



Certificate in College Teaching (CCT) Handbook for Students and Advisors

*The Certificate in College Teaching (CCT) is a collaboration between
UNC's Center for the Enhancement of Teaching & Learning
and the Graduate School*

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I. Important Contacts and Resources

A. Emergency Contact

- [Campus Police](#)
 - Non-Emergency: 970-351-2245
 - Emergency: 911

B. Center for the Enhancement of Teaching & Learning (CETL)

- [CETL Website](#)
 - **CETL Director:**
Lyda McCartin
lyda.mccartin@unco.edu
Michener L059
- [Certificate in College Teaching \(CCT\) Website](#)
 - **CCT Director:**
Dr. Molly Jameson
molly.jameson@unco.edu
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C. Graduate School

Here are relevant links to the Graduate School:

- [Graduate School](#)
- [Graduate Catalog](#)
- [Schedule of Classes](#)
- [Academic Policies](#)
- [Academic Calendar](#)
- [General Graduate Student Resources](#)

II. Certificate in College Teaching Overview

The Certificate in College Teaching (CCT) is an experiential professional development program that will prepare you for college-level teaching. The curriculum will provide foundations in effective course design and inclusive teaching practices with opportunities to observe college instructors and engage in teaching experiences. You will also create important products to evidence your professional development and contribute to your future teaching

applications. Completion of the CCT will enhance your knowledge of learning theory and strengthen your teaching skills, making you more competitive for teaching positions. Students who complete the CCT will receive a certificate for their professional dossier.

The CCT program is open to all graduate students at UNC. The program is developed to be no cost to the student, though course options are available as part of the program. Participation priority will be given to doctoral and MA students who hold a teaching position on campus. However, any interested graduate student is encouraged to apply (see section F below).

A. Program Learning Outcomes (PLO)

The CCT program has 3 main learning outcomes, one of which has 3 sub-outcomes. These describe the learning goals, knowledge, and skills that you should obtain in this program. These will be assessed throughout the program as well as through a culminating project.

At the end of the Certificate in College Teaching program, you will:

1. Have received ongoing, systematic pedagogical training that supports:
 - Knowledge of current best practices in teaching and learning in higher education.
 - Appropriate use of inclusive pedagogy in higher education.
 - Assessment and evaluation of student learning outcomes in higher education.
2. Understand the importance of and have developed a teaching practice that emphasizes pedagogical metacognition (reflective and reflexive practices).
3. Develop materials suitable for use in applying for teaching positions after graduation.

B. Canvas Course

As a member of the CCT program you will be enrolled in the CCT Canvas course where you will be able to access all CCT materials and forms. This includes the CCT orientation. The Canvas course can also be used as a community building space with discussion boards and chat.

C. Teaching and Learning Activities

The Certificate in College Teaching is designed to be completed in two years and will be done in conjunction with a concurrent graduate degree. The CCT is **not** a standalone (without an accompanying graduate degree) certificate program. Students, with the permission of the Director and a compelling reason, may extend their CCT program into a third year.

Regardless of previous knowledge and experience in teaching you must complete experiences during your time in the CCT program. Only activities completed during the CCT will count for the CCT. If you take courses for credit, you may apply each course to only one PLO; up to three courses (9 credits) may be used for the CCT.

The general structure of the certificate program includes the following teaching and learning activities:

- Mentorship from CCT Advisors
- Curriculum
- Teaching Portfolio
- Teaching Observation(s)
- Teaching Experience(s)

D. Advisors

To help you successfully navigate the CCT, you will be assigned a CCT advisor. You and your advisor will meet three times per semester during the program to review your progress, help in your decision-making process, and advise and mentor you throughout the CCT. Your first meeting with your CCT advisor must occur by the third week in September.

CCT Advisors support participants' progress through the CCT program. Advisors are required to do the following:

- Meet with CCT advisees at the start of each semester to discuss curriculum path and goals.
- Check-in with advisees at least twice each semester to discuss achievement of program outcomes.
- Determine experiences/activities that are acceptable to support program outcomes.
- Complete and submit the CCT Advising Checklist (see section 3B below) within the first semester of the student matriculating.
- Provide guidance and help with scheduling the teaching observation and teaching experience.

CCT advisors must be current UNC employees and may include full- and part-time faculty, staff, and doctoral students. Advisors must have teaching experience in higher education. Doctoral students must be teaching a course at the institution while serving as an advisor.

