

## INTERDISCIPLINARY GRADUATE CERTIFICATE IN UNIVERSITY TEACHING

### Course Options

A total of **nine** credits must be completed in at least **three** of four areas: Teaching Strategies, Student Learning/Assessment of the Learning Environment, Technology to Support Teaching & Learning, and Professional Development of the Academy.

Some courses may provide content in more than one of the four areas. You may request that a course be used in an area different from the one in which it is listed below when you submit your **preliminary** plan of study.

Courses in addition to those listed below must be approved by the Graduate School prior to use for certificate requirements. Refer to certificate information for details on how to propose alternate courses.

#### **Teaching Strategies**

##### **EADU 8180 Feminist Pedagogy (3 hrs)**

An examination of the major feminist theories discussed in contemporary literature in relation to educational structures and processes. Includes feminist analyses of education, theories of feminist pedagogy, impact of positionality on teaching and learning, and women's learning and development. *Offered spring semester of every odd-numbered year.*

##### **ECHD 9070 Preparing Students to Teach (2 hrs)**

This course is designed to prepare students to teach in undergraduate and graduate classrooms and to familiarize students with various teaching strategies and methods, class management strategies, and evaluation practices. Students will have the opportunity to discuss various teaching-related issues and receive feedback on their presentation and teaching styles. *Offered fall semester every year.*

##### **ENGL 6910 Apprenticeship in College English (1 hr)**

An apprenticeship in the teaching of freshman composition and of sophomore literature. *Offered fall, spring, and summer semester every year.*

##### **ENGL 6911 Practicum in Teaching College Composition (3 hrs)**

Prerequisite: ENGL 6910

Provides intensive training in composition pedagogy on topics including effective student conferences, grading strategies, writing workshop and peer editing techniques, revision, and topic development. Considers the different demands of teaching composition in an expository writing class and a literature-based writing class. *Offered fall semester every year.*

##### **EPSY 8750 Practicum in College Teaching (1-3 hrs)**

Supervised practice in teaching at the college level. Students will develop skills in course organization, resource identification, lesson planning and delivery, student assessment, and techniques for course improvement. *Offered every year.*

**ESOC 4150/6150 Teaching United States History (3 hrs)**

Classic historiography and current debates among historians over major themes and events in United States history. Examination of ways in which this historical scholarship can be incorporated into social studies teaching. Evaluation of materials and methods used to teach United States history in secondary and middle schools. *Offered every year.*

**ESOC 5010/7010 Teaching of Geography (3 hrs)**

Geographic principles and the history of geography in the school curriculum; literature of the field, including textbooks; application of special techniques; and geographic evaluation. *Offered every year.*

**ESOC 5200/7200 Economic Education in the Social Science Curriculum (3 hrs)**

Instructional strategies and materials for teaching basic economic concepts in an integrated kindergarten through grade 12 social science curriculum, with emphasis on utilizing a decision-making model for analyzing contemporary economic problems. *Offered every year.*

**ESOC 5520/7520 Teaching Politics, Government, and Citizenship (3 hrs)**

Rationale for and resources in political science and civic/citizenship education, the role of teachers and school in political socialization, and teaching procedures for instruction on state and local citizenship in middle grades and high schools. *Offered every year.*

**FANR 9990 Supervised Professional Teaching Practicum in Forestry and Natural Resources (1-10 hrs)**

University-level teaching, including the presentation of lectures and/or laboratory sessions under faculty supervision, at the doctoral level. The practicum provides a setting where students can think about and develop instructional materials, and venues to practice teaching. It covers most aspects of the development and execution of a college course including a course syllabus, lectures, and exercises and examination material. Not open to students with credit in FORS 9990. *Offered every semester every year.*

**FANR 9995 Development of College Teaching Skills (3 hrs)**

Students review teaching credentials and their importance in hiring and promotion, review pedagogical approaches for various course types, develop instructional materials, practice teaching, and develop a teaching portfolio. Not open to students with credit in FANR 8995. *Offered fall semester every year.*

**GENE 7360 Teaching Internship in Genetics (2 hrs)**

Classroom teaching experience in undergraduate courses for senior graduate students under the direct supervision of a faculty member. This course provides students the opportunity to obtain supervised, documented experience in preparing and delivering lectures and/or leading discussions. *Offered fall, spring and summer semester every year.*

