

Graduate Certificate Program: College Teaching and Academic/ Scholarly Career Preparation

UMKC School of Graduate Studies

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Approved by UMKC Graduate Council on 4/17/2009 and available beginning Fall 2009
for a Dean's Certificate
Approval pending for full approval through the Missouri Department of Higher Education

**For information on how to apply
to the program contact:**

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Graduate Certificate Program

College Teaching and Career Preparation

Scope of the Program

The 12 credit hour graduate certificate in College Teaching and Career Preparation is intended primarily for doctoral students who are preparing for college-level teaching careers, regardless of the discipline(s) in which they plan to teach. In today's competitive academic job market, academic institutions increasingly desire faculty members who not only possess the appropriate academic credentials, but can demonstrate that they are prepared to be excellent teachers and well-rounded colleagues. Consequently, many colleges and universities have created similar college teaching certificate programs. Within the University of Missouri System, the UMSL campus offers a non-credit certificate through its continuing education division. At UMC, the Graduate School offers both a 2-credit hour Preparing Future Faculty course and a 12-credit hour graduate Minor in College Teaching. The Preparing Future Faculty course emphasizes the complex aspects of an academic life, and the Minor focuses almost exclusively on teaching. The structure of UMKC's proposed graduate certificate program balances the emphases on both career exploration and teaching excellence.

The existing series of Preparing Future Faculty (PFF) seminars at UMKC, which focus on teaching excellence and explore the variety of institutions of higher education where doctoral students, upon graduation, may opt to pursue their academic careers, are at the heart of the proposed graduate certificate program. For nearly a decade, attendance at these monthly seminars has been required for the 15 students supported by PFF Fellowships. Although PFF Fellows have a well-developed electronic teaching portfolio to share with prospective employers and can cite the PFF teaching excellence experience on their CVs, the training and preparation they receive are not reflected on their transcripts. Nevertheless, graduates of the PFF Fellowship program at UMKC indicate that including their involvement with the PFF teaching excellence program on their CVs carried significant weight as they applied for faculty positions. In addition, the PFF graduates report that the interactions with doctoral students and faculty from other disciplines that they experienced while in the PFF program positively influenced their ability to collaborate with colleagues across campus once they became faculty members. While the PFF seminars have also been available to all doctoral students who are interested in pursuing academic careers and many have attended, such voluntary occasional participation has not been sufficient to have much impact on their job searches. This graduate certificate program provides a mechanism for all doctoral students at UMKC to not only complement their discipline-based studies with teaching

experience, gain knowledge of pedagogical theories and explore a broad spectrum of faculty responsibilities beyond the classroom, but also to have those accomplishments documented on their official transcripts.

The certificate complements the discipline knowledge of existing doctoral programs at UMKC by (1) focusing on strategies for successful teaching, including incorporating technology into the college classroom, and (2) familiarizing students with the demands of college teaching and the nature of the academic environment in a variety of institutions of higher education. Courses that satisfy program requirements are taken for graduate credit; and, upon completion, the certificate is officially noted on the student's transcript. All courses in the certificate program are taken in addition to those required for the student's doctoral program of study; however, at the option of the student's faculty committee, the courses could certainly be counted toward the doctoral degree requirements. The existing PFF seminars are being expanded upon and formalized into credit/no credit courses. Students must enroll in at least one of the 2 semester PFF courses and may enroll in all six semesters for a maximum of 6 credits of PFF Seminar. These are the only "new" courses in the proposed certificate program. The other required course, EDUC R&P 5639 Educational Psychology: Focus on College Teaching (2-3 credits), has been a required on-line course for all Ph.D. Counseling Psychology students for a number of years. Enrollment in this course has also been an available option for doctoral students from other programs. Electives include a number of existing courses in the Conservatory of Music and Dance, the College of Arts and Sciences, the School of Education, the School of Nursing and the School of Dentistry that focus on teaching at the college level.

