



THE UNIVERSITY OF ARIZONA

College Teaching

Graduate Interdisciplinary Program

Graduate Handbook

College Teaching Graduate Interdisciplinary Program

2024 - 2025

The University of Arizona

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Welcome, Students!

Thank you for your interest in this program!

1. Introduction to the College Teaching Graduate Interdisciplinary Degree Program (GIDP)

1.1 About the College Teaching GIDP

Many teaching professionals in higher education enter the classroom with little training in the teaching vocation. Yet like any other professional work, teaching is informed by scholarship: it adheres to theories of learning, evidence-based practices, and practice-based skills.

The College Teaching GIDP provides graduate education in, and professional preparation on, learner-centered teaching and reflective and evidence-based teaching practice. This graduate program consists of courses that provide foundational information and help develop the competencies necessary to teach effectively in higher education. It is open to post-baccalaureate students, including post-baccalaureate staff and faculty. Our courses are known for their enriching collegial atmosphere where you will interact with peers from various disciplines across campus.

You will learn about learner-centered theories and instructional strategies to guide your development as reflective and effective professional educators. While you explore the scholarship of teaching and learning, you will focus your activities on practical application and development. This program takes an approach that focuses on theory into practice with workshop-style courses.

The College Teaching GIDP offers the Certificate in College Teaching (CCT) Program that was initiated in the early 2000s, with a series of credit-bearing courses. It grew into an official graduate certificate in 2011. In 2022, it became part of the Graduate Interdisciplinary Programs (GIDP).

The College Teaching GIDP may involve faculty members from several colleges at the University of Arizona who share a common interest in the education of graduate students interested in learning more about evidence-based college teaching. Furthermore, the program will provide you with the necessary foundation to be competitive for academic hires.

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1.2 GIDP Academic Leadership

Graduate Interdisciplinary Programs, or GIDPs, are graduate-level programs with collaborative relationships between several colleges across campus creating unique opportunities for interdisciplinary scholarship. GIDPs transcend departmental boundaries by facilitating cutting-edge teaching and scholarship at the nexus of traditional disciplines. The high value placed on interdisciplinary scholarship and education indicates the University of Arizona's enthusiasm and commitment to fostering innovation and creativity among its faculty and students.

GIDP Academic Leadership:

- Alicia Lopez – Associate Director of Graduate Interdisciplinary Programs – alicialopez@arizona.edu

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1.3 College Teaching GIDP Committee & Faculty

Like all GIDPs, the College Teaching GIDP is administered by an Executive Committee of faculty members from participating programs who oversee the administration of the program and guide its development. The Executive Committee is chaired by the program chair and includes at least five faculty members and the Program Coordinators. The Executive Committee of the GIDP in College Teaching formulates policies and procedures for the operation of the graduate program in such areas as admissions, curricula, student supervision, and completion of degree program requirements. As needed, sub-committees will be created to assist with processes such as admissions, curricula, student supervision, and degree completion.

College Teaching GIDP Chair:

- Lisa Elfring, Ph.D, elfring@arizona.edu – University Center for Assessment, Teaching & Technology (UCATT)

College Teaching Executive Committee:

- Lisa Elfring, Ph.D, elfring@arizona.edu – UCATT
- Erin Galyen, Ph.D, egalyen@arizona.edu – UCATT
- Mascha N. Gemein, Ph.D, mngemein@arizona.edu – UCATT
- Gretchen Gibbs, M.A., ggibbs@arizona.edu – UCATT
- Spencer Willis, Dr.PH, slwillis@arizona.edu – UCATT
- Emily Jo Schwaller, Ph.D, emilyjoschwaller@arizona.edu -- UCATT
- Kristin Winet, Ph.D, kwinet@arizona.edu – UCATT

Affiliated Faculty Members:

- Aimee Mapes, Ph.D, acmapes@arizona.edu - English and UCATT

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1.4 College Teaching Program Coordinators (Advising)

The Program Coordinators advise you on your degree journey and work with the Graduate College degree counselor, admissions specialists, and the Executive Committee to ensure that you comply with policies and procedures and make satisfactory progress toward the timely and compliant completion of your degrees.

