Here is a list of commonly asked questions and guidelines for submitting activities for pre-
approval. Please review this list before posting a new question.

**What if I miss Teaching Assistant Orientation (TAOr)?**

**What if I miss micro-teaching?**

**How to I arrange for Early Feedback and final CoursEvals?**

**When are the deadlines to submit a completed application?**

**Does the Preparing Future Faculty course count toward the certificate?**

**I am not teaching at Purdue, but I have taught in the past, can I work toward a certificate?**

**Do workshops sponsored outside Purdue count toward the instructional development
hours?**

**How can I request that a course or workshop/seminar meets “instructional development
activities” criteria?**

**Are there alternatives to the observation criteria as described in the applications? It is
difficult to meet these criteria in my department.**

**What if I miss Teaching Assistant Orientation (TAOr)?**

In many cases, a graduate teaching assistant (TA) will be required by his/her department to attend
orientation co-sponsored by the Center for Instructional Excellence (CIE). This Teaching Assistant
Orientation (TAOr) is held annually the week before fall semester classes. It is preferable TAs complete
orientation prior to teaching at the university.

Option 1. If you miss TAOr before you started teaching, you can wait until CIE’s TAOr is offered again the
following fall, the week before classes begin. As soon as possible, ask your department graduate student
coordinator to add your name to the list of those attending TAOr.

Option 2. Another alternative to attending CIE’s TAOr is to attend a teaching orientation offered by your
department. Some departmental teaching orientations have been approved to meet the certificate criteria,
while others must be submitted to the Teaching Academy for approval. The minimum length for
departmental TA orientation is six (6) hours. Topics should focus on pedagogy, especially as it relates to
teaching undergraduate courses at Purdue University. Presenters should include faculty members and
may include TAs with at least two semesters of teaching experience at Purdue. See the form "Request to
Accept Alternative Orientation" for additional details.

Option 3. As a final option, in cases where attending a teaching orientation is a hardship for the teaching
assistant, a substitution of six (6) hours of instructional development may be made.

To request Options 2 or 3, a "Request to Accept Alternative Orientation" and substantiating
documentation should be completed and e-mailed to teachercertificate@purdue.edu. To facilitate the
request process, it is strongly suggested this request be submitted prior to attending alternative sessions.
What if I miss CIE’s micro-teaching?
There are numerous opportunities to participate in micro-teaching each semester.
1. As part of CIE’s TAOr, the Thursday before classes begin every fall semester
2. As part of the CTW Series 1 workshops offered by CIE every spring and fall semester. Micro-teaching is offered in Session 5, typically the 7th week of the semester.
3. Occasionally, a department will offer micro-teaching as part of its teaching assistant training.
Micro-teaching carried out by departments other than CIE must be pre-approved. A "Request to Accept Alternative Micro-Teaching" and substantiating documentation must be completed and e-mailed to teachercertificate@purdue.edu.

How to I arrange for Early Feedback and final CoursEvals?
Briefly, the collection of early feedback is organized and administered by you, the instructor. Early Feedback may include: a questionnaire, written comments form, group interview, or Q&A session completed by the class. At least one sample of a completed early feedback and a copy of each CoursEval report should be provided with your reflective essay. Please see the link on the CIE website for more details about CoursEvals.

When are the deadlines to submit a completed application?
Deadlines are Nov. 15th and April 1st. All applications are reviewed for final approval by the Teaching Academy once each spring and fall semester.

Does the Preparing Future Faculty (PFF) course count toward the certificate?
No, the PFF course does not focus on pedagogy, teaching, or instructional aspects of future faculty development.

I am not teaching at Purdue, but I have taught in the past, can I work toward a certificate?
The certificate program is designed to enhance and strengthen the quality of teaching and learning at Purdue. Consequently, experience at the primary and secondary level, and previous post-secondary teaching at other institutions do not meet certificate criteria. The Teaching Academy encourages graduate students to build on those experiences by working toward the Graduate Instructional Development Certificate (GIDC), which requires two individual teaching experiences such as guest lecturing.

Do workshops sponsored outside Purdue count toward the instructional development hours?
Yes, but no more than three (3) hours from sources outside Purdue’s sponsorship can be accepted. Instructional development not affiliated with Purdue must be approved by CIE, preferably before the student attends the event or completes an online session.
Outside workshops or seminars must be sponsored by accredited academic institutions, presented by credentialed facilitators, and include pedagogically sound topics related to post-secondary instruction.
Complete and email "Request to Accept Workshop/Seminar" and substantiating documentation to teachercertificate@purdue.edu.
For graduate teaching assistant working toward the AGTC, if the 18 hours of instructional development is used in place of an approved Purdue course on college teaching, no more than three of those hours can be from outside sources.
How can I request a review of a course or workshop/seminar to determine if it meets the “instructional development activities” criteria?

