Yehuda Elkana Center for Teaching, Learning, and Higher Education Research
Certificate of Teaching in Higher Education
Program Handbook

Overview
Description of the Certificate of Teaching in Higher Education:
The Certificate of Teaching in Higher Education provides participants with the knowledge, skills, and attitudes required to succeed as teachers in higher education institutions and to facilitate the learning of their students.

The Certificate program enables participants to design effective courses and sessions in the contexts of their disciplinary and institutional curricula. Participants practice and master techniques for student-centered teaching for facilitating student learning. They learn how to effectively assess their students' learning and to use assignments and feedback to promote this learning. The Certificate program provides skills and knowledge in designing, facilitating, and assessing learning in online and hybrid teaching environments. It equips participants to promote diversity, equity, and inclusion in courses. Finally, in cultivating scholarly-informed and reflective habits, it promotes participants' lifelong professional development.

The Certificate is designed for early-career academics (e.g., PhD student, postdoctoral fellow, lecturer, and assistant professor). It combines learning of key concepts and of techniques with opportunities to practice and apply those skills in teaching, both in practice-oriented courses, as well as in participants' own teaching assistantships or independent teaching. It fosters the development of professional values of the academic teaching. It culminates in the submission of a teaching portfolio, in which candidates demonstrate their teaching proficiency.

The program design, content, and core values are informed by relevant research in the scholarship of teaching and learning (SoTL) and in the professional development of scholar-teachers. Certificate courses are based on collaborative inquiry and often involve peer teaching, observation and experimentation. This program aims to support a networked community of scholars capable of learning through reflection and collaboration across and within disciplinary communities.

Eligibility:
Doctoral candidates, Postdoctoral fellows, Global Teaching Fellows, or Faculty holding the rank of Assistant professor, Lecturer, or Senior Lecturer.

Tracks:
The certificate is offered in three tracks:
- CEU Doctoral student track,
- CEU Faculty track, and
- Open Society University Network (OSUN) track.

The learning outcomes and teaching portfolio are the same, and thus the track is not designated on the final Certificate. However, the course requirements differ slightly. For example, the faculty track places less emphasis on coursework and greater emphasis on workshops, mentorships, and application in independent teaching than the doctoral student

track. It is designed to meet less frequently. CEU postdoctoral fellows and academic staff members may elect which track to pursue. CEU students may not choose which track they take. The OSUN track is largely similar to the CEU doctoral student track in its emphasis on taught courses, but comprises 9 credits, instead of 8, due to the requirements of network institutions.

Credits:
8 US credits (16 ECTS) for CEU Doctoral Student Track and CEU Faculty Track
9 US credits (18 ECTS) for OSUN Track

Prerequisites (Doctoral Student track):
Current enrollment in a CEU PhD program. Students are strongly advised (but not required) to take Foundations of Teaching in Higher Education no later than the first semester in which they serve as teaching assistants.

Prerequisites (Faculty track):
PhD or equivalent is required and current employment as a postdoctoral fellow, academic staff member, or equivalent at CEU.

Prerequisites (OSUN track):
Doctoral student status or academic appointment including teaching at an OSUN member institution or other eligible institution.

Certificate Program Outcomes

Certificate-Level Outcomes (Overview):
Through the completion of required coursework and the submission of a teaching portfolio, participants will demonstrate foundational levels of competence in the following core areas of teaching, learning, and assessment in higher education:

- Design - Design and creation of context-appropriate materials to support teaching, learning and assessment
- Facilitation – Facilitation of student learning using appropriate methods, approaches and techniques
- Assessent – Creation of appropriate methods for assessment and feedback to support student learning
- Inclusivity - Creation of an effective learning environment that is inclusive, respectful and allows for diversity
- Development – Ownership for own's own development as a scholarly and reflective practitioner and engaged in self-evaluation of the effectiveness of one's teaching
- Supervision – Cultivation of approaches and structures to supervise research, mentor, and assist students in their development (required only in the Faculty-level track)

The following are the minimum components of the digital teaching portfolio, to be submitted by the end of the Certificate program. (In parentheses, the course where the material is initially developed in the Doctoral Student track is listed for reference.) Additional materials, testifying to the candidate's teaching proficiency, may be submitted.

- Teaching philosophy statement (Foundations, Learning by Design, and Creating a Teaching Portfolio)
- Course syllabus (Foundations, Learning by Design, and Creating a Teaching Portfolio)
- Class session plan and associated teaching materials (Foundations of Teaching in Higher Education)
- Observation of a teaching session and associated materials (Foundations of Teaching in Higher Education)
- Assessment instructions and rubric (Learning by Design)
- At least 1 artefact from elective courses (Electives)

Certificate Program Course Structure

Overview of course structure (CEU Doctoral Student track, effective August 2022):

Participants in the student track are required to complete 8 credits of coursework (in addition to their teaching portfolio), as follows:
- YELC 6101 Foundations of Teaching in Higher Education: Seminar and Practicum (3 credits, total)
- YELC 6105 Learning by Design (2 credits)
- Electives in one core competence area (totaling at least 2 credits)
- YELC 6107 Capstone Portfolio (1 credit)

The following table provides an overview of the course of study. The frequency of offering is indicative only, and may not represent the offering in any year.

