

# Graduate Certificate in University Teaching Handbook

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# Overview of Graduate Certificate in University Teaching

## Program Overview

The Graduate Certificate in University Teaching is a 15-credit program designed for current doctoral candidates at Concordia University. The aim of the program is for learners to gain in-depth knowledge about pedagogical practices in post-secondary education and to develop teaching skills in delivering a university course within their area of expertise. Benefiting from the mentorship of experts in university pedagogy and a discipline-specific faculty member, admitted candidates will expand their knowledge about theories of learning and instructional design, as well as enhance their skills in analyzing literature relevant to teaching and learning in higher education. Candidates will also learn to identify appropriate educational resources relevant to their disciplines and make appropriate planning, design and classroom management decisions. All candidates will be required to apply the knowledge and skills acquired to the design, delivery and evaluation of a 3-credit university course.

## Why a Graduate Certificate in University Teaching at Concordia?

The Graduate Certificate in University Teaching offers a competitive edge to Concordia PhD candidates seeking a tenure-track position. It provides these candidates an opportunity to gain in-depth knowledge and skills related to university teaching by engaging in an interdisciplinary program of study. Concordia's Graduate Certificate is grounded in an apprenticeship model through which students are partnered with discipline-specific faculty members, teaching fellows from Concordia's four faculties as well as teaching and learning consultants. Finally, the capstone requirement to design, develop, implement and evaluate a full 3-credit university course provides invaluable teaching experience within the student's area of specialization.

Students may be eligible for Conference presentation funding.

## Admission requirements

### Application deadline \*

Applications will be considered for Fall admission only.  
Deadline for applications is February 1.

\* Exceptionally, we will be accepting applications for Winter 2014.  
Deadline for Winter 2014 applications is October 15, 2013.

\* Letters of reference are not required for application to this program.

## Academic requirements

Admissions will be limited to current doctoral students at Concordia in good standing who have been admitted to candidacy, and are on track for a timely completion of their program. The student's doctoral supervisor must provide written support of the student's intention to pursue the Graduate Certificate and provide details of the student's plans to complete his or her doctoral research.

## Additional requirements

Applicants must have completed at least one teaching assistantship and also have successfully completed the Seminar in University Teaching for Graduate Students before beginning the Graduate Certificate (or provide proof of registration in the Seminar prior to the commencement of the Graduate Certificate).

The student must have a faculty member from their discipline who is willing to act as a teaching mentor during the program. At the time of application, the student must also submit a letter of support from the chair of the department in which the teaching internship will be completed which identifies the course reserved for the doctoral student. In addition, candidates will be required to submit a 500- to 750-word statement of their teaching philosophy, teaching experiences and a brief description of the course that they wish to teach as part of the internship requirement.

As the Graduate Certificate must be completed within five terms, students will be accepted only for full-time study.

## Degree requirements

Candidates must complete 15 credits, with a 3.00 cumulative grade point average based on a minimum of 6 credits. Students whose GPA falls below 3.00 are considered to be on academic probation during the following review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program. Please visit the Graduate Calendar section for full academic requirements.

Students must complete a total of 15 credits, including:

- Two courses (ETEC 613 & UNIT 601 for a total of 6 credits)
- The design and development of a university course (UNIT 602 for 3 credits)
- Internship in University Teaching (UNIT 603 for 6 credits)

ETEC 613 and UNIT 601 are co-requisites and can be taken in Term 1. UNIT 602 must be completed in Term 2, only after ETEC 613 and UNIT 601 have been successfully completed. Finally, in Terms 3, 4 or 5 students will complete the UNIT 603.

## Course descriptions

### ETEC 613 Learning Theories (3 credits)

This course examines the processes of specifying and producing environmental conditions for observing and promoting changes in the student. Its focus is the study of the learning process. The student is expected to develop a general understanding of the major theoretical and practical approaches to the study of learning and to begin to develop competence in selected aspects of the area.

### UNIT 601 Teaching and Learning in Higher Education (3 credits)

This seminar course is designed as a survey at an advanced level of the theory and practice of higher education pedagogy through an examination of the existing literature. Topics may include but are not limited to student learning assessment, course design, teaching strategies, student diversity, technology in the classroom and reflective practice. Activities may include participation in workshops focusing on pedagogical practices in higher education offered through the Centre for Teaching and Learning Services.