Program Coordinators:

- Erin Galyen: egalyen@arizona.edu | 520-621-2440
- Mascha N. Gemein: mngemein@arizona.edu | 520-626-3682

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1.5 Facilities & Addresses

Administrative offices and UCATT faculty offices:

University Center for Assessment, Teaching & Technology

1500 E University Blvd, Bldg. 70

Tucson, AZ 85721

The administrative office for all GIDPs is:

GIDP Administration Office

1401 E University Blvd.

Admin. Bldg., Rm. 303.

PO Box 210066

Tucson, AZ 85721-0066

Classrooms:

- ILC 136 Classroom
- Centrally scheduled classrooms

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1.6 Student Resources

A central resource for advising, forms, funding, and more is the [Graduate College](#). Because our program is small, we encourage you to take advantage of organizations such as the [Graduate College's Graduate Center](#) and [the Graduate & Professional Student Council](#). The Graduate Center is a resource for student support activities and professional development and a means to network with other graduate students. Check the [Graduate Center calendar](#) regularly for helpful and fun events.

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1.7 Student Appeals

You have the right to formally request exceptions to program policies and procedures or formally appeal program decisions by submitting in writing to the Chair of the College Teaching program. The program faculty will review the appeal and may include a collective meeting with you. The program faculty's

decision to accept the appeal will be based on a majority vote. The program faculty may place additional requirements/deadlines on you as a prerequisite for continuing the program.

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2 Prospective Students

2.1 Taking Courses in College Teaching

We developed the courses in the College Teaching Program as core and elective course options for the Certificate in College Teaching. You may enroll in the certificate program before or during the semesters in which you take College Teaching courses as long as all courses intended for completion of the certificate take place within 4 years.

Courses in College Teaching can also be taken as electives for any major or minor program. An exception is IA 697p, College Teaching Practice, a course reserved for those enrolled in the Certificate in College Teaching Program. Please contact the graduate advisor in your home department for more information on departmental requirements for elective courses.

The Graduate College offers a Multidisciplinary Minor that allows you a free choice of courses. For more about the 9-unit Multidisciplinary Minor, please contact Elise Bowler, Graduate Student Academic Services, [Graduate College](#).

A maximum of 10 units of courses from the College Teaching Program may also be used for a Multidisciplinary Minor, another minor, or a major but for no more than a total of two programs. Before you decide to apply up to 10 units of the coursework to a minor or major program, please meet with a College Teaching Program Coordinator to ensure the availability of a College Teaching faculty member for possible service on your Comprehensive Exam Committee, if required by your major program.

We typically do not offer any courses over the summer. Since most people in our program are graduate students on TA/RA contracts and these contracts do not cover summer tuition, it would be cost-prohibitive for most students to take summer courses.

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2.2 Financial Aid

College Teaching courses carry the same tuition and fees as other graduate-level courses. For tuition and fee information, including a tuition calculator, please visit the U of A [Bursar](#). We are unable to offer financial aid. Many graduate students use the benefits from their departmental teaching or research assistantships to cover tuition for the courses. Similarly, faculty and staff often apply for [Qualified Tuition Reduction](#).

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2.3 Eligibility for the Certificate in College Teaching (CCT)

The Certificate in College Teaching (CCT) Program is open to all post-baccalaureate students, faculty, and staff at U of A Main Campus.

If you are enrolled at the Arizona Online or Arizona International campuses, you are NOT eligible to enroll in this program because you are not allowed to be active on more than one campus at a time. Arizona Online, Arizona International, and U of A Main Campus are seen as separate campuses for administrative purposes, and this program is only offered at U of A Main Campus.

2.1.1 Graduate Students

If you are a U.S. citizen or Permanent Resident Card I-551 ("Greencard") holder and enrolled in a degree program at the U of A Main Campus, you are eligible for enrollment in the CCT.

If you are an international graduate student and enrolled in a degree program at the U of A Main Campus, please check with the [Global Initiatives International Student Services](#) to determine whether you are eligible for enrollment into a graduate certificate program. Coursework for our certificate program alone does not add up to full-time student status.

