University Council Recommendations
The University of Georgia

To: President Michael F. Adams

Re: DOCUMENT NUMBER: 2005.12.01.05

Issue: A proposal for a Graduate Certificate in University Teaching.

Discussion: None

Action: The vote was called and the proposal was approved.

Submitted by: Rebecca L Macon — 12.06.05

Rebecca L. Macon, Secretary — Date

☑ Approved
☐ Reconsider
☐ Vetoed (see attached explanation)
☐ Received

Michael F. Adams — 12-12-05

Michael F. Adams, President — Date

Attachment

Proposal for an Interdisciplinary Graduate Certificate in University Teaching

Presented by the Graduate School
In cooperation with departments, institutes, and units supporting student learning and instructional development

Signature:



Dr. Maureen Grasso, Dean
Graduate School
University of Georgia

Basic Information

Institution: The University of Georgia

Date: February 4, 2005

School/College: The Graduate School

Department/Division: NA

Level: Graduate

Proposed starting date for the program: Fall 2006

Abstract of the Program

The Graduate School at the University of Georgia proposes an Interdisciplinary Graduate Certificate in University Teaching to assist students in doctoral and other terminal degree programs in learning the necessary skills for success in teaching college-level courses. Similar to other programs for certification in college teaching endorsed by the Council of Graduate Schools, this program would prepare graduate students who plan to pursue teaching at research intensive and extensive institutions as well as teaching intensive institutions. Completion of graduate-level courses on teaching and documentation of practical teaching experiences in the form of a portfolio are the two main requirements for the certificate. Proposed components for the certificate include Graduate School leadership, flexibility in course work, teaching experiences reflective of discipline needs, and significant opportunities for professional development.

Graduate teaching assistants play a vital role at the University of Georgia. While they gain valuable experience in such a capacity, their professional development in this area and their competitiveness in the job market can benefit greatly through additional training. Currently students are introduced to the teaching portfolio process and developmental opportunities for teaching in the GRSC 7770 seminar and TA Mentor Program. The Interdisciplinary Graduate Certificate in University Teaching proposes to offer the additional, formalized training that will assist them not only in securing academic and private sector positions, but also in achieving a higher performance level in these capacities.

Eligible students for the program must be enrolled in a degree-granting doctoral or other terminal degree program (i.e., MFA, MLA) within the Graduate School and be in good academic standing. Interested participants must submit a formal application and be supported by a faculty member in their respective department, a teaching academy member, or a faculty member who teaches one of the core courses. The Interdisciplinary Graduate Teaching Certificate Advisory Committee will make admission decisions.

Upon admission, students must submit a proposed plan of study to the director of the program. The director must approve the plan of study. Courses taken to satisfy the certificate requirements may not count toward the degree requirements unless previously approved in writing by the student's advisory committee and graduate coordinator. Failure to pass any course or to complete the certificate requirements within a timely manner will result in removal from the program. Students dismissed from the program have the right to appeal the decision.

Students enrolled in the program must perform the following minimum requirements:

- Provide instruction in at least four sections at the University of Georgia as teacher of record, discussion or laboratory TA with significant responsibilities
- Complete nine credit hours in course work related to teaching development
- Complete a teaching project under the guidance of a faculty mentor
- Prepare a publication-ready manuscript and / or present a poster or concurrent session on the teaching project at the annual Orientation for Teaching and Laboratory Assistants
- Develop a teaching portfolio to be reviewed and certified

The Interdisciplinary Graduate Certificate in University Teaching may add additional courses in the future as they are developed. The University routinely offers courses on teaching strategies, student learning and assessment of the learning environment, technology to support teaching and learning, and professional development for the academy. At this time no new resources will be needed to fully implement this program.

The certificate will be awarded by the Graduate School. Academic departments, institutes, and units that support student learning and instruction will be involved in teaching the courses and providing mentorship to participants. The dean of the Graduate School will serve as the director of the program, and administrative support will stem from the Graduate School. The Office of Instructional Support and Development will coordinate and promote program activities through the GRSC 7770 teaching seminars, the TA Mentor Program and teaching portfolio seminars.

Response to the Criteria for All Programs

I. Purpose and Educational Objectives of the Program

A. Purpose and objective

The Interdisciplinary Graduate Certificate in University Teaching will provide a program in which eligible students, whether graduate teaching assistants or any others desiring to improve their teaching abilities, can learn the necessary skills for effective teaching, document their progress with a teaching portfolio, and complete graduate-level courses in teaching.