### UNIT 602 Development of a University Course (3 credits)

Prerequisites: ETEC 613; UNIT 601.

In this directed study course, students develop the objectives, outline, content, notes, assignments, and assessment plan for the course that they will teach during UNIT 603, Internship in University Teaching. The prepared materials are evaluated by the students' teaching mentor. This course is graded on a pass/fail basis.

### UNIT 603 Internship in University Teaching (6 credits)

Prerequisites: ETEC 613; UNIT 601.

This internship requires students to teach one 3-credit university course in their discipline using the materials developed in UNIT 602, Development of a University Course. Students develop a teaching portfolio which includes a teaching statement, an explanation of pedagogical practices used in the course, self-evaluation of the teaching, students' evaluations of the course, and a plan for improvements to the course content and teaching practices. This internship is graded on a pass/fail basis.

## Residence Requirements

The minimum residence requirement is one term of full-time study.

## Time Limits

The time limit to complete the program is five terms. The program is expected to take three terms to complete.

Source: <http://graduatestudies.concordia.ca/unit.php>

# Mentor Information for Graduate Certificate in University Teaching Internship

A mentor is a trusted and experienced advisor who has a direct interest in the development and education of a less experienced individual. The mentor assumes numerous roles while contributing to a sustaining relationship of shared interests and goals.

## Characteristics of a Successful Mentor

- Committed to the mentoring process
- Willing to commit time to be a mentor
- Skilled in the delivery of instruction and knowledgeable about content
- Willing to share knowledge
- Ability to respond to individual circumstances
- Ability to encourage and motivate others
- Possesses good interpersonal communication skills
- Enthusiastic about the profession
- Respected and trusted by colleagues

## Responsibilities of a Mentor

### Preparation

- Sign the mentor agreement form (page 6)
- Prepare and implement a joint mentorship agreement with the student\*(see page 9 for examples)
- Meet regularly with the student as stipulated in the agreement
- Model effective instructional techniques by allowing the student to observe the mentor's classes prior to curriculum development

### During student's curriculum development semester

- Provide feedback on first draft of student's curriculum at an agreed time in the agreement
- Evaluate (pass/fail) and provide feedback on student's final curriculum at an agreed time
- Attend 1 seminar class for UNIT 601 as part of a panel of mentors
- Attend scheduled meetings with the UNIT program director as necessary

### During student's teaching semester

- Provide feedback after a non-evaluative observation of the course (see page 12 for tools)
- Refer the student to appropriate resources for specific information or support when appropriate
- Provide feedback after an evaluative observation of the course

### After student's teaching semester

- Assist the student in identifying best practice material for his/her portfolio
- Evaluate and provide feedback on student's portfolio
- Assist the student in identifying personal strengths and planning for further professional growth
- Provide feedback about the mentorship process to the UNIT program director

## Compensation

The mentor will be given a stipend. **For further information, please contact the UNIT program director at [unit@concordia.ca](mailto:unit@concordia.ca)**

\*The mentor/student contract will be developed by the pair, within the guidelines provided by the UNIT team at the School of Graduate Studies. Sample contracts and a mentorship handbook will be provided.

## **Mentor Agreement Form for Graduate Certificate in University Teaching Internship**

I have read the mentor information sheet and agree to mentor doctoral candidate

\_\_\_\_\_ (student name and ID number) as part of the Graduate Certificate in University Teaching.

I will support his/her development and teaching of course

\_\_\_\_\_ (course title, number) to be developed in the \_\_\_\_\_ (term/year) and offered in \_\_\_\_\_ (term/year).

Signature

Name, Title  
Department  
Concordia University

This form should be returned to: [unit@concordia.ca](mailto:unit@concordia.ca)

# Mentee Information for Graduate Certificate in University Teaching Internship

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers.