2.1.2 Faculty and Staff

If you are a U.S. citizen or Permanent Resident Card I-551 ("Greencard") holder and not currently enrolled as a U of A graduate student, you must satisfy the Graduate College admission requirements and then enroll as a certificate-seeking graduate student. If you intend to take one or more courses, but do not apply to and complete the certificate, you may enroll as a non-degree-seeking graduate student. You can find the Graduate College Admission requirements at: <https://grad.arizona.edu/admissions>

If you are NOT a U.S. citizen or Greencard holder, please check with [Global Initiatives International Faculty and Scholars](#) whether you are eligible for enrollment as a certificate-seeking or non-degree-seeking student and consequent enrollment into a graduate certificate program or individual courses. Make sure to ask about documenting English language proficiency and transcripts (important for Graduate College application) as well as required vaccinations (important for matriculation with the Registrar).

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2.4 Using Prior Course Credit for the Certificate in College Teaching (CCT)

2.4.1 External Transfer Credit

As per the [Graduate College certificate policies](#), if you have graduate credit units from a different institution, please note that a course approved for transfer credit must have been taken no more than two years before admission to the CCT. Further, you will need to submit a course substitution request. Transfer credit is limited to 3 credit units of elective coursework.

2.4.2 Prior U of A Credit

If you have already taken a course on teaching in your department and it is listed on the CCT-approved electives list (see Section 3.5.5, below), you can use the course for the CCT program, even if you have not

yet taken the required IA 697a - Learner-Centered Teaching course and have not yet applied to the program. However, we highly recommend taking the IA 697a - Learner-Centered Teaching course first.

You may be eligible to earn credit for “prior learning” if attained through a University of Arizona or affiliated program (e.g., U of A professional-development training, UCATT mini-courses, U of A Faculty Learning Community participation). If you are interested in receiving credit for prior learning, please first consult with the program coordinators (section 1.4 above) for degree applicability. For more details, please consult the [Graduate College certificate policies](#).

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2.5 Course Substitution Requests for the CCT

There are two types of course substitutions: one for elective coursework and one for core courses. If you took a graduate course on college teaching that is not on our list of approved courses, an elective course substitution may be possible. In rare cases, you may have taken a course that is so similar to one of the certificate core courses that a core course substitution could be considered.

We recommend making any course substitution request as early in your program as possible. Preferably, the course should not exceed the 4-year Plan of Study time limit for the CCT (as far as can be predicted); otherwise, a petition would need to be filed to the Graduate College following approval by the Curriculum Committee.

Evaluation criteria: For a course from another institution or U of A program to be approved for the CCT, it has to address teaching practice at the college level and contribute to one or more CCT program learning outcomes. If a prospective course is focused on K-12, or mostly education theory, research, or policy, you will be asked to provide additional materials to demonstrate the applicability of your learning to college-level teaching practice (e.g., submitting sample assignments, writing a letter with a rationale).

To request a course substitution, please send a recent syllabus of the course you wish to use for the CCT to the CT Coordinators. The CT Curriculum Committee will then review the syllabus, request additional materials such as a sample assignment if necessary, and decide if the course substitution can be approved. If it is an approved elective course substitution, a CT Coordinator will add a comment about it on your Plan of Study when you submit it. If it is a core course substitution, you will submit a petition to the Graduate College that includes a letter of support from a representative of the Curriculum Committee.

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3 The Certificate in College Teaching (CCT)

3.1 Certificate Program Learning Outcomes

The 10-credit unit Certificate in College Teaching Program provides opportunities to develop knowledge and skills useful in your current and future careers as college/adult-learning teaching professionals. The intended learning outcomes are to:

1. Identify and interpret the characteristics of effective learner-centered college teaching.
2. Make instructional decisions grounded in the scholarship of teaching and learning.
3. Demonstrate excellence in learner-centered college teaching.
4. Demonstrate capacity to contribute to a professional learning community.