Objectives of the program include the following:

- Create opportunities to develop a theoretical knowledge on teaching at the post-secondary level
- Provide a mechanism that encourages reflective thinking about teaching experiences and the linked process of teaching and learning

- Improve the teaching skills of graduate students who are teaching now or will be teaching in the future
- Establish a method for documenting teaching preparation and activities
- Afford practice in using teaching strategies and technologies required for effective college and university teaching.

B. Interdisciplinary nature of the program

This program is inherently interdisciplinary. Students will engage in course work that addresses the fundamentals of college and university teaching and will apply those skills through teaching in their respective disciplines. There may be some courses in common, such as those offered through the Graduate School (GRSC 7770), but students will also have the opportunity to take related courses in their respective academic departments and those offered in other departments. All academic programs will be encouraged to participate in this program through courses offered on teaching within their programs and by promoting this to their graduate students.

II. Necessity of the program

A. Explanation of the necessity of the program

Research, teaching, and service are the mission of any research university. Great effort, resources, and time are given to research, as UGA trains some of the most promising scholars in the world. Graduate teaching assistants play a vital role through both engaging in research and teaching undergraduate courses. All students who plan a career in the academy, however, may not find a position at a research university. The number of graduates in any given field far outnumbers the openings for new assistant professors at research institutions. Some graduates will actively seek appointments at teaching intensive institutions. Indeed, most graduates who are employed as professors are at institutions that are not research intensive or research extensive. The result is that graduates who are employed at colleges or universities experience a greater teaching load (and greater emphasis on teaching) than might be found at research universities. Preparing these students to be successful, as graduate teaching assistants and as new assistant professors, requires developing the skills and providing the experiences to make them effective teachers.

B. Required information

- Semester/year of program initiation: Fall 2006
- Semester/year of full implementation of program: Spring 2007
- Semester/year first certificate will be awarded: Spring 2007
- Annual Number of Graduates expected: 30 (estimated)
- Projected future trends for number of students enrolled in the program: Given the trends at peer and aspirational institutions that offer graduate certificates in teaching, it is expected that within five years the enrollment in this program will increase to approximately 30 to 50 students

III. Demand for the Program

Demonstration of student interest in the program

Hundreds of UGA graduate students have completed a teaching portfolio in the last decade through the Teaching Support Seminar (GRSC 7770) and preparing future faculty initiatives such as the TA Mentor Program. Documentation of the graduate teaching experience with a teaching portfolio has been instrumental in helping UGA graduates to be competitive in securing academic positions as well as jobs in the private sector that require the skills one develops in the teaching environment. A longitudinal study of the participants in the TA Mentor Program confirmed the importance of providing and documenting teaching development opportunities for graduate students. Furthermore, response to the already established Graduate School Teaching Portfolio Program has been outstanding. Ten students received formal recognition for their well-developed portfolios the first semester of that program in spring 2004. Since then, six students received formal recognition for their portfolios for fall 2004 and fourteen students received formal recognition for spring 2005. Documentation for the Interdisciplinary Graduate Certificate in University Teaching is the teaching portfolio, and this proposed certificate program will provide UGA graduate students with more formal opportunities to develop their teaching and to record this teaching experience.

IV. Design and Curriculum of the Program

A. Detailed curriculum outline

The minimum requirements for the certificate include the following: providing instruction for a minimum of four sections at UGA; completing nine credit hours in course work related to teaching development; documenting a mentored teaching project; developing a publication-ready manuscript and/or participating with a poster/presentation at the annual Orientation for Teaching and Laboratory Assistants coordinated by the Office of Instructional Support and Development; and submitting a teaching portfolio screened and certified through the Graduate School Teaching Portfolio Program.

<u>Core Courses: Minimum of Nine Credit Hours Selected from These Categories</u>

- Teaching Strategies

Three semester hours of GRSC 7770 or an equivalent course in the student's academic department

- Student Learning/Assessment of the Learning Environment

Three semester hours on how students learn, classroom assessment, grading and testing

- Technology to Support Teaching and Learning

Three semester hours of instruction on using technology to support teaching and learning

- Professional Development for the Academy

Three semester hours determined by student need and approved by program director

Teaching Project
Participants will contribute to the scholarship of teaching in their discipline by preparing a teaching-related project or developing a technique with a teaching mentor. The project may be developed in the core courses the student chooses to take in the certificate program. The project will be written up for a teaching publication and/or shared with new teaching assistants at the annual Orientation for Teaching and Laboratory Assistants as a poster session or a presentation.