**GRMN 7500 Teaching College German (3 hrs)**

Methods for teaching foreign language and development of language skills in German. For teaching assistants in German and graduate students in German and Language Education. Taught in English, but requires proficiency in German. *Offered fall semester every year.*

**GRSC 7770** Graduate Seminar for Teaching and Laboratory Assistants (1-3 hrs)

This course is an introduction to teaching techniques and resources for university-level instruction. It provides graduate teaching assistants with knowledge of pedagogical approaches and available support systems. Special sections (see LLED 7769) are reserved for international students, with focus on use of language, pedagogy, and cultural aspects of teaching in this country. *Offered every year.*

**LLED (ELAN) 7769** International Graduate Internship II (3 hrs)

Prerequisite: Score of 23 or above on the speaking sub-section of the IBTOEFL

This course provides international/non-English speaking graduate teaching assistants with knowledge of pedagogical approaches and available support systems. It focuses on English language for the classroom and cultural aspects of teaching with emphasis on presentation skills and audience awareness. Can be taken in place of GRSC 7770. *Offered fall and spring semester every year.*

**MARS 7360** Teaching Internship in Marine Sciences (1-2 hrs)

Prerequisite: LLED (ELAN) 7768     Corequisite: LLED (ELAN) 7769

Classroom teaching experience in undergraduate courses under the direct supervision of a faculty member. *Offered fall, spring and summer semester every year.*

**MATH 7005/9005** Precalculus Teaching Seminar (3 hrs)

An advanced supervised experience in an applied setting, this course is designed to assist students in teaching a first course in precalculus at UGA. The objectives are to enhance understanding of both the content covered in Math 1113 and the nuances of (uniform) browser-based assessment, and to begin development and implementation of a successful teaching philosophy. *Offered fall, spring, and summer semester every year.*

**MATH 7005/9005** Calculus (MATH 2200) Teaching Seminar (3 hrs)

An advanced supervised experience in an applied setting, this course is designed to assist you in teaching Math 2200 at UGA. The objectives are to enhance understanding of both the calculus content covered in Math 2200, using WebAssign as a homework delivery system and developing appropriate assessment instruments, and to continue development and implementation of a successful teaching philosophy. *Offered fall, spring, and summer semester every year.*

**PBIO 7360** Teaching Internship in Biological Sciences (1-2 hrs)

Classroom teaching experience in undergraduate courses under the direct supervision of a faculty member. Not open to students with credit in BTNY 7360. *Offered fall, spring, and summer semester every year.*

**PBIO 7510** Special Teaching Projects In Plant Biology (1-3 hrs)

Prerequisite: GRSC 7770

Graduate student initiated special projects in teaching methods in plant biology and biology. Assessment will involve regular meetings between the graduate student and supervisor(s). Supervisors will measure progress according to a preliminary plan of study/research, plus regular reports from the student. *Offered fall, spring and summer semester every year.*

**PBIO (BIOL) 8010 Seminar in Teaching Biology (1 hr)**

Designed for graduate students and post-docs interested in learning how to teach biology effectively in their own courses rather than as teaching assistants. *Offered spring semester every year.*

**PHIL 7010 Teaching Philosophy (1 hr)**

Materials, techniques, and objectives for teaching undergraduate courses in philosophy. Particular attention to presenting lectures, leading discussions, constructing examinations, and instructional evaluations. *Offered fall semester every year.*

**RELI 7771 Teaching Religious Studies (3 hrs)**

Prerequisite: RELI 7770

Materials, techniques, and objectives for teaching introductory undergraduate courses in religious studies. Particular attention given to presenting lectures, leading discussions, constructing examinations, incorporating instructional technology, and dealing with issues of classroom management. *Offered spring semester every year.*

**SOWK 8227 Social Work Education (3 hrs)**

Overview of social work education, including the structure of the educational continuum, foundation and concentration courses, accreditation standards and issues. Preparation for effective teaching within social work degree programs, including syllabi development, assessment of student learning, instructional methods, grading and ethical issues. *Offered every year.*

