

Effective Teaching Credit Substitution Policy

Designed specifically with the objectives of the Certificate Program in mind, Effective Teaching Credits offered by the Reinert Center provide opportunities for participants to learn effective practices for teaching at the university level. In planning the Praxis Workshop schedule, and the larger Reinert Center schedule of events, the Reinert Center staff attempts to link specific offerings to specific program objectives as closely as possible.

In some cases, Certificate participants may wish to attend a seminar and/or workshop (e.g., at a conference, etc.) offered outside the Reinert Center offerings that would help them to meet one or more of the Certificate program objectives and for which they *may* be able to earn Effective Teaching Credit. In addition, some academic departments maintain agreements with the Reinert Center through which students who successfully complete a departmental course on teaching at the university level may receive up to two Effective Teaching Credits.

The **maximum number** of all such substitutions (course, workshop or seminar) is **two** for the Principles Certificate and **four** for the Foundations Certificate in University Teaching Skills.

Below are guidelines for obtaining substitution credits and the criteria we apply when determining whether an external program will count as one of the elective credits.

Obtaining Effective Teaching Credit for Courses Offered in an Academic Department

Some academic departments maintain agreements with the Center that allow Certificate participants to receive Effective Teaching Credit for graduate courses on teaching at the university level. In order to receive this credit, the student must be enrolled in the Certificate Program during the semester in which she took the course. Credit is not approved retroactively. The number of credits (up to two) has been established in advance, with consideration of the course objectives and syllabus, and of the objectives of the Certificate Program. At the end of the semester, the instructor for the course will submit the names of students who have successfully completed the course to the Reinert Center (ctl@slu.edu), so that they receive the agreed-upon credit(s). (Note: Certificate participants who are unsure whether a departmental course is part of such an agreement should consult with the Reinert Center staff.)

Obtaining Effective Teaching Credit for External Seminars or Workshops

To obtain credit for an external seminar or workshop, Certificate participants must **request and secure approval from the Reinert Center in advance** of participating in the seminar. The Reinert Center will determine whether the event will count toward elective credits and the number of credits (up to two). These decisions will be based on the alignment of seminar/workshop objectives and Certificate objectives.

To request that an external seminar/workshop be counted as Effective Teaching Credit, the participant must:

- (1) Enroll in the Certificate program (i.e., have a signed Statement of Intent form on file in the Center) prior to the event.
- (2) Consult the Certificate Program's objectives (see below), and determine whether the event explicitly aims to meet one or more of these objectives.
- (3) Request approval from the Center's Associate Director (cttl@slu.edu) **before** the event takes place. Where possible, try to articulate the links between the event and specific Certificate Program objectives. Include a copy of the program (or other materials that describe the purpose, focus, and/or goals of the event).
- (4) After completing the event, submit a brief reflection (maximum two typed pages) that addresses:
(1) what you learned, and (2) how that will assist you in university-level teaching.

Criteria for Determining Effective Teaching Substitution Credit

In order to determine whether an external seminar/workshop may count for elective credit (and for how many credits), the Center staff attempts to link the event to one or more of the Certificate Program objectives:

- Identify and analyze different learning and teaching styles.
- Discuss and apply various methods to assess student learning outcomes and teaching.
- Consider productive faculty-student relationships.
- Identify and integrate different uses of digital technology in teaching and learning.
- Recognize different uses of service learning for discipline specific outcomes.
- Acquire knowledge about fundamental classroom teaching skills, including lecturing, managing discussions, and other active, experiential, and collaborative learning techniques for a variety of teaching contexts and environments.
- Reflect on the pedagogical practices of university instruction, and how the lessons taken from participating in certificate activities has changed one's relationship with teaching.
- Design a discipline-specific course and syllabus with appropriate instructional methodology and measurable learning objectives. (* Principles Certificate only)
- Assemble a professional teaching portfolio that includes a statement of teaching philosophy and other pedagogical artifacts stemming from the program requirements that demonstrate their teaching competencies. (* Principles Certificate only)