COLLEGE TEACHING GRADUATE CERTIFICATE

* all applicants must apply online

College Teaching Graduate Certificate is housed in Curriculum Studies Program at School of Teaching, Learning, and Educational Sciences. It is a stand-alone certificate program to help current college and university faculty (including both full-time and part-time faculty as well as graduate teaching assistants who have college teaching assignments) develop and improve knowledge, skills, and capacities for successful college teaching, as well as advance their teaching vision, philosophy, and adaptability in a rapidly changing society at a range of institutions of higher education. Successful completion of the program includes taking 12 credit hours graduate courses (4 courses), and these credit hours are transferable to Curriculum Studies options in MS and PhD degree. The program is delivered on both Stillwater and Tulsa campuses.

College instructors will develop:
- Understanding of college teaching and learning
- Ability to use research-based teaching strategies that engage diverse learners
- Ability and creativity to use online teaching component
- Capacity of effective curriculum design
- Teaching philosophy and vision
- Capacity to address diversity and skills to engage lifelong learning

Graduate Certificate Coursework

Four graduate courses (12 credit hours) are required for the Graduate Certificate (*Denoted courses can be taken online to complete the program):

Required Course (3 credit hours)
*CID 5073 Pedagogical Research (with practicum component)
Or
CID 6073 Advanced Pedagogical Research (with practicum component)

Elective Courses (9 credit hours):
Choose three courses from the following list:
CID 5043 Issues in Teaching
*CID 5093 Curriculum Design
CID 5183 Media Literacy across the Curriculum
CID 5623 Multicultural Diversity Issues in Curriculum
CID 5823 Mindfulness, Curriculum and Teaching
CID 6033 Analysis of Teaching
CID 6040 Special Topics in College Curriculum and Teaching
CID 6133 Theory to Practice in Education
*EDTC 5503 Facilitating Online Learning
HESA 6713 Effective Teaching in Colleges and Universities
HIST 5021 Teaching History at the College Level
AGED 5813: College Teaching of Agriculture and Natural Resources
AGED 5823: Advanced Methods of Teaching Agriculture
*EPSY 5473 Psychology of Adult Learning
EPSY 5983 Instructional Effectiveness in Higher Education

All 12 credit hours can be transferred to the M.S. degree plan in Curriculum and Leadership Studies Option in TLL. A combination of four courses including a minimum of two 6000 level courses can be transferred to the Curriculum Studies Option in Ph.D. in Education.

Gradient Certificate Admission Information

Application Deadline
Applications may be submitted at any time. Admissions are made on a rolling basis; students should receive notification of admissions status within 4-6 weeks or longer during the summer after all application materials are received. Admission review is initiated when applicants have applied to the Graduate College and their completed admission folders have been sent to the College of Education for faculty review.

Minimum Background Requirements
- A minimum undergraduate GPA of 3.0; for those who have a master’s degree, minimum graduate GPA of 3.0
- Currently a college instructor or a graduate student with college teaching assignment

Documents Required To Be Submitted for Admission Review
- OSU Graduate application, including transcripts
- A typewritten professional goal statement (approximately 250 words) indicating the applicant’s objectives in pursuing this certificate.
- Two letters of professional recommendation indicating the applicant’s potential for successful graduate study.
- A brief CV/Resume indicating the applicant’s professional background and experience

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The Curriculum Studies Program

The Curriculum Studies Program at Oklahoma State University offers a Master of Science degree in Teaching, Learning, and Leadership with an option in Curriculum and Leadership Studies and a Ph.D. in Curriculum Studies. College Curriculum and Teaching is an option in Curriculum Studies Ph.D.. The OSU Curriculum Studies program is recognized as a national center for graduate study, with award-winning faculty who are leaders in their field. The program
also offers students the opportunity to participate in the OSU Curriculum Studies Project, which brings internationally renowned scholars to campus to work with students.

**Financial aid:** Certificate students are eligible for federal financial aid.

**Graduates Highlight:**

The Graduate Certificate in College Teaching at OSU-Tulsa is time and money well spent. First, unless you have an education degree, you probably, like most higher education instructors, have had little to no exposure to curriculum and pedagogy studies. We are content experts but not instructional experts. This teaching certificate provides a theoretical framework to inform and support curricular decisions. Second, becoming a student again transformed my teaching by turning the table on the teacher/student relationship. I now make curricular decisions as both teacher and student. Third, the Tulsa Community College (TCC) Cohort group was an added bonus. This educational experience was all the richer because it was shared with my TCC colleagues. We came from different disciplines, but freely exchanged ideas, formed study groups, and became friends. Three of us are extending the experience by applying the certificate courses to the Ph.D. in Curriculum Studies. I don’t think I would have attempted a Ph.D. without the support of this cohort group. Finally, program faculty does an excellent job scheduling the one-per-semester classes (mostly hybrid courses) to fit our busy schedules. I strongly recommend this certificate for all the reasons above. (**Kasty France, Assistant Professor of English**)

As a new faculty member of TCC, I only had my 8 years of part time clinical instructor to draw from until I entered the OSU-TCC cohort. Wow! The years of experience that the other TCC faculty had brought to this Cohort at first made me think I wasn’t in the right place that first semester class. As the classes flew by I learned so much from listening and hearing the experience that my colleagues talked about from their years of teaching. The OSU instructors were in large part facilitators to our many conversations. The direction and thought provoking inspiration of program faculty from OSU gave me hope that I too one day would be able to walk the halls with the other instructors with knowledge and confidence in my teaching abilities. Then came the last class with my Cohort team members and I realized the close knit bond we had developed together as we saw each other around the different campuses of TCC. The OSU-TCC Cohort program helped me develop my skills as an instructor, and I will miss my time at OSU very much. This has been the best investment that I have had so far as a member of TCC. Now I have mentors and resources across the campuses outside of my division who I can reach out to and know that we have support for one another. To all of the many members of the classes we took together at OSU: Thank you for the profound influence you have made on my career as an educator. I wish all of you much continued success as you continue your academic pursuits. (**Beth Tenney, Director of Clinical Education, Respiratory Care Program**)