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3.2 Degree Program Requirements

3.2.1 Curriculum & Credit Units

The Certificate in College Teaching (CCT) Program is a 10-credit curriculum that includes:

- IA 697a Learner-Centered Teaching (2 credit units)
- IA 697b Using Technology in Teaching (2 credit units)
- One or more elective courses (min. 3 credit units)
- IA 697p College Teaching Practice (3 credit units; prerequisites: IA 697 a and b)

Application to the CCT program is not required to enroll in our courses except for the capstone course, IA 697p. Elective coursework can be taken before, after, or concurrently with core courses. All core courses are full-semester courses in Fall and/or Spring semesters. There are no summer courses.

Our curriculum was updated in the summer of 2018. If you have taken any coursework before that time, please contact the Program Coordinators to receive assistance with your Plan of Study for the CCT.

3.2.2 Time to Degree

You need at least 2 semesters to complete the program because IA 697a and IA 697b have to be completed with a “B” or higher to enroll in IA 697p. You have up to 4 years to complete the CCT. The “clock” starts with the semester when the earliest coursework was completed for the CCT, independent of the date of admission to the Certificate Program, and ends with completing the last course. You may request exceptions with a Graduate Petition to the Graduate College.

3.2.3 Satisfactory Academic Progress

What is [satisfactory progress](#)? The absolute minimum criteria for satisfactory progress include:

- Maintain a grade-point average of no less than 3.00 in all graduate coursework. GPA is calculated at the end of each semester.
- No final grades below a “B” in core courses.
- Students may not carry more than two “incompletes” at any time.

Students with a final grade of “C” or below in IA 697a or IA697b will not be admitted to the capstone course IA 697p College Teaching Practice. Students with a final grade of “C” will not be issued a Certificate in College Teaching but may petition the CT Executive Committee for a review.

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3.3 Application to the CCT

The application and enrollment procedures follow the [standard procedures for all graduate certificate programs](#) that are administered through the Graduate College.

The application deadlines are June 30th for the fall semester and October 30th for the spring semester. These deadlines apply to both domestic and international applicants. If you have missed a deadline and still wish to apply, please contact a Program Coordinator.

To apply to the program, log onto the Graduate College Admissions at <https://apply.grad.arizona.edu/> and complete the required information on the online application using your U of A NetID. If you are currently not affiliated with the University of Arizona you will be asked to create an account.

If you haven't used this application system before, you will be asked to provide your personal information (e.g., contact information), education history, scanned copies of unofficial transcripts, and program information. If you are a current U of A graduate student no fee is needed.

1. Navigate to "My Applications," then click on "Apply to a Program." It will open a form with a number of fields.
2. For Campus, please select "University of Arizona - Main"
3. For Location, please select "Tucson".
4. For Program Category, please select "Certificate Program."
5. For Program of Study, please select "College Teaching (Certificate NDP)."
6. For Semester, please choose the semester in which you wish to begin your coursework.
7. Most of you can ignore the UA Site/International Dual Degree Program and Sponsor/Program Affiliation. Please only select a sponsor/program affiliation if you have a possible funding resource from outside our department.
8. Then follow the instructions to submit your application.

Please note the institutional requirement to submit a Statement of Purpose and Letter of Recommendation. Detailed instructions can be found in our application information in Grad Path.

Within 2-4 weeks, you should receive an admissions email message from the Graduate College. Once admitted to the program, you must accept your admission (Intent to Matriculate) by going back into the Application system. There will be details in your acceptance email.

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3.4 Core/Required Courses

Course Registration: For details on registration procedures, opening dates and deadlines, and change-of-schedule forms, please visit the [Office of the Registrar website](#) and follow the instructions for enrolling.

3.4.1 IA 697a Learner-Centered Teaching (Fall & Spring; 2 credit units)

This course provides a foundation in learner-centered teaching and includes scholarship of college-level teaching and learning, approaches to course and lesson design, techniques to implement and assess

active and collaborative learning, and development of reflective teaching practices. Appropriate for anyone interested in learning more about college-level teaching or adult education.