For workshops or seminars held at Purdue, but not pre-approved or sponsored by CIE, a “Request to Accept Workshop/Seminar” and substantiating documentation should be completed and e-mailed to teachercertificate@purdue.edu.

For Purdue courses other than EDCI 589, a “Request to Accept College Teaching Course” and substantiating documentation should be completed and e-mailed to teachercertificate@purdue.edu.

Are there alternatives to the direct observation as described in the applications? It is difficult to meet these criteria in my department.

CIE will work with applicants for whom locating an appropriate faculty member and/or experienced teaching assistant to be part of the observation process is a hardship. For example, observation of a faculty member might mean observing the teaching of a member of the Teaching Academy or an IMPACT Faculty Fellow. CIE may be able to recommend an experienced teaching assistant whose teaching can be observed. CIE will also work with TAs who need to be observed, but find it a hardship to ask a faculty member or TA they know to observe them.

In rare circumstances, videos of instruction may be considered as alternatives to classroom observation. Requests for such an alternative must be pre-approved by the Teaching Academy Executive Council. The following information must be provided at least 30 days in advance of the activity to assure time for approval by the Executive Council. The request and documentation should be e-mailed to teachercertificate@purdue.edu.

The documentation must include:

1) A brief (2-3 paragraphs) of why completing some or all of the observations as outlined in the program constitutes a hardship for the applicant and the department. Include your plans for obtaining the video recording.

2) A description of the instruction or class that will be recorded, including its length (minimum 30 minutes), topics, and activities (a lesson plan or instruction outline will suffice).
   a) For a video observation of a faculty member’s teaching, include the person’s name and title.
   b) For a video observation of another TA, include the person’s name and previous teaching experiences.
   c) To propose that a video of your own teaching be observed, include the date, time, and location the recording will be done, who has/will observe the video, and the observer’s title or credentials.
Request to Accept Alternative Graduate Teaching Orientation

All requests to accept graduate teaching orientation other than that sponsored by CIE must be made in writing and contain the following information:

1) Date the request is submitted

2) Name and e-mail contact for the graduate student or department/program requesting the alternative

3) Department in which the graduate student is enrolled and the campus mailing address

4) Department in which graduate student teaches if different from the graduate student’s home department

5) Location of orientation

6) Presenters and their credentials, such as faculty members and TAs with at least two semesters of teaching experience at Purdue.

7) A minimum of six (6) hours of sessions must be documented. Include beginning and ending times of orientation sessions. (This may appear on the agenda/program, see #9)

   Topics related to pedagogy, and teaching and learning excellence, especially as they address undergraduate courses at Purdue. This might include theory and practice in topics similar to those presented during CIE’s TAO or and/or College Teaching Workshops, such as student/instructor rapport, learning objectives and syllabus development, active and experiential learning, formative and summative assessment, academic integrity, student feedback, classroom policies and procedures, and reflective teaching.

   Topics that are mostly administrative such as posting grades, or that focus on technical or technology skills such as Blackboard do not meet these criteria. Sessions of a more general nature such as student success resources, diversity, ethics, presentation skills, language use, and areas covered by the Faculty & Staff Handbook, while useful to graduate teaching assistants, do not meet the pedagogy benchmark for teaching orientation.


8) The follow documentation must also be submitted:

   a) A copy of the orientation agenda/program

   b) If requesting approval after the orientation has been completed, include proof of applicant’s completion (faculty member or program administrator email, or signature)

Submit details below and documentation in an email to teachercertificate@purdue.edu.
Request to Accept Alternative Micro-Teaching

All requests to accept micro-teaching other than that sponsored by CIE must be made in writing and contain the following information. A faculty member or program coordinator’s signature or other proof of completion must be provided if the request is made after-the-fact. Submit a PDF of the documentation in an email to teachercertificate@purdue.edu.

General information on graduate student or department requesting alternative
1) Date request submitted
2) Name and email of graduate student or department/program chair requesting alternative
3) Department of graduate student
4) Department in which graduate student teaches (if different than #3)
5) Rationale for requesting the alternative.
6) Dates of micro-teaching and playbacks.
7) If the request is made by a student after completion of the alternative, include verification documentation.

Departmental Micro-Teaching & Playback details
Any micro-teaching program must include at least the following components, which must be verified by a faculty member or program director. These activities mimic those provided in CIE’s micro-teaching and follow recommendations by Maslach et al (2001) "Making the First Time a Good Time: Microteaching for New Teaching Assistants" from The Teaching Assistant Training Handbook, Prieto and Meyers, eds.