## Characteristics of a Successful Mentee

- Committed to the mentoring process
- Has and is willing to commit time to be a mentee
- Possesses good interpersonal communication skills
- Enthusiastic about the profession
- Asks questions
- Follows through on commitments
- Accepts feedback and learns from mistakes
- Has courage to try new things
- Willing to share knowledge

## Responsibilities of a Mentee

### Preparation (first semester)

- Prepare and implement a joint mentorship agreement with the mentor\*(see page 9)
- Meet regularly with the mentor as agreed in the agreement
- Observe effective instructional techniques by attending the mentor's classes prior to curriculum development

### During curriculum development semester

- Complete UNIT 602 Development of a University Course
- Develop the course outline and lesson plans for the reserve course including objectives, content, assignments, and assessment plan (see page 10 for examples)
- Seek help from the mentor and other people as necessary
- Submit for feedback a first draft of your curriculum at an agreed time in the agreement
- Implement feedback into your curriculum as appropriate
- Submit for evaluation a final draft of your curriculum at an agreed time in the agreement

### During teaching semester

- Complete UNIT 603 Internship in University Teaching by teaching reserve course and developing a portfolio
- Allow your mentor and others experts (such as CTLS staff, and peers) to observe 2 of your classes to provide feedback and support
- Implement feedback into your lessons as appropriate
- Complete reflection journals after teaching, and submit them to the mentor as agreed
- Create a portfolio including teaching statement, explanation of pedagogical practices, self-evaluation of teaching, student evaluations, and plan to improve course content and teaching

### At end of teaching semester

- Submit for evaluation the portfolio at an agreed time in the agreement
- Complete an evaluation of the mentorship process (see page 18)

**For further information, please contact...**

\*The mentor/student contract will be developed by the pair, within the guidelines provided by the UNIT team at the School of Graduate Studies. Sample contracts and a mentorship handbook will be provided.



# Student/Mentee Agreement for Graduate Certificate in University Teaching Internship

The following is intended as a guideline. Please modify this form as necessary.

We are both voluntarily entering into this mentoring partnership. We wish that this will be a rewarding experience for both parties. We agree that:

1. The mentoring relationship will last \_\_\_\_\_.
2. We will meet at least \_\_\_\_\_ (frequency). Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will set a date for the next meeting.
3. Each meeting will last for approximately \_\_\_\_\_.
4. In between meetings we will contact each other by telephone/email preferably\_\_\_\_\_.
5. Phone messages and emails will be responded to within \_\_\_\_\_.
6. The aim of the partnership is to complete the following (refer to responsibilities of mentor and mentee):  

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7. A log will be submitted by the mentee each week within \_\_\_\_\_ days of the lesson being taught.
8. We agree that the role of the mentor is to:  

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9. We agree that the role of the mentee is to:  

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10. We agree to keep the content of these meetings confidential.
11. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor's signature

\_\_\_\_\_  
Mentee's signature

Please submit a copy of this agreement, once signed, to [unit@concordia.ca](mailto:unit@concordia.ca)

## Course Outline and Lesson Plan Template

The student will produce a course outline and one lesson plan for each class. Details about course outlines may be found in the CTLS' Teaching Handbook and Course Outline Guide: <http://teaching.concordia.ca/resources/teaching-handbook-and-course-outline-guide/>

Here is an example of a lesson plan template as used by the CTLS. Further explanation of the lesson plan template is provided here: <http://teaching.concordia.ca/resources/lesson-plan-template/>

<b>Title of lesson</b>	
<b>Purpose</b> ("why" of the lesson, where and how does it fit into the course/curriculum)	
<b>Learning outcome(s)</b> (what will students be able to do/know by the end of the lesson)	
<b>Bridge-in</b> (focus student attention)	
<b>Pre-test</b> (activate and diagnose prior knowledge)	
<b>Input from you</b> (main content: ideas, information, concepts, principles, procedures and examples)	<b>Guided practice</b> (application of knowledge: classroom activities for students, problem(s) to solve, etc.)
<b>Closure</b> (recap key concepts, help students consolidate knowledge)	
<b>Check for understanding</b> (what questions will you ask and when to determine students understanding)	
<b>Assessment</b> (how does this lesson relate to assignments/homework/readings)	

## **Lesson Self-Reflection Log Guide (Student/Mentee)**

Here are some examples of elements students may want to include in their logs.

1. Were my instructional goals met? Did the students reach the learning outcomes of my lesson? What evidence is there that the goals and learning outcomes were met?
2. Name 3 things that worked
3. Name 3 things could have worked better
4. If I were to teach this lesson again to the same group of students, what would I change about the lesson? Why?

## **Non-Evaluative Class Observation Feedback (Mentor and Student/Mentee)**

The following observation discussion prompts are provided to guide discussion after class observation. It is not necessary to cover all of the questions.