A nine-member faculty steering committee, with representation from multiple schools and chaired by the Associate Dean in the School of Graduate Studies, administers the program. Current members of the steering committee include: Dr. Chrisanthia Brown (School of Education), Dr. Jane Carl (Conservatory of Music), Dr. Jie Chen (Mathematics – College of Arts and Sciences), Dr. Mathew Forstater (Economics – College of Arts and Sciences), Dr. Simon Friedman (School of Pharmacy), Dr. Jane Greer (English – College of Arts and Sciences), Dr. Deepankar Medhi (School of Computing and Engineering), Dr. Peggy Ward-Smith (School of Nursing), Dr. Charles Wurrey (Chemistry – College of Arts and Sciences) and Dr. Patricia Hovis-French (Associate Dean, School of Graduate Studies). Dr. Hovis-French teaches the Preparing Future Faculty I, II, III, IV, V and VI courses. Dr. Tamera Murdock, Professor of Psychology, teaches the EDRP 5639 Educational Psychology: Focus on College Teaching course.

Minimum requirements for admission:

Students apply for admission to this Graduate Certificate Program through the School of Graduate Studies and must be in good standing in a doctoral program at UMKC to be eligible for consideration. Interdisciplinary Ph.D. students must be recommended by the discipline coordinator in their coordinating discipline. Non-Interdisciplinary doctoral students (Ph.D., DMA, and Ed.D.) must be recommended by the primary graduate adviser or program director in their degree programs.

Curriculum requirements:

The Graduate Certificate in College Teaching and Career Preparation requires a minimum of 12 credit hours, including 5 hours of required core courses, 3-4 credit hours of teaching electives and 3-4 credit hours of a discipline-specific teaching practicum course.

Required Core Courses (5 hrs)

SGS 5651A and 5651B Preparing Future Faculty (PFF) I and II (1 credit each)

SGS 5652A and 5652B Preparing Future Faculty (PFF) III and IV (1 credit each)

SGS 5653A and 5653B Preparing Future Faculty (PFF) V and VI (1 credit each)

A minimum of 2 hrs. of PFF I-VI required (*up to 6 hours of PFF credits can be applied to program requirements – 2 hrs. to satisfy core requirements and 2 or 4 additional hours applied to teaching electives*)

These six PFF courses focus on teaching at a college or university and explore the opportunities at, and differences among, a variety of institutions of higher education – public, private, 2-year and 4-year. Courses are offered on a credit/no credit basis each fall and spring semester, and both the a and b offerings of a sequence must be satisfactorily completed in order to receive credit (1 credit hour per semester). Attendance at four 2-hour forums per semester is required. Students that enroll in all six semesters will produce an electronic teaching portfolio which includes a detailed statement of their teaching philosophy, the syllabi for three courses they have designed and taught (including examples of ways in which technology is incorporated into the courses), and descriptions of effective strategies they have used in the classroom.

The primary emphases in **SGS 5651A and 5651B PFF I and II** are on course development and on exploring the various roles and responsibilities of university faculty members. Students shadow a UMKC faculty mentor and share what they have learned in on-line discussions with others in the class. In the spring semester, students post the course syllabi they developed for on-line critiques. **Prerequisite:** Year I Preparing Future Faculty Fellow or recommendation by two faculty members in student's doctoral program and permission of instructor.

In **SGS 5652A and 5652B PFF III and IV**, the emphasis is on the teaching/classroom experience. Students develop an on-line course (or a course with on-line components) to add to their teaching portfolio. Their classroom teaching is evaluated by their UMKC faculty mentor and these critiques and what students learn from their teaching experiences inform the weekly on-line discussions among PFF Forum II enrollees.

Students interview UMKC faculty from at least three disciplines/programs and share/compare their insights in weekly on-line discussions. Visits to the campus of other institutions are an option. **Prerequisite:** Preparing Future Faculty Fellow, or recommendation by two faculty members in student's doctoral program and permission of instructor.