Course Name	Frequency	Credits & Timetable	Key Topics & Activities
Required: YELC 6101 Foundations of Teaching in Higher Education: Seminar and Practicum	2 sections fall, 1 session winter	3 credits 12 weeks of 100 minute seminar and 50 minute practical session	~Reflective and scholarly development as a teacher ~Student-centered teaching techniques, including techniques for inclusive and technologically enhanced facilitation ~Introduction to principles for designing a class session (backward design and constructive alignment, learning outcomes) ~Design and facilitation of a full-length session, including comprehensive lesson plan and relevant teaching materials

			~Reflection on session through student evaluations and teaching observation ~Beginning of a course syllabus
Required: YELC 6105 Learning by Design *prerequisite: YELC 6101	2 sessions winter, 1 session fall	2 credits 12 weeks of 100 minute seminars	~Course and curriculum design ~Incorporating learning theories and critical thinking in designing courses and session activities ~Continued work on syllabus ~Online design ~Inclusive course design (disability accommodation and UDL, diversifying syllabi) ~Assessment design ~Grading and feedback ~Academic integrity
2 Credits of Electives *prerequisites dependent on course: generally Foundations and Learning (concurrently or in advance)	1 credit offered in the fall, 5 credits in winter, 2 credits in spring	Variations of 6 or 12-week courses of 50 or 100 minutes	Varies
Required: YELC 6107: Capstone Portfolio Writing	2 sessions offered in spring, 1 in fall	1 credit 6 weeks x 100 minutes	~Revision of teaching philosophy statement ~Completion of course syllabus ~Revision and submission of complete teaching portfolio components

Overview of course structure (CEU Faculty track, effective August 2022):

Participants in the faculty track are required to complete 8 credits of coursework (in addition to their teaching portfolio), as follows:

- YELC 6201 Teaching in Higher Education for University Faculty, Part I and YELC 6202 University Teaching Part II (2 credits in total)
- YELC 6203 Mentored Teaching, Part I (1 credit)
- YELC 6205 Learning by Design for University Faculty, Part I and YELC 6206 Part II (2 credits in total)
- 2 Elective(s), chosen from the following: an elective in a core competence area cross-listed with student track (1 credit), YELC 6204, Mentored Teaching Part II or YELC 6251 Disciplinary-Specific Pedagogies
- YELC 6207 Creating a Faculty Teaching Portfolio (1 credit)

The following table provides an overview of the course. The frequency of offering is indicative only, and may not represent the offering in any year.

Course Name	Frequency	Credits & Timetable	Key Topics & Activities
Required: YELC 6201 and 6202 Teaching in Higher Education for University Faculty (Parts 1 and 2)	Part 1 Fall, Part 2 Winter	1 credit, each (x2) 100-minute workshops, meeting 6 times over 12 weeks	~Reflective and scholarly development as a teacher ~Student-centered teaching techniques, including techniques for inclusive and technologically enhanced facilitation ~Introduction to principles for designing a class session (backward design and constructive alignment, learning outcomes) ~Assessment design ~Mentoring and supervision
Required: YELC 6253, Mentored Teaching Part 1	1 section, Fall and Winter	1 credit 100-minute mentoring sessions, meeting 6 times over 12 weeks	~Reflective and scholarly development as a teacher ~Design and teaching of sessions in context of faculty's own courses ~Design of own course syllabi ~Grading
Required: YELC 6105 and 6106 Learning by Design for University Faculty *prerequisites: YELC 6201 and 6202	Part 1 Fall, Part 2 Winter	1 credit, each (x2) 100-minute workshops, meeting 6 times over 12 weeks	~Course and curriculum design ~Revision of course syllabi ~Incorporating learning theories and critical thinking in designing courses and session activities ~Online design ~Inclusive course design (disability accommodation and UDL, diversifying syllabi) ~Assessment design
2 Credits of Electives *prerequisites dependent on course	Varies	Variations of 6 or 12-week courses of 50 or 100 minutes	YELC 6254, Mentored Teaching Part II, YELC 6251 Disciplinary-Specific Pedagogies, or courses cross-listed with the doctoral track
Required: YELC 6107: Creating a Faculty Teaching Portfolio	1 credit Spring	1 credit 6 weeks x 100 minutes	~Creation and revision of teaching philosophy statement ~Revision of course syllabi ~Revision and submission of complete teaching portfolio components

Overview of course structure (OSUN track, effective January 2023):

Participants in the OSUN track are required to complete 9 credits of coursework (in addition to their teaching portfolio), as follows:

- YELC 6101 Foundations of Teaching in Higher Education: Seminar and Practicum Session (3 credits, total)
- YELC 6105 Learning by Design (2 credits)
- Electives (totaling at least 3 credits)
- YELC 6107 Capstone Portfolio (1 credit)

The following table provides an overview of the course of study. The frequency of offering is indicative only, and may not represent the offering in any year.