- How do you think the class went, in light of the objectives you set?
- Do you feel that the students grasped the concepts? Can you give examples that speak to that point?
- Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?
- Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?
- Were the materials you used helpful in making the concept come alive?
- Are there any teaching methods you would like to further explore that might help you in teaching this type of lesson?
- Can you describe a strength in the lesson?
- Describe an area of concern during the lesson. What could be done to change the outcome?
- Were there behaviors in the class that are not normally present?
- Why did you react to (describe an event or behavior) the way you did?
- How will you follow up on the lesson?
- What strategies did you use to encourage student participation?
- Can you describe how the students interacted with one another?
- Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills.
- Can you identify elements of the lesson that help students relate the learning to real-world situations?
- Identify ways that you were sensitive to the behavioral and academic needs of your students.

Source: [http://www.trschools.com/staffresources/docs/mentor\\_handbook\\_2013.pdf](http://www.trschools.com/staffresources/docs/mentor_handbook_2013.pdf)

# Portfolio Outline

## What is in a teaching portfolio?

A *teaching portfolio* (or *dossier*) is a coherent set of material that represents your teaching practice as related to student learning. Teaching portfolios vary considerably depending on their specific purpose, audience, institutional context, and individual needs. However, the body of a portfolio is generally about 5-8 pages long and is followed by appendices, which usually make up about 8-15 more pages. Your portfolio would likely include a summary of your teaching experience and responsibilities, a reflective statement of your teaching philosophy and goals, a brief discussion of your teaching methods and strategies, as well as activities undertaken to improve teaching, and a statement of goals and plans for the future.

## Teaching Portfolio Outline

The following items, loosely organized into several categories, reflect teaching activities inside and outside the classroom. Although no portfolio would ever include all of these items, some are relatively common to all portfolios, and others can be selected to meet your particular needs.

### Roles, Responsibilities, and Goals

- Brief biographical sketch related to what has shaped your teaching
- Statement of teaching roles and responsibilities
- Reflective essay describing teaching philosophy, goals, and methods
- List of courses taught, with enrollments and comment as to if new, required or elective, team-taught, etc.
- Roles and activities related to advising:
  - Description of advising responsibilities, goals, and approaches
  - Number of undergraduate and graduate advisees
  - Advising materials developed for students
  - Assistance with undergraduate program
  - Assistance with planning for employment or graduate school
  - Referral to other university services
  - Serving on graduate examination and thesis or dissertation committees

### Representative Course Materials

- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- List of texts and outside readings; rationales for selecting texts/readings
- Assignments
- Exams and quizzes, graded and ungraded
- Handouts, problem sets, lecture outlines, other learning activities
- Descriptions and examples of visual materials used
- Descriptions of use of computers or other technology in teaching

### **Assessment and Extent of Student Learning**

- Student scores on standardized or other tests, before and after instruction
- Samples of student work, such as papers, essays, lab books, workbooks, publications, presentations, or other creative work
- Examples of graded exams from the best to the poorest students, with explanations of why the exams were so graded
- Your written feedback on student work (e.g., feedback on successive drafts of student writing)
- Information from yourself, colleagues, or others (e.g., students) addressing preparation of students for advanced work
- Information from yourself, colleagues, or others (e.g., students) addressing effect on students' career choices and employment

### **Descriptions and Evaluations of Teaching**

- Summarized student evaluations of your teaching, including response rate, students' written comments, and overall ratings
- Results of interviews with students after they have completed a course
- Letters from students and alumni
- Videotape of you teaching a class
- Statements from colleagues about your:
  - Mastery and selection of course content
  - Suitability of course objectives, both in terms of student and departmental needs
  - Suitability of course materials for achieving course objectives
  - Suitability of specific teaching and assessment methods for achieving course objectives
  - Commitment to teaching as evidenced by expressed concern for student learning
  - Commitment to and support of departmental instructional efforts
  - Willingness to work with others on instructional issues
  - Ability to teach concepts (such as writing or critical thinking) in a way that allows students to use them in other courses
- Letter from head or chair describing your teaching performance

### **Course and Curriculum Development**

- Designing new courses or development of sequence of courses
- Designing interdisciplinary or collaborative courses or teaching projects
- Administering a multi-section course
- Working on curriculum revision or development
- Obtaining funds or equipment for teaching labs or programs

