

# U-M Graduate Teacher Certificate

The **U-M Graduate Teacher Certificate** documents graduate students' professional development as college-level instructors in five areas:

1. orientation to college-level teaching and learning
2. exposure to new teaching strategies through seminars and courses
3. experience as a Graduate Student Instructor, including a consultation on teaching
4. mentorship on teaching from a faculty member
5. preparation of a teaching philosophy statement

*"By developing the vocabulary with which to talk about teaching and learning, I have systematized my impressions about what makes for good teaching, and developed a cohesive pedagogy I feel confident espousing."*

*"My experiences in the Certificate program continue to have a profound impact on my teaching practices."*

## Why complete the U-M Graduate Teacher Certificate?

Certificate recipients report that the program

- gave them skills and knowledge to enhance teaching
- increased their confidence in their teaching ability
- increased their confidence in their ability to discuss teaching during job interviews

To get started, please visit  
<http://crlt.umich.edu/cert>



Questions?

Please contact Meg Bakewell or Theresa Braunschneider:  
UMGraduateTeacherCertificate@umich.edu,  
734-764-0505

Co-sponsors:



## Rackham-CRLT Graduate Teacher Certificate

### Outline of Program Requirements

for full details, please see <http://crlt.umich.edu/um.gtc>

Requirement Area	Opportunities for Completing
A. Orientation to college teaching and student learning	One of the following: <ol style="list-style-type: none"> <li>1. At least eight hours of departmental GSI training which must include practice teaching and a classroom climate session</li> <li>2. Successful completion of ELI994 course</li> <li>3. Attendance at CRLT GSI Teaching Orientation</li> </ol>
B. Learning about teaching	One of the following: <ol style="list-style-type: none"> <li>1. Successful completion of one of several selected U-M courses on college teaching</li> <li>2. Attendance at five CRLT or departmental workshops on teaching methods, including at least one on inclusive teaching practices or one on instructional technology</li> <li>3. Completion of Rackham-CRLT May PFF Seminar or Training for Multicultural Facilitation</li> </ol>
C. Instructional practice	Both of the following: <ol style="list-style-type: none"> <li>1. Completion of two terms of teaching at U-M</li> <li>2. Consultation about teaching (MSF, classroom observation, or general consultation).</li> </ol>
D. Mentorship on teaching	Participation as a mentee in a faculty mentorship on teaching, with a U-M faculty member (2-3 meetings) or a faculty mentor elsewhere (such as through the Rackham-CRLT Mentorship Program).
E. Reflection in instructional practice	Completion of a 2–page statement of teaching philosophy