3.4.2 IA 697b Using Technology in Teaching (Fall only; 2 credit units)

This workshop-style course focuses on skills and knowledge for the effective use of technology to motivate and interact with students, create and organize information, and guide and assess learning. Topics include visual design, e-portfolios, academic integrity, learning management systems, multimedia recording, equity, and design of meaningful learning experiences online and off.

3.4.3 IA 697p College Teaching Practice (Fall & Spring; 3 credit units)

IA 697p College Teaching Practice provides individual mentoring in applying principles of learner-centered teaching to adult education contexts, reflecting on teaching practice, and documenting teaching expertise. Primary components of the course include seminar-style meetings, observations of teaching, peer reviews, and the development of a professional-quality teaching portfolio. Several College Teaching faculty members co-teach this course and provide small-group and individual mentorship.

This course is only offered to students enrolled in the CCT program who have successfully completed IA 697a and IA 697b. Therefore, it requires a special course registration process via the submission of a proposal to enroll in IA 697P, which includes

1. A description of how you see the course supporting your short-term teaching and learning and long-term (e.g., post-graduate/certificate) professional goals.
2. A list of 3 specific teaching opportunities* that are taught during the semester in which you are taking IA 697p (including course and/or specific teaching event information). Peers and OIA faculty will observe each of these three opportunities.
3. A description of how you see your proposed teaching opportunities as beneficial to your learning and professional development.

*A teaching opportunity is considered:

- Teaching one 50-75 minute section of a U of A scheduled class, discussion section, lab, or equivalent as the instructor of record (either face-to-face or online).
- Guest teaching one 50-75 minute section of a U of A scheduled class, discussion section, lab, or equivalent (either face-to-face or online).
- Facilitating one 50-75 minute workshop, seminar, or other learning experience within your area of expertise for U of A students or U of A affiliates (either face-to-face or online).

If you need support in communicating your need for teaching opportunities to advisors, colleagues, etc., feel free to ask the CT coordinators for a letter of support.

When you are ready, [click here to submit your proposal](#), or copy and paste the following URL into your browser: <https://tinyurl.com/cct-practicum-enrollment>

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3.5 Elective Courses offered by UCATT

For completion of the certificate program, a minimum of 3 credit units is required from elective courses.

3.5.1 IA 497m/597m Mindful Teaching and Learning: A Course in Theory and Applied Practice (Spring only; 3 credit units)

This class is designed to provide practical application of current research about Mindfulness in teaching, also known as contemplative pedagogy (cp) strategies. These strategies increase the likelihood of student success. Course themes and activities focus on: defining mindfulness and contemplative pedagogy, historical and cultural origins, scholarship surrounding and supporting mindful teaching, choosing, planning, facilitating, and assessing basic mindful teaching strategies, addressing student reaction and resistance, strategies for the online classroom and other trends in mindful teaching in higher education. Since we explore the origins of many of the mindfulness practices, we will discuss ethical considerations and the danger of cultural appropriation in order to reflect upon and refine our cultural competencies. Students in the class are expected to participate in, and provide, demonstrations of the strategies in practice. Instruction is in person with specified assignments and deadlines.

3.5.2 IA 597d Diversity, Equity, and Inclusion in College Teaching (Fall only; 3 credit units)

This workshop-style course focuses on the practical application of multidisciplinary scholarship that informs inclusive and equity-minded teaching practice in higher education. Students will draw from evidence-based concepts and scholarly discourses to develop and articulate their teaching philosophies, strategies, and practices within their varying teaching contexts. Personal and professional development opportunities are built into the course.

3.5.3 IA 621: Teaching Writing Across the Curriculum (Spring only; 3 credit units)

In this project-based seminar, we will explore key concepts and theories in writing across the curriculum (WAC) and learn strategies for making writing a more integrated, fundamental part of our teaching practice. Students will translate these ideas into classroom activities and assignment prompts, research writing conventions in their disciplines, and propose a change-making project of their choice at the end of the course. Appropriate for anyone with an interest in learning more about teaching writing at the college level.