### **Activities to Improve Your and Others' Instruction**

- Having colleagues observe your classes
- Serving as a team teacher or guest teacher
- Participating in seminars or professional meetings on teaching
- Conducting classroom research projects
- Using new methods of teaching, assessing learning, grading

- Using innovative audiovisual materials, computers, or other technology
- Assisting colleagues by conducting seminars or facilitating workshops on effective instructional methods
- Preparing a textbook or software for a course
- Mentoring other teachers or teaching assistants

### **Contributions to Institution or Profession**

- Participating in local, state, regional, or national activities/organizations related to teaching and learning
- Publishing articles in teaching journals
- Developing student assistantship or internship program; arranging and supervising internships
- Participating in school-college partnerships to connect and improve learning across educational sectors

### **Honors or Recognitions**

- Teaching awards from department/school/university
- Teaching awards from profession
- Invitations, based on your teaching reputation, to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

Source: Fran Mues & Mary Deane Sorcinelli. The Center for Teaching University of Massachusetts Amherst

## **A Simpler Model:**

### **What is a teaching dossier/portfolio**

A teaching dossier or portfolio is a factual description of an instructor's teaching achievements and contains documentation that collectively suggests the scope and quality of his or her teaching. Dossiers can be used to present evidence about teaching quality for evaluative purposes such as Tenure & Promotion submissions, teaching award nominations, etc., as they can provide a useful context for analyzing other forms of teaching evaluation. Alternatively, dossiers can provide the framework for a systematic program of reflective analysis and peer collaboration leading to improvement of teaching and student learning.

### **Suggested Teaching Portfolio Format**

#### **A. Approach to Teaching**

1. Philosophy
2. Teaching Goals & Strategies

#### **B. Teaching Activities**

1. Teaching Responsibilities

2. Supervising and Advising Students
3. Activities Engaged in to Improve Teaching and Learning
4. Committee Service (Teaching and Learning Issues)
5. Scholarship of Teaching and Learning  
(publications & professional contributions)

### **C. Evidence of Student Learning**

### **D. Teaching Reflections**

Source: <http://www.ubc.ca/okanagan/ctl/support/teachingportfolios.html>



## Portfolio Samples

The following list of links show various portfolio samples from different universities and disciplines. Such as:

University of Nebraska - Lincoln. Peer Review of Teaching Project Repository.

<http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=6>

Humber College - Centre for Teaching and Learning.

<http://www.humber.ca/centreforteachingandlearning/professional-development/faculty-portfolios.html>

University of Texas at El Paso. Center of Excellence for Teaching and Learning.

<http://cetalweb.utep.edu/index.php/web-resources-on-teaching-and-learning/o-teaching-portfolios>

### **Links to other portfolio development resources:**

Michigan State University. Office of Faculty and Organizational Development.

<http://fod.msu.edu/oir/teaching-portfolios>

Western University – Teaching Support Centre.

[http://www.uwo.ca/tsc/graduate\\_student\\_programs/western\\_certificate/teaching\\_portfolio.html#SampleTeachingDossiers](http://www.uwo.ca/tsc/graduate_student_programs/western_certificate/teaching_portfolio.html#SampleTeachingDossiers)

University of Michigan – Center for Research on Learning and Teaching.

<http://www.crlt.umich.edu/tstrategies/tstpcp>

University of Ottawa

[http://courseweb.edtech.uottawa.ca/FACDEV101/ESG5300/3.Teaching%20Portfolio/Teaching\\_Portfolios.htm](http://courseweb.edtech.uottawa.ca/FACDEV101/ESG5300/3.Teaching%20Portfolio/Teaching_Portfolios.htm)

University of British Columbia

[http://wiki.ubc.ca/Documentation:CTLT\\_Resources/Selected\\_TL\\_Topics\\_Portfolios](http://wiki.ubc.ca/Documentation:CTLT_Resources/Selected_TL_Topics_Portfolios)

The Alberta Teachers' Association

[http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Mentoring\\_Beginning\\_Teachers.pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/Mentoring_Beginning_Teachers.pdf)

## End of Mentorship Evaluation (Student/Mentee)

Please submit a copy of the evaluation to [unit@concordia.ca](mailto:unit@concordia.ca)

1. The activities that were most helpful to me include:
2. The activities that were least helpful to me include:
3. Suggestions I have for improving the mentorship program include: