infrastructure. The CCT will have an Oversight Committee that meets twice each year to (1) review qualifications of participating faculty, (2) coordinate CCT and Graduate College admissions requirements, (3) approve/disapprove CCT curricular changes and submit to Formlink if approved (followed by routing to the Graduate College), (4) review and approve/disapprove elective course substitution requests from students, (5) review and approve/disapprove student grade appeals, and (6) complete the required Graduate College program of study forms and notifications. Members of the CCT Oversight Committee include:

- Patricia MacCorquodale, Ph.D.
- Sue South, Ph.D.
- Debra Tomanek, Ph.D. (Oversight Committee Director)

II. Certificate Requirements - A minimum of 13 semester credit hours are required to satisfy requirements of the CCT (see below). Students must first complete the required 3-credit course IA 697a - Learner-Centered Teaching followed by a minimum of 6 credits from the electives course list shown below. Substitutions may be requested by students for one elective course. Finally, students are required to complete the 4-credit capstone practicum course, IA 694a – Instructional Practicum (we are in the process of submitting approval for the course title to be changed to this title – same number). All required and elective courses are existing graduate level courses offered at the UA. Only IA 694a, the capstone practicum course, is not letter-graded, rather using the S/P/F/I grading scheme. No substitutions will be allowed for the required IA 697a and IA 694a courses.

**CCT Required Courses** (7 credits required)

IA 697a  Learner-Centered Teaching – (3) This course must be completed before completing elective courses.

IA 694a  Instructional Practicum – (4) This course must be completed after completing electives.
**CCT Elective Courses** (a minimum of 6 credits required from elective courses)
AED 596d/MSE 596d – Teaching Science and Mathematics through Inquiry (2)
AED 697c/IA 697c Workshop on Teaching at the College Level (3)
AIS 697a College Teaching Methods (3)
ARB 596m Special Topics in Arabic Linguistics (3)
ASTR 555 Teaching College-Level Astronomy and Planetary Science (3)
DNC 595a Teaching Methods for Dance (3)
ENG 596h Modern Literature (3)
HIST 597a Teaching Methods and Practice (3)
IA 697b Using Technology in Teaching (3)
LAT 580 Issues in Latin Methodology (3)
MCB 520 Research on College Science Teaching and Learning (3)
MIS 696a Readings in MIS (3)
MUS 622 Theory Pedagogy (3)
POL 602 Teaching Political Science (2)
PSIO 697a Workshop: Physiology Tutorial (3)
PSYCH 586b Ethical Issues in Psychology (3)
PSYCH 596T The Teaching of Psychology (3)
SLAT 579/GER 579/EAS 579/LAT 579/SPAN 579/FREN 579 Issues in Post-Secondary Language Teaching & Learning (3)
SOC 596b Graduate Teaching Seminar (3)
SP H 649/BIOC 649/PSIO 649 Survival Skills and Ethics (3)

**Learning Outcomes:** Upon completion of the CCT, students will have demonstrated their ability to:
- plan and deliver instruction using learner-centered, discipline-specific strategies.
- critically analyze and reflect on one’s practice of learner-centered teaching.

**III. Student Admittance/Advising/Completion**

**Prerequisites and Admittance:** Enrollment in the CCT requires a completed baccalaureate degree or higher. The CCT is available to currently enrolled UA graduate students and individuals not currently enrolled as UA graduate students (e.g., community college instructors). In the case of individuals not currently enrolled as UA graduate students, enrollees must satisfy Graduate College admission requirements and then seek enrollment as certificate-seeking graduate students. No entrance exams are required for enrollment in the CCT.
Advising and Completion: Transfer credit from other institutions is limited to 3 credits of elective course credit that must be approved by the CCT Oversight Committee. A course accepted for transfer credit must have been taken no more than two years prior to admittance to the CCT. A maximum of 6 credits earned in the CCT may be used to satisfy course requirements on students’ plans of study for their graduate degrees. Advising is provided by IA course instructors. Students have 4 years to complete the CCT once admitted.

IV. Certificate and Student Outcomes - The CCT student learning outcomes are identified in Section II of this proposal. Because students are allowed choice in their selection of electives, the certificate’s student learning outcomes are necessarily broad, but target knowledge about and practice of learner-centered teaching. We believe that the general nature of the outcomes is important because the CCT will appeal to students from a broad range of disciplines with diverse interests in teaching and learning.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Measure</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ability to plan and deliver instruction using learner-centered, discipline-specific strategies</td>
<td>A <em>set of lessons/lectures</em> are prepared, taught, and recorded in the capstone IA 694a course to demonstrate ability as a learner-centered instructor. A <em>question set</em> is used by the instructor to assess the degree to which this outcome is demonstrated in the delivered lessons and to provide student feedback.</td>
<td>5 times during the practicum semester</td>
</tr>
<tr>
<td>2. ability to critically analyze and reflect on one’s practice of learning-centered teaching</td>
<td>A <em>teaching portfolio</em> is developed in the capstone IA 694a course to demonstrate growth as a learner-centered instructor. A <em>rubric</em> is used to assess the degree to which this outcome is demonstrated in the portfolio and to provide student feedback.</td>
<td>Once during the practicum semester</td>
</tr>
</tbody>
</table>