3.5.4 IA 699 Independent Study (Fall & Spring; 1-3 credit units)

Students may register for 1, 2, or 3 credit units of independent study during which they will explore, under the supervision of a College Teaching faculty member, the theory, practices, and/or literature of specific areas of interest in college teaching and learning such as online instruction, course-level assessment, or other topics related to learning-centered instruction. IA 699 credit is available for selected professional development programs. The general Independent Study Proposal and Policies can be accessed and downloaded via the [Office of the Registrar](#).

3.5.5 Other Elective Course Options

Many courses from various units across campus are official elective courses for the CCT. Please check the U of A [Course Catalog](#) for descriptions of these courses and contact the offering department for details.

Please note that these elective courses vary in their formats, grading schemes, and credit units. Some courses do not fulfill the 3-credit requirement; therefore, students who take a 1- or 2-unit course can

fulfill the 3-unit requirement by enrolling in another course on the list or in IA 699 Independent Study for the additional credit units.

We do not receive regular updates about the status of courses offered by other campus units. Please let us know if you find that the number of units might have changed or if there is any other aspect of the course offering that we should be aware of. Thank you!

List of courses:

- AED/MSE 596D Teaching Science & Math through Inquiry (2 units)
- AED/IA 697c Workshop on Teaching at the College Level (3 units)
- AIS 697a College Teaching Methods (3 units)
- ARB 596m Special Topics in Arabic Linguistics (3 units)
- ASTR 555 Teaching College-Level Astronomy and Planetary Science (3 units)
- DNC 595a Teaching Methods for Dance (3 units)
- EDP 514 Psychology of Instruction (3 units)
- ENGL 510 Teaching of Composition (3 units)
- ENGL 591 Preceptorship (1-6 units)
- ENGL 596h Modern Literature (3 units)
- ETCV 512 Student Engagement in Online Learning Environments (3 units)
- FSHD 696 Learner-Centered Teaching for Online Delivery (1 unit)
- GEOG 695c Preparing Future Faculty: College Teaching (1 unit)
- HED 696C Preparing to be a Professor (3 units; effective August 2024)
- HIST 597a Teaching Methods and Practice (3 units)
- LAT 580 Issues in Latin Methodology (3 units)
- LIS 583 eLearning for Librarians (3 units)
- LRC/ENGL 680 Reader-Response Theories (3 units)
- MCB 520 Research on College Science Teaching and Learning (3 units)
- MIS 696a Readings in MIS (3 units)
- MUS 622 Theory Pedagogy (3 units)
- MUS 672 Teaching Music in Higher Education (3 units)
- NRSC 694 Practicum in Teaching Course-Based Research Experiences (3 units)
- PHSC 611 Theory and Practice in Pharmacy Education (3 units)
- POL 602 Teaching Political Science (2 units)
- PS 697A Physiological Sciences Teaching Workshop (1 unit)
- PS 697b Physiological Sci Teaching Workshop (1 unit)
- PSIO 591 Preceptorship (1 unit)
- PSIO 697A Workshop: Physiology Tutorial (3 units)
- PSYC 586b Ethical Issues in Psychology (3 units)
- PSYC 596T The Teaching of Psychology (3 units)
- SERP 693 Doctoral Internship in Teaching
- SERP 695e Preparation for the Professoriate (3 units)
- SLAT/GER/EAS/LAT/SPAN/FREN 579 Issues in Post-Secondary Language Teaching & Learning (3 units)
- SLHS/BIOC/PSIO 649 Survival Skills and Ethics (3 units)
- SOC 596b Graduate Teaching Seminar (3 units)

- TLS 519 Learning in Science and Mathematics (3 units)
- TLS 562 Groupwork for Diverse Classrooms (3 units)
- TLS 644 Indigenous Wellbeing Through Education (3 units)
- TTE 519 Learning in Science & Mathematics (3 units)

Some departments may limit course enrollment to majors only. When selecting an elective, check with the respective department to determine whether you are allowed to enroll in the course.

If you are aware of a class outside of this list that you believe might qualify as an elective course and/or you are attempting to transfer credit units, please contact the CT Program Coordinators.

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3.6 Maintaining Active Status in the CCT

The standard policy for [Continuous Enrollment](#) applies. As long as you are enrolled in at least 1 graduate unit you meet continuous enrollment for all your programs. You can petition for a [Leave of Absence](#) when you do not believe you will be enrolled for a term or two. Time to degree is not extended while on Leave of Absence.

You may request an [extension of your time to complete](#) the program of not more than one year under specific circumstances regarding the care of a minor.

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3.7 CCT Completion (Plan of Study)

A separate CCT Plan of Study and Responsible Conduct of Research Statement must be submitted through the GradPath link in your UAccess Student account. The Plan of Study must be submitted before completing the last course in the CCT program to receive a certificate on time. The form requires approval by a CT Coordinator and the Director of Graduate Studies.

1. For the Graduation date, select the semester and year you are completing the Certificate, NOT your degree program.
2. For the Advisor, please enter the name of either the current College Teaching Program Coordinators, Erin Galyen or Mascha N. Gemein.
3. Choose the classes you'd like to count for the Certificate, submit, and you're done!

Please note: The U of A has introduced a one-time [candidacy fee of \\$15](#) (billed to your bursar's account) at the time your Plan of Study is approved by the Graduate Student Academic Services office.

After the semester in which all CCT requirements have been completed, CCT completion will be documented on your official transcript. If you submitted your Plan of Study but will take longer than planned to complete the certificate, please email the [Graduate College Degree Counselor](#) to adjust the graduation date on your Plan of Study.

Your Certificate will be automatically updated on your transcript when you finish the program. The Graduate College centrally mails paper certificates for all certificate programs.

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3.8 Discontinuing the CCT

Students may discontinue the program without penalty at any time; however, action is required from the student. If you wish to discontinue the program, please send an email to the [Graduate College Degree Counselor](#) of the CCT Program indicating your wish to discontinue. Please copy the College Teaching Coordinators on your email. Even if you discontinue the program any courses completed or attempted will still be included in your transcript.

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3.9 Selected Testimonials from CCT Alumni

“The CCT program is a wonderful way to expand your horizons regarding teaching at the college level. I entered this program hoping to walk away with innovative strategies that I can implement in the classroom to help engage students and break the monotonous ubiquity of most classrooms. I can confidently say that I am leaving the program with a toolshed worth of methods I can implement in the classroom, but more importantly, I can say I'm walking away with a core set of fundamental values as it pertains to building effective learning environments. I cannot wait to continue putting what I learned to use, as I continue my journey as an educator.” - Ben Schwartz, Neuroscience, CCT 2021 alumnus

“I recommend this program to anyone who wants to learn to be a better teacher. It has an optimum balance of theory and application. I found the learnings to be immediately applicable in my teaching, sometimes as soon as the next day or week. Nothing felt extra or unnecessary. The diversity of students - in discipline, age, background, etc. - enriches the learning process and provides insight into different ways of teaching and learning. The instructors are amazing and incredibly supportive. The program had sufficient structure for me to understand its clear trajectory and purpose, with enough latitude to approach projects and assignments to suit my individual needs and discipline. One side benefit was that I was able to simultaneously share applicable learnings with my own students, and they could see me as a learner, and not only as their teacher.” - Teresa Rosano, Architecture, CCT 2019/2020 alumna

“The CCT Program was a powerful learning experience for me. The faculty and staff were extremely supportive to me as a student. Additionally, I learned a lot from the gifted and innovative faculty about how I could continue improving my professional and teaching skills, knowledge domains, and my interactions with diverse learners across multimodal teaching/learning environments. I recommend that professionals interested in exploring, enhancing, and/or learning cutting-edge strategies and knowledge about teaching, learning, and designing inclusive learning environments enroll in the CCT Program!” - Joanna E. Sanchez-Avila, English, 2019 CCT alumna

“The teaching tools I received and the skills I developed in this program were essential in my job search, and I believe the CCT program is what helped me land interviews and job offers. Now as a new Assistant

Professor, I have been able to implement everything I learned in the CCT program and I felt incredibly well-prepared during my first year of teaching.” - Ellen Santos, Epidemiology, CCT 2017/2018

“The CCT program effectively prepared me to be a strong instructor by applying evidence-based practice techniques in my teaching, self-assessment and monitoring on how to improve my teaching, considering different modes of assessment in teaching, and gave me a significant amount of practice and experience teaching before I taught a class of my own. Thank you, CCT!” - Genesis Arizmendi, Speech, Language, and Hearing Sciences, CCT 2017.