For a list of current CCT advisors visit the CCT webpage.

E. Teaching Portfolio

The teaching portfolio is a digital portfolio (i.e., ePortfolio) through Canvas. It is a compilation of work completed throughout the certificate program. It is used to track your progress and indicates achievement of your learning outcomes, ultimately serving as your culminating CCT project. The portfolio is intended to help you archive materials suitable for applying to teaching positions after graduation.

The portfolio must include the following artifacts but may include any additional artifacts that reflect your learning and growth during the program:

- Evidence of participation/completion of curriculum: this could be completed Canvas courses linked in your portfolio, uploads of certificate(s) of completion, email confirmation, other evidence.
- Teaching Philosophy: this should be a near-final draft of your philosophy that has been edited several times; you will work on this throughout the curriculum.
- Diversity Statement: this should be a near final draft of your diversity statement that has been edited several times; you will work on this throughout the curriculum.
- Designed course syllabus and assessments for at least one course in your discipline: this should be near final drafts of your syllabus and assessment(s) for a future course; you will work on this throughout the curriculum.
- Evidence of pedagogical metacognition: this includes your Teaching Observation Checklist with associated reflective journal and all remaining reflective journal responses.
- Evidence of effective teaching: this includes the Teaching Experience Checklist and the Letter of Observation from your CCT advisor.

You are responsible for setting up your teaching portfolio and giving your advisor access. As a UNC student you have a Canvas account and may set up your portfolio at any time, but you should have it ready by the end of the first semester in the program. Your portfolio is part of your main campus account and not bound to a particular course. You can begin uploading materials to the Teaching Portfolio as soon as the end of your first semester in the program. Your ePortfolio must follow a specific structure, so follow the instructions on the CCT Canvas page to set up your portfolio.

F. Curriculum

To achieve the learning outcomes, you must complete a variety of different activities that support the multiple program outcomes. Based on interest and schedules you will work with your advisor to determine a path through the certificate program by completing activities that support each program outcome. This table provides some possible options for activities and experiences you can participate in for each outcome but is not an exhaustive list.

PLO 1	<p>PLO1a</p> <ul style="list-style-type: none"> • Participation in the CETL Graduate Student Learning Community, How Learning Works Learning Community, or Peer2Peer Learning Community • Backward Design/Course Design workshops • CETL webinars on effective teaching/best practices • View and reflect on recorded webinars related to teaching best practices • Courses offered at UNC such as: <ul style="list-style-type: none"> ○ PSY 540: Theories & Principles of Learning ○ PSY 644: Motivation in Education ○ PSY 681: Learning & Instruction
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	<ul style="list-style-type: none"> • Professional development offered outside UNC on effective teaching/best practices <p>PLO1b</p> <ul style="list-style-type: none"> • UNITE program workshops • CETL workshops on inclusive teaching • View and reflect on recorded webinars related to inclusive pedagogy • Courses offered at UNC such as: • HESA 669: Culturally Responsive Aspects of Transformative Learning • PSY 664: Cultural Issues in Educational Psychology • ECLD 602: Teaching Culturally and Linguistically Diverse Learners • EDF777: Social Justice in Education Reform • Professional development offered outside UNC on equity and inclusion in teaching <p>PLO1c</p> <ul style="list-style-type: none"> • CETL workshops on classroom assessment • View and reflect on recorded webinars related to teaching best practices • Courses offered at UNC such as PSY 575: Educational Assessment • Professional development offered outside UNC on student learning assessment
PLO 2	<ul style="list-style-type: none"> • Participation in the CETL Graduate Student Learning Community, How Learning Works Learning Community, or Peer2Peer Learning Community • Workshops on reflective and reflexive practice • View and reflect on recorded webinars related to teaching best practices • Courses offered at UNC such as PSY 681: Learning & Instruction
PLO 3	<ul style="list-style-type: none"> • Workshop on writing teaching philosophies • Workshop on writing diversity statements • Workshop on syllabus design/redesign focused on equity-minded syllabus design. • Workshop(s) on Student Affairs foundations. • Courses offered at UNC such as: • PSY 681: Learning & Instruction • EDSE 733: The Professoriate

The curriculum is meant to provide you flexibility to build on your experience and enhance your teaching knowledge and skills. The curriculum will prepare you to successfully complete the teaching observation and teaching experience requirements that will take place in year two of the program. It is important to meet with your CCT advisor to discuss your path through the program, and you must submit a curriculum plan by the end of the first semester in the program (available in the CCT Canvas Course).