Course Name	Frequency	Credits & Timetable	Key Topics & Activities
Required: YELC 6101 Foundations of Teaching in Higher Education: Seminar and Practicum	1 section per year (in 2022/23, in winter)	3 credits 12 weeks of 100 minute seminar and 50 minute practical session	~Reflective and scholarly development as a teacher ~Student-centered teaching techniques, including techniques for inclusive and technologically enhanced facilitation ~Introduction to principles for designing a class session (backward design and constructive alignment, learning outcomes) ~Assessment design ~Mentoring and supervision
Required: YELC 6105 Learning by Design *prerequisite: YELC 6101	2 sessions winter, 1 session fall	2 credits 12 weeks of 100 minute seminars	~Course and curriculum design ~Incorporating learning theories and critical thinking in designing courses and session activities ~Continued work on syllabus ~Online design ~Inclusive course design (disability accommodation and UDL, diversifying syllabi) ~Assessment design ~Grading and feedback ~Academic integrity
3 Credits of Electives *prerequisites dependent on course: generally Foundations and Learning (concurrently or in advance)	1 credit offered in the fall, 5 credits in winter, 2 credits in spring	Variations of 6 or 12-week courses of 50 or 100 minutes	Varies

Required: YELC 6107: Capstone Portfolio Writing	2 sessions offered in spring, 1 in fall	1 credit 6 weeks x 100 minutes	~Creation and revision of teaching philosophy statements ~Completion of course syllabi ~Revision and submission of complete teaching portfolio components

Electives (generally cross-listed, all tracks)

The following is a sample of elective courses. Participants in the doctoral student track must complete at least 2 credits worth of electives in 1 competence area. Participants in the Faculty and OSUN tracks do not face restrictions in their choice of electives. Please note that only a selection of courses is taught each year.

Course Number	Course Name	Credits / Length
YELC 6150	Advanced assessment design	2 credits 12 weeks
YELC 6151	Inquiry-based Learning	1 credit 6 weeks
YELC 6152	Game-based learning	1 credit 6 weeks
YELC 6153	Teaching critical thinking	1 credit 6 weeks
YELC 6154	How to Mentor and Facilitate Small-Group Learning	1 credit 12 weeks
YELC 6155	Comparative Higher Education Systems: Regulatory Structures, Institutions, and Social Contexts	1 credit 6 weeks
YELC 6158	Democratic and inclusive teaching and learning	2 credits 12 weeks
YELC 6159	Using an LMS (Moodle) for Teaching and Assessment	1 credit 6 weeks
YELC 6160	Supervising Undergraduate Research	1 credit 6 weeks
YELC 6161	Assuring the Quality of Teaching and Learning	1 credit 6 weeks
YELC 6162	Persuasive communication in	1 credit 6 weeks

	teaching & research contexts	
YELC 6163	Experiential Learning	1 credit 6 weeks
YELC 6251	Disciplinary-Specific Pedagogies	1 credit, alternating weeks
YELC 6253	Mentored Teaching, Part I	1 credit, alternating weeks
YELC 6254	Mentored Teaching, Part II	1 credit, alternating weeks

Previous Certificate Program Structure

CEU doctoral students who successfully completed CTAL6007 (Foundations of Teaching in Higher Education) prior to July 2022 may elect to follow either the new program structure or the previous certificate program structure, the Center for Teaching and Learning Program for Excellence in Teaching in Higher Education for Doctoral Students. Students who completed other CTAL-prefix courses, but not CTAL6007, must follow the new program structure. Students who have not yet completed any CTAL-prefixed courses are similarly required to follow the new program structure.

The previous structure required the completion of CTAL6007 (3 credits), two 1-credit electives, and the one-credit CTAL6004 (Starting Your Teaching Portfolio), as well as the submission of a teaching portfolio.

Eligible students electing to follow the old structure should enroll in the revised Capstone Portfolio course (YELC 6107) if they have not taken CTAL6004. If they are missing electives, they may choose freely from the new elective courses, so long as the total number of elective credits is at least two. They may choose to omit the following from their teaching portfolio: observation of teaching, observation of a peer's session, student evaluations, and assessment instructions and rubric.