Teaching Portfolio
Participants will develop a teaching portfolio that must be reviewed and certified through the Graduate School Teaching Portfolio Program. The criteria for review and certification are included in Appendix A.

A. Existing and new courses in the proposed curriculum
As proposed, the graduate certificate in teaching does not require the establishment of new courses. Well-established courses routinely offered at UGA include Teaching Strategies, Student Learning/Assessment of the Learning Environment, Technology to Support Teaching and Learning, and Professional Development for the Academy (see Appendix B). However, additional courses may be established in the future as departments may identify or develop courses that would provide these opportunities.

B. Program evaluation
There exist several model programs, disciplinary standards, and accepted curricular practices against which the proposed program can be judged. The Council of Graduate Schools has been instrumental in promoting the development of programs for certification in college teaching. The standards on which these programs might be compared would include programs at University of Colorado at Boulder, Syracuse University, and Michigan State University. The components of all the successful programs include graduate school leadership and recognition, combined with strong departmental involvement and flexibility of courses that reflect discipline-specific needs. In addition, documentation of teaching and teaching-related experiences with a teaching portfolio and the opportunity to understand and participate in the scholarship of teaching are essential elements of these successful programs. The proposed curriculum for the University of Georgia Interdisciplinary Graduate Certificate in University Teaching would include Graduate School leadership, flexibility of experiences and course work to reflect discipline needs, and significant opportunities for professional development and documentation.

C. Accreditation
There are no accreditation standards.

V. Faculty Resources

A. Faculty needs for the program
No new faculty will be needed to fully implement this program.

B. Faculty and responsibilities for the program
Dr. Maureen Grasso, dean of the Graduate School

GRSC faculty (approximately 15 instructors teaching GRSC 7770 courses)
Departmental faculty teaching courses in specific areas

C. Future faculty needs
No new faculty will be needed to fully implement this program.

VI. Library, Computer, and Other Resources

Sufficient resources currently exist in the Office of Instructional Support and Development, Student Learning Center, and individual departments. Computer equipment, instructional equipment, and related support are available in the Office of Instructional Support and Development.

VII. Physical Facilities

The program proposed will use existing classroom space and other facilities. No additional teaching space will be required to fully implement this program.

VIII. Expenses to the Institution

A. Funding to initiate and subsequent annual additions
No additional funding is needed to fully implement this program.

B. Student support
The Graduate School currently supports one graduate assistant in the Office of Instructional Support and Development and ten graduate assistants for the GRSC 7770 classes in academic departments. It is expected that this support will continue.

IX. Commitments of Financial Support to Initiate and Fully Develop the Program

A. Sources of additional funding
No additional funding is needed to fully implement this program.

B. Long-range plans for additional or expanded facilities
No additional facilities will be needed to fully implement this program.

X. Administration of the Program/Admission and Retention of Participants

A. Administration of the program
The Interdisciplinary Graduate Certificate in University Teaching will be awarded by the Graduate School. Academic departments, institutes, and units that support student learning and instruction will be involved in teaching the courses and providing the teaching mentoring to complete the program. The dean of the Graduate School will serve as the director of the program, and administrative support will be in the Graduate School, including the following:

- Coordinating admissions decisions
- Approving course offerings
- Maintaining student records
- Accepting submission of names of students who have completed the certificate requirements

The Office of Instructional Support and Development will be responsible for the following:

- Coordinating and promoting program activities through the GRSC 7770 teaching seminars
- Coordinating teaching presentations at the Fall Orientation for Graduate Teaching and Laboratory Students
- Providing Teaching Portfolio Program seminars and support.

Departments, institutes, and units will provide instruction for existing courses for the following areas:

- Teaching Strategies, Student Learning/Assessment of the Learning Environment, Technology to Support Teaching and Learning, and Professional Development for the Academy and,
- Provide syllabi for courses they would like to have included toward the Interdisciplinary Graduate Certificate in University Teaching

B. Admission and retention of participants

To be eligible to apply for the Interdisciplinary Graduate Teaching Certificate in University Teaching, students must be enrolled in a degree-granting doctoral or other terminal degree program within the Graduate School at UGA and be in good academic standing. Interested participants must submit a formal application to the program (see Appendix C). Support of a faculty member in the department, a teaching academy member, or a faculty member teaching one of the core courses is required. All applications will be reviewed by an Interdisciplinary Graduate Teaching Certificate Advisory Committee, which will make admissions decisions.

