



Certificate in College Teaching (CCT) Handbook for Students

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

Table of Contents

Important Contacts & Resources.....	3
Certificate in College Teaching Overview.....	3
Program Learning Outcomes	4
Canvas Course.....	4
Teaching & Learning Activities.....	4
Advising.....	5
Curriculum.....	5
Reflective Journals	6
Teaching Observations.....	6
Teaching Experiences.....	7
Certificate in College Teaching Policies, Documents, and Requirements.....	7
Timeline and Satisfactory Progress.....	7
Orientation, Annual Progress Reports, and Exit Surveys.....	8
Application Process.....	8

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:**
Molly Jameson, PhD
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- [Certificate in College Teaching \(CCT\) Website](#)
 - **CCT Coordinator:**
Shannon Monaghan-Miller
Shannon.monaghanmiller@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. Any interested graduate student is encouraged to sign up (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:
 - a. Knowledge of current best practices in teaching and learning in higher education.
 - b. Appropriate use of inclusive pedagogy in higher education.
 - c. 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. The Canvas course can also be used as a community building space.

C. Teaching and Learning Activities

The Certificate in College Teaching is designed to be completed within 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 Coordinator 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.

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

- Mentorship from the CCT Coordinator
- Curriculum
- Teaching Project
- Teaching Observation(s)
- Teaching Experience(s)

D. Advising

The CCT Coordinator will help you successfully navigate the CCT. If you have questions about your progress in the program or need assistance with decision-making, you can email the CCT Coordinator to set up a meeting or correspond over email.

The CCT Coordinator and other individuals will support participants' progress through the CCT program by doing the following:

- Meeting with CCT participants to discuss the curriculum and program goals, if needed.
- Providing feedback on reflections, the teaching project, and the teaching philosophy and diversity statement workshops.
- Providing guidance and help with scheduling the teaching observation and teaching experience.

The CCT Coordinator and other individuals involved with providing feedback to CCT participants must be current UNC employees and may include full- and part-time faculty, staff, and doctoral students.

E. Curriculum

To achieve the learning outcomes, you must complete a variety of different activities that support the multiple program outcomes. An outline of the curriculum is below. For a more detailed curriculum, refer to the CCT Canvas page.

CCT CURRICULUM

To achieve the learning outcomes participants will complete a variety of different activities that support the multiple program outcomes. The curriculum will prepare participants to successfully complete the teaching observation and teaching experience requirements.

PEDAGOGICAL METACOGNITION

Learn the difference between reflective and reflexive practice and why both are important for teaching and learning in higher education.

CURRENT BEST PRACTICES IN HIGHER EDUCATION TEACHING

Learn about student achievement, learning strategies, student-faculty interactions, Universal Design for Learning, and course design.

INCLUSIVE PEDAGOGY & ASSESSMENT

Learn about implicit bias, classroom caring, deconstructing the higher education classroom, and research-based grading and assessment techniques.

EQUITY-MINDED SYLLABUS

Develop a syllabus using principles of inclusive pedagogy, assessment, and current best practices in higher education.

TEACHING PROJECT

Using content knowledge from the CCT curriculum, build elements of a course including course name, goal of course, textbook, course learning outcomes, summative assessments for each learning outcome (rubric, etc.), one lesson plan (including an activity), and grading scheme.

TEACHING OBSERVATION AND EXPERIENCE

CCT Participants will engage in a teaching observation and a teaching experience. Participants will complete at least one observation of an instructor's teaching within their discipline and complete a reflective prompt about the observation. Participants are also required to complete at least one direct teaching experience that utilizes the knowledge gained from the CCT curriculum.

If participants do not have an official teaching assistantship, they will be able to participate in a mock classroom session or pair with a faculty mentor for whom they can provide a guest lecture.

SUPPORTING MATERIALS FOR JOB SEARCH

- Teaching Philosophy: Learn the elements of a teaching philosophy and draft your own.
- Diversity Statement: Learn the elements of a diversity statement and draft your own.

F. Reflective Journals

At various times throughout the CCT, you will be asked to complete Reflective Journals and upload your journal responses to Canvas. 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.

G. Teaching Observation(s)

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.

H. Teaching Experience(s)

You will also be required to complete at least one direct teaching experience that utilizes the information learned in the CCT. 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. The CCT Coordinator will help you find a teaching experience.

Your teaching experience(s) will be observed by the CCT Coordinator, 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 has completed and submitted an Annual Progress Report for each year enrolled in the program.
3. The student completes the certificate within 2 years of matriculating. Students, with the permission of the Coordinator and a compelling reason, may extend their CCT program into a third year.
4. 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 Coordinator, 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 Coordinator will review the final Annual Progress Report and alert the Graduate School of program completion.

B. Orientation, 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 orientation and a survey to demonstrate a thorough understanding of the program requirements.
2. Progress Reports: The CCT Coordinator will conduct a review of student progress at various points throughout the program. To facilitate this process, enrolled students are required to complete an online progress report form, which will be made available on Canvas.
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.

C. Sign-up Process

Interest forms will be accepted between May and August. To apply for the CCT program you will need to fill out an online form with the following information:

- Your higher education teaching goals/career goals.
- Why you want to join the CCT and what you hope to gain from participation.