

Comparison of Graduate Teaching Certification Programs					
	Princeton	University of Chicago	UW, Madison	Vanderbilt	University of Western Ontario
	McGraw Center	Center for Teaching & learning	Center for the Integration of Research, Teaching, & Learning (CIRTL)	Future Faculty Preparation Program Center for Teaching & the Graduate School	Teaching Support Centre & the Faculty of Graduate Studies
<i>Name of Certificate</i>	Teaching Transcript	Certificate in University Teaching	DELTA	Teaching Certificate	Western Certificate in University Teaching & Learning
<i>Created</i>	2002	2002	2004	2005	2005
<i>Graduate Dean/APRGE Signs</i>	No	No	No	Yes	No
<i>Noted on Transcript</i>	No	No	No	No	No
<i>Rationale 1</i>	Increase teaching development support for graduate students	Build conceptual framework for teaching & learning	Highlight experience in teaching & learning	Build conceptual framework for teaching & learning	Encourage graduate students to prepare for future faculty career
<i>Rationale 2</i>	Provide opportunity to document teaching for job search	Provide opportunity for reflecting on teaching experiences for job market	Confer recognition of how to promote learning with diverse audiences	Shift from focus on self & survival to focus on student learning	Provide incentive for students to continue professional development throughout graduate program
<i>Rationale 3</i>	Support learning-focused teaching	Incentivize departments to help GSIs think about teaching in the discipline	Demonstrate knowledge of foundational scholarship on teaching & learning	Scaffold & sequentially build development program to go beyond TA orientation	Enhance communication, presentation, facilitation & leadership skills
<i>Rationale 4</i>			Engage students in a learning community	Partner with departments to identify activities & projects suited to participants' career goals	Enhance quality of teaching by graduate students at Western
<i>Rationale 5</i>			Apply research skills to improved student learning		Encourage teaching development as a benefit in non-academic careers after graduation
<i>Rationale 6</i>			Model review of student project on dissertation oral defense		

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<i>Required activities or content of program</i>	Attendance at TA orientation	2 semesters of teaching (class, recitation or lab) at UIUC	2 semester-long teaching & learning, project-based courses	Teaching statement, intake interview, program plan	Microteaching component (2 choices): 20 hr weekend TA Training Program or 10 week (40 hr) Theory and Practice of University Teaching (GS500) course
	Pedagogy program 1: Lecturing	Participate in All-Campus TA Orientation or departmental teaching orientation	Active and contributory participation in the learning community	Attend workshops on focal topics	10 workshops in Future Professor series (15 hours)
	Pedagogy program 2: Teaching	Microteaching experience	Delta Project-Based Internship in partnership with faculty or staff	2 sequences of teaching, observation & consultation with CFT staff	Teaching Mentor Program: peer consultation circle, 4 TAs observe each other's teaching and give feedback in actual tutorial or lab
	Pedagogy program 3: Teaching	Minimum of 6 hours of workshops, classes, or seminars	Create Teaching & Learning Portfolio	Read pedagogical literature to deepen understanding	Create a Teaching Portfolio with Teaching Philosophy Statement
	Pedagogy program 4: Teaching	Workshop on test construction required	Oral defense of portfolio	Apply knowledge to investigate students' learning (SOTL project)	Project Option 1: Design an original course in your discipline & hand in 10 page course outline with learning objectives, activities, assessment plan, etc.
	Pedagogy program 5: Writing	One classroom observation, followed by discussion & response essay		E-portfolio for all participants' materials; link available to hiring committees	Project Option 2: 10 page research proposal to review 5 scholarly articles on SOTL in your discipline; identify critical issues for learning in the discipline; articulate a research question on critical learning issues; & propose how to investigate the research question
	Statement of teaching philosophy	2 Semesters of Informal Early Feedback from students, followed by faculty discussion		E-portfolio for all participants' materials; link available to hiring committees	
	Produce original syllabus	ITAs must attend ITA orientation		Revised teaching statement	Optional Teaching Portfolio Consultation available with Graduate Writing Specialist
		Graduate Teacher Celebration		Exit interview	