Upon admission, students must submit a proposed plan of study to the director of the program (see Appendix D). The plan of study must be approved by the director of the certificate program, and courses taken for the certificate may not count toward students' doctoral degree requirements. Students who do not complete the certificate in a timely manner or who fail any of the required elements may be removed by the director of the program. Students dismissed from the program have the right to appeal the decision.

Appendix A

The University of Georgia
Graduate School Teaching Portfolio Program Criteria

Graduate School Teaching Portfolio Program Criteria

Components and Samples

Components of a teaching portfolio can be found in the *Handbook for Teaching and Laboratory Assistants* and at the following: http://www.isd.uga.edu/teaching_assistant/ta-portfolio.html.

Sample portfolios and portfolio consultations are available in the Office of Instructional Support & Development (542-1355).

Requirements and Review Process

1. Students must have taught for at least two semesters at UGA.

2. Teaching Portfolios must be no longer than twelve pages. The portfolios should be professionally presented in a three-ring binder. A letter of nomination from the department should be the initial item in the binder. Appendices may be included as documentation/evidence, but only the twelve-page portfolio will be considered in the review process so it must be created as a stand-alone document.

3. Each portfolio must include, as a minimum, each of the following items. Detailed description of each item found at the following: http://www.isd.uga.edu/teaching_assistant/ta-portfolio.html.
    a. Teaching philosophy statement
    b. Description of courses taught
    c. Sample teaching materials
    d. Sample of student work
    e. Innovative teaching projects and roles
    f. List of professional activities related to teaching
    g. List of special training or teaching related experiences
    h. Evaluation of teaching

4. Portfolios must be reviewed at the departmental level and include a nomination letter from a departmental faculty representative.

5. Three copies of the portfolio will be accepted for review by a committee appointed by the Graduate School no later than **[fill in date]**. Portfolio copies should be delivered to Boyd GSRC, room 517 of the Graduate School.

6. Portfolio copies cannot be returned. The Graduate School will keep teaching portfolios approved by the review committee as discipline examples of how to develop a portfolio. These copies will be housed in the Office of Instructional Support and Development. Please do not submit original materials.

7. Portfolios approved by the review committee, as well developed and well documented will receive Graduate School recognition in the commencement program (unless otherwise requested in writing by the student), and a Graduate School Teaching Portfolio Certificate in recognition of the student's graduate teaching development and contribution to teaching at the University of Georgia.

APPENDIX B

The University of Georgia
Graduate School Course Offerings

Possible Course Options
Graduate Certificate in University Teaching

Teaching Strategies

Three semester hours of GRSC 7770 or an equivalent course in the student's academic department.

AESC 4920/6920. Service Learning. 1-3 hours. Repeatable for maximum of 9 hours credit. Student will engage in a community-based activity that will include application of knowledge, development of skills, and systematic reflection on the experience.
(12 hours of sciences courses required)

EADU (WMST) 8180. Feminist Pedagogy. 3 hours.
An examination of the major feminist theories discussed in contemporary literature in relation to educational structures and processes. Includes feminist analyses of education, theories of feminist pedagogy, impact of positionality on teaching and learning, and women's learning and development.

ENGL 6910. Apprenticeship in College English. 1 hour. Repeatable for maximum 3 hours credit.
An apprenticeship in the teaching of freshman composition and of sophomore literature.

ENGL 6911. Practicum in Teaching College Composition. 3 hours.
Prerequisite or corequisite: ENGL 6910.
Provides intensive training in composition pedagogy. Topics include effective student conferences, grading strategies, writing workshop and peer editing techniques, revision, and topic development. Considers the different demands of teaching composition in an expository writing class and a literature-based writing class.

ELAN 7769. International Graduate Internship II. 1-3 hours. Repeatable for maximum 9 hours credit.
Prerequisite: Score of 45 or above on the SPEAK test or Test of Spoken English.
Provides international graduate teaching assistants with knowledge of pedagogical approaches and available support systems. The course focuses on English language for the classroom and cultural aspects of teaching with emphasis on presentation skills and audience awareness.

ESOC(HIST) 4150/6150. Teaching United States History. 3 hours.
Classic historiography and current debates among historians over major themes and events in United States history. Examination of ways in which this historical scholarship can be incorporated into social studies teaching. Evaluation of materials and methods used to teach United States history in secondary and middle schools.