“When Dr. Joe Gerald invited me to work with him on this article [“Time to Make Your Mandatory-Attendance Policy Optional?” in *The Chronicle of Higher Education*, 2019], I appreciated how the message fit with my experiences in the CCT program. Our ideas around attendance may not be appropriate or even necessary in every setting, but we thought it was a good option to encourage positive classroom behaviors while still prioritizing student autonomy. One of the important lessons I gained from the CCT program is that effective teachers do not seek to universally apply a single, correct learning strategy to all students, but to assist them in identifying and adopting strategies that work for them.” - Benjamin Brady, College of Public Health, 2017 CCT alumnus.

“The CCT program models exemplary education strategies and techniques creating a fun, interactive learning environment where you will learn a lot. Each minute of class is carefully crafted to facilitate personal learning and growth. In addition to being able to learn by example, CCT courses are designed to give you tangible products that will benefit you as an educator and your students. For example, CCT courses demonstrate a variety of learning strategies and techniques as part of your class activities that include workshopping class syllabi, teaching statements, and lesson plans.” - Dr. Arica Crootof, Geography, CCT 2016/2017 alumna

“The CCT curriculum and instructors helped me understand the dimensions of “excellence in teaching” landscape. Because of this thorough introduction, I became comfortable enough to continue to explore this landscape. After years of post-CCT teaching, when looking back, I see I have become very comfortable in this pedagogical space and am continuing down my own pathway, confidently.” - Netzin Steklis, Ethology & Evolutionary Psychology, CCT 2016 alumna

“Through the Certificate in College Teaching program, I learned detailed, reflective pedagogical practices for both face-to-face and online teaching. I especially found helpful the program's pairing of teaching observation with discussions of linking course design and student engagement to varied educational outcomes. The certificate program provided an excellent way to strengthen my teaching repertoire and gave me confidence in using a broad set of active learning approaches in my courses. I use the techniques, practices, and pedagogies taught within this program every single day. The experience with CCT also made me realize how generative it is to collaborate on teaching and learning, and has shaped my subsequent research and service work.” - Angela Storey, School of Anthropology, 2015 CCT alumna.

“The instructors in the CCT Program were personable and invested and they took so much care in how they taught, mentored, and offered feedback. I felt supported and inspired by the CCT Program and couldn't recommend an experience more. Along with the intense responsibilities and activities of being a graduate student in the Dance Program, I left UA with a strong sense of who I am as a teacher and what guides me to continue to develop my pedagogy.” - Lindsay Hawkins, M.F.A., School of Dance, CCT 2015 alumna

“The best part for me about the program was the very intimate relationship with the instructors in the Office of Instruction and Assessment. They are very excited, they’re very happy, they’re very interested in helping you develop yourself as a teacher and they were more than willing to ... share everything they know. And they have learned so much and done so many things! [Please click here to view the full video testimonial.](#)” - Dan Erickson, Norton School of Family and Consumer Sciences, 2014 CCT alumnus.

Click here to view the UA News article "[Bringing Experience to the Classroom](#)" (2013) and read what our alumni Dee Hill Zaganelli, Sociology, and Alyssa Alger, School of Dance, have to say about the program.

“Completing the CCT at UA was deeply enriching to my own teaching practice for the long term. Foundational skills and knowledge in helping students learn and succeed were truly developed and honed in this program. In addition, CCT helped me to find "my people" at UA -- the OIA faculty, staff, and students who were as excited about teaching as I was. I am now mid-career in a productive teaching-focused faculty position and I feel I owe a great deal to the CCT for making that happen.” - Jessie Finch, Sociology, CCT 2012

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