**SPAN (LING) 7750 Teaching College Spanish (3 hrs)**

Foreign language teaching and learning applied to Spanish. This course provides an introduction to both theory and practice in second language teaching methodology, with an overview of communicative language instruction in Spanish. Points of discussion include: theories of second language acquisition, teaching and strategies to teach listening, speaking, reading, writing, and culture in context, activities and procedures of classroom instruction, and issues in the professionalization of Spanish teachers. Given in Spanish. *Offered every year.*

**Student Learning/Assessment of the Learning Environment**

**EADU 7020 Adult Learning and Instruction (3 hrs)**

Learning theories, models, and principles and their application to the instructional process with adults. This course provides an immersion in adult learning and instruction including social and psychological aspects of adult learning, participation and motivation, contextual factors, and recent theoretical perspectives. *Offered every year.*

**EADU 7030 Program Development and Adult Education (3 hrs)**

Guided study and practice in developing educational programs for adults in colleges, public schools, and other institutions. Includes identifying needs, establishing objectives, and critically designing and evaluating programs in adult education. *Offered every year.*

**EADU 8090 Adult Development and Instruction** (3 hrs)

Adult developmental psychology, including the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle and older adulthood; and implications for instruction and learning of adults. *Offered every year.*

**EDAP 8090 Instructional Development** (3 hrs)

Prerequisite: EDAP 7020 or EDAP 7070

The nature of classroom instruction, key elements of the instructional process, organizing operations, skills for supervising and evaluating instruction, and the role of the school administrator in instructional development. Not open to students with credit in EDUL 7090. *Offered fall, spring, and summer semester every year.*

**EDHI 8600 Assessment in Higher Education** (3 hrs)

Methods and techniques used in assessing educational outcomes in colleges and universities. Analysis and interpretation of problems, issues, and concerns involved in public demands for assessment and accountability. *Offered every year.*

**EDIT 4170/6170 Instructional Design** (3 hrs)

This course introduces systematic procedures for designing, developing, evaluating, and revising instruction to meet identified goals and objectives, with an emphasis on the development of materials-centered instruction as opposed to teacher-mediated instruction. *Offered every year.*

**EDIT 9990 Motivation and Emotion Research Seminar** (3 hrs)

This course is designed to review (a) theories and research on motivation and academic emotions and (b) implications of such for instruction. Students will consider issues related to the design and research of technologies that deliberately influence learners' motivation and emotion. Research and development on affective computing will also be reviewed as the basis for research aimed at improving academic motivation and emotions. *Contact department for more information and availability.*

**ENGR 8990 Theories of Learning & Human Development in Contemporary Engineering Education Research** (3 hrs)

An overview of a broad range of fundamental theories and philosophies of human learning and development. A particular branch of engineering education research explores questions of teaching and learning in the classroom and utilizes particular pedagogical frameworks to frame empirical inquiries. Through targeted readings, discussions and analyses students will develop a critical understanding of these learning theories and how they impact current engineering education. *Contact department for more information and availability.*

**EPSY 6800 Foundations of Cognition for Education** (3 hrs)

Cognitive psychology as applied to education. Cognitive theories, models, and processes are applied to the teaching and learning of school skills and content areas. Processes such as attention, critical thinking, concept formation, language, memory, and problem solving are examined. Cognitive psychology principles are used to examine and refine instructional methods. *Offered every year.*

**EPSY 8180 Psychology of Learning and Instruction** (3 hrs)

Classic and current cognitive, motivational, and developmental psychology concepts are applied to participants' areas of specialization as well as learning in schools and other educational settings. It includes in-depth presentations, demonstrations, and lively discussions of the role that psychology plays in learning and instruction. The focus is on the psychological theories and research studies that are reforming practice in participants' areas of specialization. *Offered every year.*

**GRSC 7800 College Teaching and Student Learning** (3 hrs)

Prerequisite: GRSC 7770

This interdisciplinary course focuses on how undergraduates learn. Participants will learn a variety of factors that influence teaching and learning in an attempt to discover and define what it means to be an effective college teacher, and will also discuss theory, techniques, and strategies for helping undergraduates become active learners. *Offered spring semester every year.*

**GRSC 7870 Service-Learning Course Design** (3 hrs)

Prerequisite: GRSC 7770

This interdisciplinary course gives graduate students a foundation in theory and practice of integrating academic service-learning into course design and instruction. Students will learn best practices for service-learning course design, working with community partners, assessment, reflection, and logistics, and will take part in a service-learning activity. This course may also be helpful for graduate students interested in preparing a Community Engagement Portfolio. *Offered spring semester every year.*