ESOC 5010/7010. Teaching of Geography. 3 credit hours.

Geographic principles and the history of geography in the school curriculum; the literature of the field, including textbooks; the application of special techniques; and geographic evaluation.

ESOC 5200/7200. Economic Education in the Social Science Curriculum. 3 credit hours. Instructional strategies and materials for teaching basic economic concepts in an integrated kindergarten through grade 12 social science curriculum, with emphasis on utilizing a decision_making model for analyzing contemporary economic problems.

ESOC 5520/7520. Teaching Politics, Government, and Citizenship. 3 credit hours. Rationale for and resources in political science and civic/citizenship education, the role of teachers and schools in political socialization, and teaching procedures for instruction on state and local citizenship in middle grades and high schools.

GENE 7360. Teaching Internship in Genetics. 2 hours. Repeatable for maximum 10 hours credit.
Prerequisite: **Permission of department.**
Classroom teaching experience in undergraduate courses for senior graduate students under the direct supervision of a faculty member.

GRMN(LING) 7500. Teaching College German. 3 hours.
Methods for teaching foreign language and development of language skills in German. For teaching assistants in German and graduate students in German and Language Education. Taught in English.
(Requires proficiency in German)

PHIL 7010. Teaching Philosophy. 1 hour. 2 hours lab per week.
Materials, techniques, and objectives for teaching undergraduate courses in philosophy. Particular attention to presenting lectures, leading discussions, constructing examinations, and instructional evaluations. **(not open to all disciplines)**

RELI 7771. Teaching Religious Studies. 3 hours. Repeatable for maximum 9 hours credit.
Prerequisite: RELI 7770.
Materials, techniques, and objectives for teaching introductory undergraduate courses in religious studies. Particular attention given to presenting lectures, leading discussions, constructing examinations, incorporating instructional technology, and dealing with issues of classroom management.

SOWK 8227. Social Work Education. 3 hours.
Overview of social work education, including the structure of the educational continuum, foundation and concentration courses, and accreditation standards and issues. Preparation for effective teaching within social work degree programs, including syllabi development, assessment of student learning, instructional methods, grading, and ethical issues.

Student Learning/Assessment of the Learning Environment

Three semester hours on how students learn, classroom assessment, grading and testing,

EADU 7020. Adult Learning and Instruction. 3 hours.
Learning theories, models, and principles and their application to the instructional process with adults.

EADU 7030. Program Development in Adult Education. 3 hours.
Guided study and practice in developing educational programs for adults in colleges, public schools, and other institutions. Includes identifying needs, establishing objectives, and critically designing and evaluating programs in adult education.

EADU 8050. Multicultural Issues in Adult Education. 3 hours.
Cultural (racial, ethnic, linguistic) diversity in the adult educational context. Topics include cultural self-awareness, demographic changes and projections, problems/issues in inter-cultural educational settings, theoretical perspectives of multicultural adult education, practical problems and related strategies in handling diversity in adult education settings.

EADU 8090. Adult Development and Instruction. 3 hours.
Adult developmental psychology, including the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning of adults.

EADU 9020. Adult Learning Theory and Research. 3 hours.
Research and theory in adult learning, including social and psychological aspects of adult learning, participation and motivation, self-directed learning, transformative learning, and recent theoretical perspectives.

EDAP 8090. Instructional Development. 4 hours.
Prerequisite: EDAP 7020 or EDAP 7070.
The nature of classroom instruction, key elements of the instructional process, organizing operations, skills for supervising and evaluating instruction, and the role of the school administrator in instructional development.

EDHI 8600. Assessment in Higher Education. 3 credit hours.
Methods and techniques used in assessing educational outcomes in colleges and universities. Analysis and interpretation of problems, issues, and concerns involved in public demands for assessment and accountability.

Technology to Support Teaching and Learning

Three semester hours of instruction on using technology to support teaching and learning.

EDHI 9040. Using Technology in the College Classroom. 3 hours.
Uses of technology when applied to college level instruction. Using e-mail, multi-media, distance learning, and other emerging tools to enhance student learning in higher education.

EDIT 4150/6150. Introduction to Computer based Education. 3 hours.
The computer, modern technology, and its educational applications. Computer-based education in the areas of instruction, technology integration, multimedia, and new designs for teaching and learning. Philosophical perspectives on the role of modern technology in education.