V. Student Demand - Since 2001, the University Teaching Center (which became part of the OIA in the January 2010 reorganization) has offered a series of courses and supervised practicums for 438 UA graduate students and faculty members wishing to improve their pedagogical knowledge and skills. We are especially proud of the role that the courses have served in the preparation of graduate teaching assistants, our future faculty members. As of May 2010, a total of 190 UA graduate students had completed a 10-credit set of courses/practicum that we now propose as a major component of the CCT. A high level of interest in the CCT continues among UA graduate students today. Graduate students inform us of the employment benefits that accompany their completion of the teaching courses, viewed as enhancements to their disciplinary graduate degrees. Additionally, we wish to make the CCT curriculum available to non-UA post-baccalaureate students wishing to improve their teaching (e.g., community college instructors). The OIA Faculty Education Committee is currently considering the feasibility of developing/offering some of the certificate courses as online offerings to broaden the potential market for the certificate. However, we are only in the discussion stage of this possible development.
VI. Expected Faculty and Resource Requirements - Instructors for the required and elective IA courses in the CCT have graduate degrees, graduate level teaching experiences, and expertise in the areas of pedagogy and student learning:

- Wayne Brent, Ph.D., Senior Consultant, Adjunct Faculty in UA South Educational Technologies, Faculty Coordinator for LASC 397/597 Student Technology Preceptor Program - 1.0 FTE in OIA (teaches IA 697b)
- Erin Dokter, Ph.D., Instructional Support Specialist - .5 FTE in OIA (teaches IA 697a and IA 694a)
- Jim Knight, Ph.D., Professor of Agricultural Education – 1.0 FTE in AED (co-teaches IA 697c)
- Kyla Macario, M.A., Professor of Practice: Faculty Development – 1.0 FTE in OIA (teaches IA 697a and IA 694a) We are requesting that Kyla be approved by the Graduate College as an instructor for the IA 697a and IA 694a courses (see appendix A on pages 4-5).
- Terri Riffe, Ph.D., Coordinator of Instructional Development and Support – 1.0 FTE in OIA (teaches IA 694a and co-teaches IA 697c)

The courses satisfying the CCT elective credit requirements are taught by several faculty members across campus. CCT students are advised to check with the respective departments on availability of these courses. No new faculty members or budget adjustments are needed to offer the courses required in the CCT.
Appendix A: E-mail letter from Debra Tomanek to Dianne Horgan requesting (1) an exception to the Graduate College rule of instructors needing terminal degrees to teach graduate level courses, and (2) the re-opening of our IA graduate courses for Spring 2011 registration.

December 6, 2010

Dear Dianne:

This is request to approve Kyla M. Macario as a teaching faculty member for graduate courses offered by the Office of Instruction and Assessment (OIA). As the administrative leader of this unit, I am requesting the authority to make all decisions about which OIA courses that Kyla Macario is qualified to teach, including graduate courses. Furthermore, I am asking that you immediately lift the closed registration status that was applied last week to our schedule of graduate courses to be taught by Kyla for spring semester 2011. Below I have highlighted my reasons for this request.

Kyla’s expertise as an instructor of our graduate level courses for TA development is substantial and significant. Kyla does not hold a doctorate degree. This fact is the basis of your rationale behind your recent decision. You have clearly pointed out that a Graduate College rule requires graduate courses be taught only by individuals with terminal degrees. Kyla does hold a M.A. degree. Additionally, Kyla’s 17 years of experience at the UA working with graduate students who seek to improve their teaching skills has contributed to her extensive knowledge base about teaching and learning. A review of her Teacher & Course Evaluation (TCE) overall scores from the graduate courses that she has taught shows that Kyla regularly receives overall composite scores of 4.9 (on a 5 point scale). Kyla’s TCE scores are higher than my own, and I hold a Ph.D. in a field of education. My personnel file for Kyla is full of emails collected over the past several years from students who have thanked her for her exceptional work as an instructor in their courses. Kyla has also presented over 20 papers, talks, and workshops at conferences and meetings on topics related to college level teaching and preparing graduate TAs for best practices in teaching. In short, I believe that the Graduate College rule requiring instructors to hold doctorate degrees to teach graduate courses is, in this case, highly inappropriate. Kyla has the expertise and knowledge to teach the OIA graduate courses on pedagogy and student learning.

A second point made in your explanation of the decision to close registration to our OIA graduate courses taught by Kyla is that her classes are appropriate as informal class sessions such as workshops, but not as graduate level courses. This is also a point on which we disagree. Our OIA graduate courses for TAs are a blend of theory and practice, resulting in a set of learning experiences that prepare graduate students for their roles as future faculty members. These experiences warrant the designation of courses, not workshops. Graduate students may enroll in a course or two to learn more about teaching and to document this interest on their transcripts and/or plans of study. The courses are comprised of rigorous classes requiring reading assignments, constructed work products, teaching portfolios, practicum teaching experiences, and required reflective self-analyses of students’ teaching sessions. Graduate students may also take a series of courses and a supervised practicum in teaching that collectively constitutes a graduate certificate in college teaching (which the Grad College will soon be receiving as a proposal from the OIA). Several of Kyla’s past students have reported on the value-added benefit of the college teaching certificate, albeit not yet formally recognized by the Graduate College, in helping them gain employment at colleges and universities. In sum, the classes contain the rigor necessary to be designated as graduate courses.
Finally, the graduate level courses that Kyla has developed and taught with her colleagues hold broad appeal for our graduate student population. Since the courses and the informal certificate program were developed about nine years ago, 438 UA graduate students and faculty members have completed some of the classes. As of the end of spring semester 2010, a total of 190 graduate students had completed our informal college teaching certificate. As documentation of the value that graduate students hold for the certificate program, please browse the attached PowerPoint presentation recently given by Robin Palit, a TA in our certificate program and a Ph.D. student in the College of Optical Sciences. There is no question that Kyla has played and needs to continue to play a major role in the professional development of our UA graduate students through the courses that she teaches for the OIA.

Please consider and approve this request to: (1) approve Kyla M. Macario as a teaching faculty member for graduate courses offered by the OIA, and (2) quickly re-open for registration our OIA graduate courses that list Kyla as the instructor of record.

I will see you at 3:00 on Tuesday in your office to discuss this, Dianne.

Deb