**LLED 8600 Research on Second Language Acquisition** (3 hrs)

This course presents research and theories on the acquisition of additional languages in classroom settings. Major theoretical paradigms informing research on second language acquisition and underlying assumptions about learning and language will be discussed. Common research methods for analyzing classroom second language data as well as current findings and trends will also be reviewed. Not open to students with credit in ELAN 8600. *Offered every year.*

**WIPP 7001 Pedagogy of Writing in the Disciplines** (1-3 hrs)

Theory and practice of teaching writing in the disciplines. This course surveys the most recent research in student writing processes and the best pedagogical practices for helping students improve their writing, understand course content, and become familiar with disciplinary conventions of writing in Biology. *Offered fall semester every year.*

**Technology to Support Teaching and Learning**

**EDHI 9040 Using Technology in College Classroom** (3 hrs)

Prerequisite: GRSC 7770 or EDHI 9030

This course examines instructional technology in the college classroom, on campus, and online. Its purpose is to encourage critical reflection on the use of instructional technologies across fields and to provide opportunities to develop skills in employing technology in the classroom. *Offered spring semester every year.*

**EDIT 4150/6150 Introduction to Computer-Based Education (3 hrs)**

The computer, modern technology, and its educational applications. Computer-based education in the areas of instruction, technology integration, multimedia, and new designs for teaching and learning. Philosophical perspectives on the role of modern technology in education. *Offered every year.*

**EDIT 5500/7500 Technology-Enhanced Classroom Environments (3 hrs)**

Design and creation of technology-enhanced classroom environments. Examines role of current and emerging technologies in the classroom. *Offered every year.*

**EDIT 6100 Introduction to Instructional Technology (3 hrs)**

This course focuses on the field of instructional technology, situating the field within the context of its historical perspective, current practices, and future directions. Its purpose is to examine, critique, and discover the context of the field of Instructional Technology, its historical perspectives, current practices, and future directions. *Offered every year.*

**EDIT 6200 Learning Environments Design I (4 hrs)**

Prerequisite: EDIT 4170/6170 and EDIT 6190

Instructional design, learning theory, project management, and evaluation of designing interactive learning environments for education and training. Students and faculty work in teams to produce interactive multimedia, electronic performance support systems, internet resources, and other evolving forms of technology-enhanced learning environments. *Offered every year.*

**EDIT 6210 Learning Environments Design II (4 hrs)**

Prerequisite: EDIT 6200

Contemporary learning theories of the design of interactive environments for information retrieval, learning, and performance support. Students and faculty work in teams to produce hypertext, hypermedia, micro worlds, simulations, games, virtual learning environments, and other examples of interactive environments. *Offered every year.*

**EDIT 6400 Emerging Approaches in Teaching, Learning and Technology (3 hrs)**

Teaching, learning, and performing, and the ways technological environments can be designed to support these approaches. Describes the theoretical and research foundations of these approaches, and demonstrates varied uses of technology. *Offered every year.*

**EDIT 7520 Distance Learning and Telecommunications (3 hrs)**

Distance learning and telecommunications in the U.S. and the world, covering history, research, technology, uses, and policy issues; development of appropriate educational applications. It will progress through the basic setup of course elements in a Learning Management System through the actual delivery and interactions of an online class, and will cover some of the most important instructional strategies, ideas, and issues in an online course. *Offered every year.*

**EDIT 9990 Global Perspectives with Interactive Communications Technology** (3 hrs)

This course examines the use of Interactive Communication Technology (ICT) for bringing the world to the classroom with a specific look at Global Education and how it's approached from traditional methods to the study abroad experience. *Contact department for more information and availability.*

**GRMN 7600 Teaching with Technology** (3 hrs)

Prerequisite: GRMN 7500 or LING 7500

Professional development in language pedagogy with a focus on enhancing teaching through technology. Assessment of how technologies can enrich student learning and be effectively integrated into syllabi and curricula. *Contact department for more information and availability.*

