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 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.

II. Requirements of the CCT

A minimum of 10 semester credit hours satisfies the academic 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 3 credits from the electives course list shown below. When required by an instructor of an elective course on the list, the CCT student must receive the instructor’s approval to enroll in the course. For example, enrollment in some elective courses may be limited to department-only graduate students. If this is the case, a CCT student who is not in that department must receive instructor approval prior to enrollment. Additionally, students may request a substitution for one elective course. Requests for substitutions are submitted to the CCT Graduate Coordinator who will forward the requests to the CCT Oversight Committee members for their review and approval.

Finally, students are required to complete the 4-credit capstone practicum course, IA 694a – Instructional Practicum. 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) Must be completed before completing an elective course.
- IA 694a Instructional Practicum – (4) Must be completed after completing an elective.

**CCT Elective Courses** (a minimum of 3 credits is 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)
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 enroll 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. Once admitted, students have 4 years to complete the CCT.

IV. Student Outcomes

Learning Outcomes and Assessment: The learning outcomes target knowledge about and practice of learner-centered teaching, the theoretical foundation of the certificate.

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<tr>
<th>Students will demonstrate the ability to:</th>
<th>Assessment Measure</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>1. plan and deliver instruction using learner-centered, discipline-specific strategies</td>
<td>A set of lessons/lectures are prepared, taught, and recorded in the capstone IA 694a course to demonstrate ability as a learner-centered instructor. A question set is used to assess this outcome in the delivered lessons and to provide student feedback.</td>
<td>A minimum of 3 times during the practicum semester</td>
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<td>2. critically analyze and reflect on one’s practice of learning-centered teaching</td>
<td>A teaching portfolio is developed in the capstone IA 694a course to demonstrate growth as a learner-centered instructor and ability to analyze and reflect on one’s teaching. A rubric is used to assess this outcome in the portfolio and to provide student feedback.</td>
<td>Once during the practicum semester</td>
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V. Student Demand

Since 2001, the University Teaching Center (UTC) 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. In January 2010, the UTC became part of the Office of Instruction and Assessment (OIA). As of May 2010, a total of 190 UA graduate students had completed a 10-credit set of courses/practicums that we have now incorporated into the proposed 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).

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 - 1.0 FTE in OIA (teaches IA 697b)
- Erin Dokter, Ph.D., Instructional Support Specialist - .5 FTE in OIA (teaches IA 697a and supervises students in 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 supervises students in IA 694a)
- Terri Riffe, Ph.D., Coordinator of Instructional Development and Support – 1.0 FTE in OIA (co-teaches IA 697c and supervises students in IA 694a)
- Sue South, Ph.D., Director of Instructional Support and Learning Technologies – 1.0 FTE in OIA (supervises students in IA 694a online teaching practicums)

Courses satisfying the CCT elective credit requirements with departmental prefixes other than IA are taught by several faculty members from a variety of departments.

No new faculty members or budget adjustments are needed to offer the CCT courses.

VII. Oversight and Management of the CCT - The stand-alone certificate will be managed by the OIA. Since the OIA is not an academic unit within a college, an additional level of explanation is required to identify some of the policy and curriculum tasks associated with offering a certificate outside of a departmental infrastructure.

CCT Oversight: The CCT will have an Oversight Committee that meets once each year to:

1. review qualifications of participating OIA instructors,
2. review and approve/disapprove CCT curricular changes,
(3) review summaries of the elective course substitution requests that they have approved/disapproved throughout the year, and
(4) review and approve/disapprove student grade appeals.

Additionally, the Oversight Committee members will review and approve/disapprove elective course substitution requests from students on a needs-action basis throughout the year. We do not anticipate a large number of these requests, but action on the requests will require decisions that cannot wait for the annual meeting. The Graduate Coordinator (see role below) will send to the Oversight Committee members the student’s request and any background information deemed by the Graduate Coordinator as important in making the final decision. Committee members will communicate their decisions on course substitution requests to the Graduate Coordinator. Members of the CCT Oversight Committee are:

- Patricia MacCorquodale, Ph.D.
- Ingrid Novodvorsky, Ph.D.

**CCT Management:** The roles identified in this table are necessary for the successful operation and management of certificates offered by the UA Graduate College. The individuals assigned these roles and their associated tasks in the CCT are also shown in the table.

<table>
<thead>
<tr>
<th>CCT Operations Role required by the GC</th>
<th>Responsibilities /Tasks</th>
<th>Current OIA Person Who Will Perform this Role</th>
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<tbody>
<tr>
<td><strong>Director of Graduate Studies (DGS)</strong></td>
<td>Signs and submits plans-of-study, plans-of-study change forms, and other required GC forms; communications with the GC about CCT policies</td>
<td>Debra Tomanek, Assistant Vice Provost for Instruction and Assessment, OIA</td>
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<tr>
<td><strong>Back-Up Director of Graduate Studies (DGS)</strong></td>
<td>Performs DGS tasks in his/her absence</td>
<td>Sue South, Director of Instructional Support &amp; Learning Technologies, OIA</td>
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<td><strong>Graduate Coordinator</strong></td>
<td>Arranges one meeting per year for the CCT Oversight Committee; Prepares information summaries, curriculum recommendations, and annual review of course substitution approvals for review by the CCT Oversight Committee; collects course substitution requests from students and distributes the requests to Oversight Committee members throughout the year; submits plan-of-study changes forms received from students to the DGS for signature</td>
<td>Terri Riffe, Coordinator for Instructional Development and Support, OIA</td>
</tr>
<tr>
<td><strong>Back-Up Graduate Coordinator</strong></td>
<td>Performs Graduate Coordinator tasks in his/her absence</td>
<td>Kyla Macario, Professor of Practice, OIA</td>
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