Program Admission and Length of Study

Admission (CEU Participants):

There is no formal application procedure for CEU participants. CEU participants may take Certificate courses, subject to prerequisites, without application to the Certificate program. They are automatically considered to be participants in the Certificate program upon registering for their first Elkana Center (formerly CTL) course until they complete all Certificate requirements, cease to be eligible to participate in Elkana Center courses (e.g., through graduation), or notify the Center they no longer wish to be considered participants.

Admission (non-CEU Participants)

At present, non-CEU participants from OSUN institutions or other eligible institutions are not admitted to the Certificate program as a program. Rather, they may be considered for admission to individual, eligible courses, upon review of application materials. They are eligible for Certificates of Completion for those individual courses, according to the terms set forth in the relevant handbook.

It is anticipated that non-CEU participants who complete all required courses and portfolio for the Certificate program will receive the Certificate of Teaching in Higher Education, as outlined in this handbook. However, at the moment, there is no guarantee of funding that would give certainty that the entire certificate can be completed.

Transfer Policy (Doctoral student track):

With the permission of the Center director or designee, participants may transfer credit for up to one equivalent course taken at another institution of higher education. Additionally, PhD students are required to follow the university's academic transfer policy, which requires the permission of their doctoral program.

Transfer Policy and Recognition of Prior Learning (Faculty and OSUN tracks):

With the permission of the Center director or designee, participants may receive transfer credit for up to 3 credits for equivalent courses taken at another institution of higher education. If participants have extensive prior teaching experience, they may submit materials as part of a teaching portfolio to receive up to 3 credits in recognition of prior learning (RPL). The total of transfer and RPL credits may not exceed 3 credits, and participants must take a minimum of 5 credits in the Certificate program (faculty track) or 6 credits (OSUN track).

Auditing:

Auditing is not permitted in the student track or in the OSUN track. Participants enroll on a credit-seeking basis and are expected to fulfill all course requirements. Auditing is permitted in the faculty track with permission of the instructor. Audited courses do not count towards completion of the Certificate.

Length of study:

The Certificate program can be completed in one academic year. Alternatively, participants may complete their coursework and portfolio over multiple years, subject to the terms below. In most instances, it is advisable to complete the Certificate program within two years.

Participants in the student track must complete the certificate by the time of graduation (for PhD students) or by the end of their fellowship (CEU-employed postdoctoral fellows and Global Teaching Fellows).

Participants in the faculty track may complete the certificate after their employment has ended with the permission of the Elkana Center director. They may also elect to complete

any specific course part-time, over two consecutive semesters in which the course is offered.

Awarding of the Certificate and Grading

Completion of the Certificate:
To receive the Certificate, a passing grade is required in all required and elective courses, in addition to satisfactory completion of all required elements of the teaching portfolio.

Participants submit their Teaching Portfolio in their last term of Certificate coursework or in subsequent terms. Deadlines for submission will be communicated to participants.

The presentation of Certificates takes place in June of each year. However, Certificates are considered to have been awarded upon formal notification from YEC that all program requirements, including coursework and teaching portfolio, have been successfully completed. Candidates are advised that participation in courses and submission of a teaching portfolio do not guarantee awarding of the Certificate, and that their coursework or portfolio may be determined to fail or to require revision.

Grading:
Eligible marks: Participants generally receive Pass or Fail grades. Course instructors may assign other marks listed in the Student Records Manual as Special Grades or Grades Neither Included in the GPA nor Carrying Credit. The use of such marks will be in accordance with other sections of this Handbook and the policies of the course in question. A 'Pass" represents at least a C+ in all required work for the course or the Teaching Portfolio.

Accreditation and Quality Assurance of the Certificate Program
Central European University Private University is accredited in Austria and by the Middle States Commission in the United States. For technical reasons (relating to the fact that the Certificate program is a non-degree program, and CEU students generally take the program in addition to and outside their degree-granting programs), the Certificate program is not separately accredited by these bodies.

The Elkana Center, which is responsible for Certificate program, maintains internal quality assurance processes for the program in accordance with good international practices.

Maintenance of Good Standing, Grievances and Appeals

Maintenance of Good Standing and Attendance:
Participants are expected to arrange their schedules in such a way as to ensure their attendance in all sessions and to ensure the timely completion of all their assessments. Students who miss more than one week of a course are generally ineligible to continue in

the course. Students who miss sessions are required to inform their instructor in advance, present a valid reason, and arrange with their instructor any make-up work.

Grievances and Appeals

Participants who are dissatisfied with a failing grade or an incomplete due to major revisions on an assignment, course, or portfolio may notify the course instructor that they request a second marker. In case the first and second markers disagree, they will turn to a third marker. There is no option to request a second marker for minor revisions or passing grades.

Participants with other grievances may submit them in writing to the Elkana Center director or appointed representative.

All requests for second marking, grievances, and appeals must be submitted in writing, no later than two weeks after the event or notification of grade.

The abovementioned policies do not infringe on other rights and appeals participants may be entitled to under university policies.