**Professional Development for the Academy**

**AESC 4920/6920 FOCUS: Service Learning Experience** (3 hrs)

This course facilitates a partnership between area public schools and the University of Georgia using service-learning as the primary pedagogical tool for teaching course objectives. Students will spend significant time in a local elementary school assisting a classroom teacher in science instruction. *Offered fall, spring, and summer every semester.*

**EADU 8020 Adult Education in Social Context** (3 hrs)

The social context of adult education, including race, class, and gender analyses, and the role of adult education in society. Relevant historical, sociological, political, and economic factors that influence adult education theory and practice will be explored. *Offered every year.*

**EADU 8050 Multicultural Issues in Adult Education** (3 hrs)

Cultural (racial, ethnic, linguistic) diversity in the adult educational context. Topics include cultural self-awareness, demographic changes and projections, problems/issues in inter-cultural educational settings, theoretical perspectives of multicultural adult education, practical problems and related strategies in handling diversity in adult education settings. *Offered every year.*

**EADU 9020 Adult Learning Theory and Research** (3 hrs)

Research and theory in adult learning, including social and psychological aspects of adult learning, participation and motivation, self-directed learning, transformative learning, and recent theoretical perspectives. *Offered every year.*

**ECHD 8000 Professional and Career Development Topics in the Academy** (3 hrs)

This course provides opportunities for students to thoughtfully and critically examine the academy as a career option through self-examination and values clarification; exposure to graduate student activities and opportunities related to teaching, research, and service; examination of the teaching, research, and service mission of the academy at different types of institutions of higher education, and exposure to professional and career development issues found in the academy. *Contact department for more information and availability.*



**ECHD 9320 Teaching and Diversity (3 hrs)**

Examination of ways in which teaching and learning intersect with diversity. Three specific areas will be examined: teaching diversity course content, understanding the experiences of diverse teachers and faculty, and teaching diverse students. *Offered every year.*

**EDHI 9010 Academic Programs in Higher Education (3 hrs)**

General education and specialization in undergraduate education. Curricular trends, contemporary practices, persistent challenges, and external influences in the development of courses and programs in higher education. *Offered every year.*

**EDHI 9030 Instructional Processes in Higher Education (3 hrs)**

Major instructional practices in higher education, including establishing course goals and objectives, selecting appropriate teaching methods, and evaluating learning outcomes. *Offered every year.*

**EDHI 9050 Organization and Governance in Higher Education (3 hrs)**

Organization and governance in higher education, with special attention to diversity of institutional types, relevant organizational theory, and the nature of change in colleges and universities. *Offered every year.*

**EDHI 9100 The American Professoriate (3 hrs)**

Social organization, social stratification, and change of the American professoriate by way of classical and contemporary readings. The transition of new faculty members from graduate school to the initial academic appointment. *Offered every year.*

**EMAT 8010 Advanced Study of Mathematics Curriculum (3 hrs)**

Prerequisites: EMAT 7050 and EMAT 7080

This course discusses theoretical bases for mathematics curriculum including analyses of “curriculum” as defined in the context of teaching, student learning, and math education, the role of math educators and research in developing curriculum, the impact of reform efforts in school mathematics over the past century, and the influences impacting curriculum design, content taught, and the approach to instruction in both the U.S. and internationally. *Offered fall semester every year.*

**GRSC 7900 Designing Courses for Significant Learning (3 hrs)**

Prerequisite: GRSC 7770

The purpose of this interdisciplinary course is to give graduate students a foundation in course design, grounded in strong pedagogical theory. Students will design or redesign a course in its entirety, beginning with their goals for their students and working backward through assessment to teaching and learning activities. *Offered fall semester every year.*

**GRSC 7970 Approaches to Community Engagement (3hrs)**

Theory, methodology, and ethics of university-community engagement. The professional development of graduate students is enhanced through training in engaged teaching, research, and service. *Offered fall semester every year.*

**WMST 7770 Teaching in Women's Studies (3 hrs)**

Using materials, techniques, and objectives for teaching undergraduate courses in women's studies, this course focuses on feminist pedagogies and information about creating lectures, leading discussions, sparking critical thought, and assessing student learning. It examines how educational systems and institutions have regarded women historically and contemporarily as well as the ideas and issues that comprise contemporary feminist thinking. Additionally, it looks at the influence of patriarchy on Western society and in particular the educational lives of women. *Offered fall semester every year.*

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