SGS 5653A and 5653B PFF V and VI enrollees must collaborate with one or more student from another discipline or doctoral program to present at one of the PFF Forums. On-line discussions will focus on the academic job search, cover letters and CVs, interviews, and the "job talk." Students will communicate – either by a personal visit, telephone interview, or email exchanges -- with a faculty member in their field (s) on at least two other campuses and report on their findings. At the conclusion of PFF VI, students will present their electronic portfolio for critique by members of the PFF Faculty Steering Committee. **Prerequisite:** Educ-R&P 5639, and either Preparing Future Faculty Fellow or recommendation by two faculty members in student's doctoral program and permission of instructor.

EDUC-R&P 5639 Educational Psychology: Focus On College Teaching (3 hrs.)

An introduction to theories and principles from educational psychology as they relate to learning, motivation, assessment, and instruction. There are differentiated assignments throughout the course that allow students to focus their learning around either (a) Designing a course, (b) Evaluating Instructional Practice, or (c) Developing Research and Assessment Tools. Prerequisite: Doctoral Student Status. This course is taught on-line in the summer term. *[Note: When taken for 3 hours by Ph.D. Counseling Psychology students, this course can also serve as their "practicum" requirement in this certificate program.]*

General Teaching Electives: (3-4 hrs.)

ECON 5680	Teaching Methods and Course Design (3 hrs)
ENGLISH 5519	Teaching Writing: Theories, Histories, Contexts, Practices (3 hrs)
ENGLISH 5550	Teachers Teaching Writing: Summer Invitational Institute (3 or 6 hrs)
CONSVTY 5570	Music Education in the College Environment (3 hrs)
CONSVTY 5576	Professional Aspects of College Teaching (2 hrs)
CONSVTY 5674	Music Administration in Higher Education (3 hrs)
DENT-HYG 5500	Introduction to Educational Methodology (2-4 hrs)
DENT-HYG 5500	Introduction to Educational Methodology (2-4 hrs.)
DENT-HYG 5516	Special Issues In Higher Education For Health Professional (2-4 hrs)
EDUC-C&I 5585	Teaching and Learning with Technology (3 hrs)
EDUC 5541	Teach. Read. Improvement At Secondary-College-Adult Level (3 hrs)

EDUC-UL 5550	Organization And Administration Of Higher Education (3 hrs)
EDUC-UL 5555	Community College (3 hrs)
EDUC-UL 5556	The College Student (3 hrs)
EDUC-UL 5557	Legal Aspects of Higher Education (3 hrs)
EDUC-UL 5634	Faculty & Curricular Issues Higher Education (3 hrs)
NURSE 5516	Curriculum Development in Nursing (3 hrs)
NURSE 5517	Teaching Strategies in Nursing (3 hrs)
NURSE 5518	Curriculum Development and Teaching Strategies (3 hrs)
SGS 5651-5653	Preparing Future Faculty I-VI (2-4 hrs)

Teaching Practicum Electives (3-4 hrs)

CONSVTY 5591 G	Pedagogy of Music Theory I (3 hrs)
CONSVTY 5591 E	Group Piano Pedagogy (3 hrs)
CONSVTY 5592 E	Advanced Piano Pedagogy (3 hrs)
DENT-HYG 5510	Student Teaching and Conference I (2-4 hrs.)
DENT-HYG 5512	Student Teaching And Conference II (2-4 hrs)
EDUC-C&I 5640	Apprenticeship and Conference In College Training (2-5 hrs)
EDUC 5640	Apprenticeship and Conference In College Training (2-5 hrs)
EDUC-R&P 5640	Apprenticeship and Conference In College Training (2-5 hrs)
EDUC-UL 5640	Apprenticeship and Conference In College Training (2-5 hrs)
NURSE 5519	C & I Field Experience (1 hr)

(and other discipline teaching practicum courses as approved by program director)

Requirements for Retention: Students must maintain 3.0 graduate g.p.a. while enrolled and receive no grade below a B- in courses applied to the certificate program.

Time limit for completion of certificate program: 3 years maximum.