

Spring 2015

# Week One: Certificate Requirements

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**Centers for Teaching & Technology**  
**Certificate of Teaching in Higher Education Requirements**

**Name:** \_\_\_\_\_ **Department/Program:** \_\_\_\_\_

The Centers for Teaching and Technology's *Certificate of Teaching in Higher Education* is designed to foster experiential, investigative, and reflective approaches to teaching and student learning. It calls for a commitment to learning-centered teaching. All requirements are to be completed within two years of the start date.

**Start Date:** \_\_\_\_\_ **Department Chair Signature:** \_\_\_\_\_

**Professional Development**

(1) Attend ALL three *Course Design* series sessions

\_\_\_\_\_ 1. Designing Learning Outcomes Date: \_\_\_\_\_

\_\_\_\_\_ 2. Using Assessment to Promote Learning Date: \_\_\_\_\_

\_\_\_\_\_ 3. Active Learning for Student Success Date: \_\_\_\_\_

(2) Attend seven of the eight *Teaching Academy* series sessions

\_\_\_\_\_ 1. Introduction to Learning-Centered Teaching Date: \_\_\_\_\_

\_\_\_\_\_ 2. Planning for Active Learning Date: \_\_\_\_\_

\_\_\_\_\_ 3. Student Motivation Date: \_\_\_\_\_

\_\_\_\_\_ 4. Engaging Students in the Learning Process Date: \_\_\_\_\_

\_\_\_\_\_ 5. Classroom Climate and Diversity Date: \_\_\_\_\_

\_\_\_\_\_ 6. Effective Tests Date: \_\_\_\_\_

\_\_\_\_\_ 7. Effective Grading Date: \_\_\_\_\_

\_\_\_\_\_ 8. Classroom Management Date: \_\_\_\_\_

**Philosophy of Teaching**

Attend the *Teaching Philosophy* series and write a teaching philosophy—include in Teaching-Learning Portfolio

\_\_\_\_\_ 1. Teaching Philosophy Part I Date: \_\_\_\_\_

\_\_\_\_\_ 2. Teaching Philosophy Part II Date: \_\_\_\_\_

**Open Doors**

Participate in the *Open Doors* program for at least one semester and observe at minimum of three DIFFERENT instructors teach. Write a reflective statement on what you learned by watching others teach.

\_\_\_\_\_ Class observed: \_\_\_\_\_

Instructor \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_ Class observed: \_\_\_\_\_

Instructor \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_ Class observed: \_\_\_\_\_

Instructor \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_ Reflective Statement Date: \_\_\_\_\_

### **Teaching Observation**

Invite a CT2 associate to observe you teach. Meet with her/him before the observation to explain the observation objective(s). Once the observation is complete, meet with the consultant to debrief AND write a reflective statement on what you learned as a result of this process.

\_\_\_\_\_ Course Name: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_  
Date of observation: \_\_\_\_\_  
\_\_\_\_\_ Observation Objective(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Observation Report/Consultation Debrief Date: \_\_\_\_\_  
\_\_\_\_\_ Reflective Statement Date: \_\_\_\_\_

### **Midterm Course Evaluation**

During weeks 5-8 of semester, ask a CT2 associate to (1) help you create and use a written or online midterm course evaluation instrument OR (2) visit a class and conduct a focus group session. Once the midterm evaluation is completed, analyze the results and write a reflective statement on how you used this information to improve student learning.

\_\_\_\_\_ Course Name: \_\_\_\_\_ Date midterm evaluation: \_\_\_\_\_  
\_\_\_\_\_ Reflective Statement Date: \_\_\_\_\_

### **Teaching- Learning Portfolio**—include the following items in a notebook:

- \_\_\_\_\_ Teaching Philosophy
- \_\_\_\_\_ List of *Open Doors* observations AND reflective statement
- \_\_\_\_\_ Teaching Observation Report AND reflective statement
- \_\_\_\_\_ Midterm Evaluation results AND reflective statement
- \_\_\_\_\_ Teaching Changes: Include support materials for *TWO or more* of the following areas:
  - Original and revised course syllabi with a brief narrative explaining the changes
  - Examples of changes in the nature of assignments and their assessment with a brief narrative explaining the changes
  - Examples of changes in the nature of exams or testing with a brief narrative explaining the changes
  - Examples of changes in how course content is presented with a brief narrative explaining the changes
  - Other examples in which participation in the Certificate Program led to improvements in course design and/or student learning with a brief narrative explaining the changes
- \_\_\_\_\_ Reflective statement on how your participation in the Certificate Program enhanced your understanding of learning-centered teaching and/or enhanced your students' learning

**IMPORTANT:** When you submit your *Teaching- Learning Portfolio* to Dr. Rachel Schwartz, include this completed form and a transcript of workshop sessions attended. Ask Ms. Patricia Hendrix to print the transcript for you.

**Signature of Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Thank you for your dedication to teaching at Georgia Southern.**