G. Reflective Journals

At various times throughout the CCT, you will be asked to complete Reflective Journals and upload your journal responses to your Teaching Portfolio. These journals are to encourage you to reflect on your learning and performance in the CCT, set goals, plan actions, and later reflect on those goals and actions. Your reflective journals will provide you with practice in pedagogical metacognition.

H. Teaching Observation(s)

In year two of the program, you must complete at least one observation of an instructor's teaching within your discipline. You may complete more than one observation. You will arrange the observation(s) with the instructor(s) and use the observation checklist available in the CCT Canvas Course during your observation(s). You must then complete a reflective prompt about the observation(s) and the impact on your own teaching. The checklist and prompt response will be submitted in your Canvas teaching portfolio.

I. Teaching Experience(s)

You will also be required to complete at least one direct teaching experience that utilizes the information learned in the Curriculum portion of the program. You may complete more than one experience. If you do not have an official teaching assistantship, you will be able to participate in a mock classroom session or pair with a faculty mentor for whom you can provide a guest lecture. Your CCT advisor will help you find a teaching experience.

Your teaching experience(s) will be observed by your CCT Advisor, who will complete the observation checklist available in the CCT Canvas Course during their observation. They will then write and provide you with a letter of observation of your teaching for your teaching portfolio. You will need to upload their letter to your Canvas teaching portfolio.

III. Certificate in College Teaching Policies, Documents, and Requirements

A. Timeline and Satisfactory Progress

The CCT is intended to be completed within two years. All students enrolled in the CCT are expected to make satisfactory progress toward completing the certificate. Students will be considered in good academic standing with the program and making satisfactory progress if the following conditions and milestones are met:

1. The student has completed all orientation activities within the first term of matriculation.
2. The student and their CCT advisor have completed and submitted the online CCT Advising Checklist (see section B below) by the end of the first semester in the program.
3. The student has completed and submitted an Annual Progress Report for each year enrolled in the program.

4. The student has met with their CCT Advisor three times per semester.
5. The student completes the certificate within 2 years of matriculating. Students, with the permission of the Director and a compelling reason, may extend their CCT program into a third year.
6. The student is not in violation of the UNC Student Code of Conduct and is in good standing within their program.

Students who are not making satisfactory progress based on any of the above conditions or milestones will be contacted by program staff and asked to develop, in consultation with their CCT Advisor, a plan for making improvements and/or remedying any deficiencies. Students who do not develop appropriate plans within the prescribed time frame or who do not comply with their approved plans may be dismissed from the program.

Students who are making satisfactory progress based on all the above conditions or milestones will continue in the program. The CCT Director will review the final Annual Progress Report and Teaching Portfolio and alert the Graduate School of program completion.

B. CCT Advising Checklist

CCT students and their advisor are required to submit the online CCT Advising Checklist, which is linked in Canvas, by the end of the first semester of the student's program. This Checklist will assess the quality and quantity of student-advisor meetings, address the student's program elements, and gauge satisfaction of the CCT early in the program.

The CCT Director will review all Checklists and provide formative feedback as needed to students and advisors.

C. Orientation, Annual Progress Reports, and Exit Surveys

In addition to the program elements, and as noted in the conditions for satisfactory progress, CCT students are required to complete three electronic forms/surveys:

1. New CCT Member Orientation: Upon enrolling in the program, all students must complete an online orientation with a survey/quiz to demonstrate a thorough understanding of the program requirements.
2. Annual Progress Reports: Once a year, the CCT Director conducts a review of student progress. To facilitate this process, enrolled students are required to complete an online progress report form, which will be made available in late spring semester of each academic year.
3. Exit Survey: Upon completing the certificate, students will be asked to submit an exit survey to provide feedback about the certificate program and track attainment of program learning outcomes.

D. Application Process

Applications for the CCT open on August 1st. To apply for the CCT program you will need to submit the following materials:

- Your higher education teaching goals/career goals.
- Why you want to join the CCT and what you hope to gain from participation.
- A statement of support from your Graduate Program Advisor for your participation in the CCT.

The online application form can be found on the CCT webpage. The form also includes a template for the support letter. Support letters can be attached to the online form or emailed directly to CETL@unco.edu.