EDIT 6200. Learning Environments Design I. 3 hours.
Prerequisite: EDIT 4170/6170 and EDIT 6190.
Instructional design, learning theory, project management, and evaluation of designing interactive learning environments for education and training. Students and faculty work in teams to produce interactive multimedia, electronic performance support systems, internet resources, and other evolving forms of technology-enhanced learning environments.

EDIT 6210. Learning Environments Design II. 3 hours.
Prerequisite: EDIT 6200.
Contemporary learning theories of the design of interactive environments for information retrieval, learning, and performance support. Students and faculty work in teams to produce hypertext, hypermedia, microworlds, simulations, games, virtual learning environments, and other examples of interactive environments.

EDIT 6400. Emerging Approaches in Teaching, Learning, and Technology. 3 hours.
Teaching, learning, and performing, and the ways technological environments can be designed to support these approaches. Describes the theoretical and research foundations of these approaches, and demonstrates varied uses of technology.

EDIT 5500/7500. Technology-Enhanced Classroom Environments. 3 hours.
Design and creation of technology-enhanced classroom environments. Examines role of current and emerging technologies in the classroom.

EDIT 7520. Distance Learning and Telecommunications. 3 hours.
Distance learning and telecommunications in the United States and the world, covering history, research, technology, uses, and policy issues; development of appropriate educational applications.

GRMN 7600. Teaching with Technology. 3 hours.
Professional development in language pedagogy with a focus on enhancing teaching through technology. Assessment of how technologies can enrich student learning and be effectively integrated into syllabi and curricula.

Professional Development for the Academy

Three semester hours determined by student need and approved by program director

EADU 7020. Adult Learning and Instruction. 3 hours.
Learning theories, models, and principles and their application to the instructional process with adults.

EADU 7030. Program Development in Adult Education. 3 hours.
Guided study and practice in developing educational programs for adults in colleges, public schools, and other institutions. Includes identifying needs, establishing objectives, and critically designing and evaluating programs in adult education.

EADU 7650. Applied Project in Adult Education. 3 hours. Repeatable for maximum 6 hours credit.

Integration of adult education theory and practice in applied project significantly related to the student's professional goals. Focus is on critical reflection in practice.

EADU 8020. Adult Education in Social Context. 3 hours.
The social context of adult education, including race, class, and gender analyses, and the role of adult education in society. Relevant historical, sociological, political, and economic factors that influence adult education theory and practice.

EDHI 9030. Instructional Processes in Higher Education. 3 hours.
Major instructional practices in higher education, including establishing course goals and objectives, selecting appropriate teaching methods, and evaluating learning outcomes.

EDHI 9100. The American Professoriate. 2 hours.
Nature of the American professoriate by way of historical, scholarly, popular, and contemporary perspectives. The transition of new faculty members from graduate school to the initial academic appointment.

Appendix C

Application for Admission to the University of Georgia Interdisciplinary Graduate Certificate in University Teaching

Application for Admission to the University of Georgia
Interdisciplinary Graduate Certificate in University Teaching

Applicant Name: _____

UGA ID Number: _____

Degree Pursuing: _____

Department: _____

Faculty Mentor: _____

Applicant's Address: _____

_____

_____

Phone Number: _____

Email Address: _____

Briefly state your reasons for applying to this program:

Required Signatures

_____ _____
Student Date

_____ _____
Supporting Mentor/Professor Date

_____ _____
Certificate Director Date

Submit completed form to the Graduate School, Boyd GRSC, Room 517

Appendix D

The University of Georgia
Interdisciplinary Graduate Certificate in University Teaching Proposed Plan of Study

Certificate in University Teaching Proposed Plan of Study

Applicant Name: _____

UGA ID Number: _____

Required Areas of Study *(9 hours of graduate credit in the following areas)*	**Course Name/Number**	**Semester/Year**
Teaching Strategies		
Student Learning/Assessment of the Learning Environment		
Technology to Support Teaching & Learning		
Professional Development for the Academy		

Title of…	**Semester/Year of expected completion**
Teaching Project	
Teaching Presentation	
Teaching Manuscript	
Teaching Portfolio	

Name of Faculty Mentor for Project: _____

Please list the title and course number of all courses that you have taught or plan to teach:

_____
_____
_____
_____
_____

Required Signatures

_____ _____
Student Date

_____ _____
Supporting Mentor/Professor Date

_____ _____
Certificate Director Date

Submit completed form to the Graduate School, Boyd GRSC, Room 517