1) A minimum seven-minute teaching presentation by each TA and recorded for use in individual conferences. If the request comes from an individual TA, the recording must be provided upon CIE request. If the request is by a department/program, samples of presentations must be provided upon request.

2) Attendance of an audience of peers, undergraduates, and/or faculty members who serve the student role for each presentation. A copy of the roster or sign-in sheet should be supplied upon request.

3) Written feedback from those serving the student role. This may include using a feedback form such as that used by CIE. Oral feedback may also be provided immediately after the presentation, as is done in CIE’s micro-teaching. The feedback mechanism should be provided with the request for approval.

4) Individual oral evaluations provided to each presenter by faculty members or experienced TAs previously vetted by faculty or program directors. These individual conferences should include a review of the recorded presentation.

All requests will be reviewed by CIE and presented to the Teaching Academy Executive Council for final approval. Departmental requests – once approved initially – will be reviewed annually.

Note that the certificate report also requires a written self-reflection by the applicant.
Request to Accept Workshop/Seminar

All requests to accept workshops or seminars other than those sponsored by CIE must be made in writing and contain the following information. Include a copy of the flier/agenda/program. A presenter or program coordinator’s signature or other proof of completion must be provided if the request is made after-the-fact. Submit documentation in an email to teachercertificate@purdue.edu.

General information on graduate student requesting alternative

1) Date request submitted
2) Name and email of graduate student requesting alternative
3) Department of graduate student
4) Department in which graduate student teaches (if different than #3)

Workshop/seminar details

1) Sponsoring department/organization
2) Date of workshop/seminar
3) Begin and end times of session
4) Location of workshop/seminar
5) Presenter(s) and their credentials
6) Describe topics related to pedagogy, and teaching and learning excellence, especially as they address undergraduate courses at Purdue. This might include theory and practice in topics similar to those presented during CIE’s TAOr and/or College Teaching Workshops.

Topics that are mostly administrative such as posting grades, or that focus on technical or technological skills such as Blackboard do not meet this criteria. Sessions of a more general nature such as student success resources, diversity, ethics, presentation skills, language use, and areas covered by the Faculty & Staff Handbook do not meet the pedagogy benchmark for teaching orientation.
Request to Accept College Teaching Course

All requests to accept a Purdue course other than EDCI 589 must be made in writing and contain the following information. Note that this alternative may apply to all certificates*. Submit documentation in an email to teachercertificate@purdue.edu.

1) A faculty member or program coordinator’s signature or other proof of completion, if the request is made after the graduate student completes the course. If the request is from an individual graduate student, the semester completed should be indicated in the documentation. If the request is by a department/program or faculty member, the course will be reviewed annually, or biannually for courses offered every other year.

2) General information required to be submitted with the request:
   a) Date request submitted
   b) Name and email of graduate student or department/program chair making the request
   c) Department
   d) Department in which graduate student teaches (if different than #3)

3) Course details (which may be supplied on the syllabus):
   a) Semester date the course was/will be taught
   b) Instructor(s) contact information
   c) The number of credit hours of the course -- a minimum of one (1) credit, graded course with a minimum of 16 contact hours
   d) Written learning outcomes for the course
   e) Teaching and learning journal articles, conference proceedings, and/or instructional texts such as McKeachie and Svinicki (2013) used in the course
   f) A brief description of the pedagogical theories and/or teaching and learning strategies, and feedback and assessment techniques (assignments, exams, etc.) used in the course.
   g) The grading schema used in the course
   h) Schedule of topics from the semester for which approval is being requested
   i) A description of the development of teaching materials such as teaching portfolio, syllabi, lesson plans, handouts, and other instructional materials
   j) An example of student teaching presentations with feedback. This may be in the form of micro-teaching, inquiry-based individual presentations, or teaching practicum.
   k) Documentation of reflective teaching strategies such as written self-reflection, peer and/or instructor consultations, student feedback, and literature analysis.

4) In some cases, a student may be asked to provide additional rationale connecting the course to the student’s teaching and instructional development.

* The teaching course requirement is specific to the Advanced Graduate Teacher Certificate (AGTC). Contact hours from an approved course may be applied to instructional development criteria of the Graduate Instructional Development Certificate (GIDC) or Graduate Teacher Certificate (GTC); however, the course cannot then be used later for the AGTC.

If some contact hours from the course are to be applied toward the GIDC or GTC, indicate specific days on the course schedule for which the request is being made. If an entire course does not meet the requirements, a student may identify topics on specific dates, and provide a brief rationale for accepting them as strategic choices based on individual instructional development needs. Topics might be similar to those presented during CIE’s TAOr and/or College Teaching Workshops.