

**Q. Who is this program for?**

**A.** The program is designed exclusively for CEU doctoral students as young-career academic teachers. Visiting doctoral students who are at CEU for the full academic year may also be able to complete the program, and, whenever possible, recent alumni are welcome as well. In general, any doctoral student who has already completed or plans to enroll in the CTL fall course 'Foundations in Teaching in Higher Education' is eligible to participate in the program.

**Q. How does the program work in general?**

**A.** The program consists of a foundational course in the Fall term, two additional short seminars, and a capstone course on the development of an electronic teaching portfolio. All students who complete this series of seminars (normally within one or two academic years) and produce a comprehensive early-career teaching portfolio will receive a certificate of program completion. A longer program outline explains these components in detail and is available from the CTL upon request.

**Q. Which of the CTL seminars are mandatory and which are optional for program completion?**

**A.** The program works as a series of four linked courses and seminars. The 'Foundations' course, two selected seminars and the Teaching Portfolio seminar are required to complete the program. Students may select any two short seminars from those offered each year. Please note that the Design for Learning: Planning, Assessment and Curriculum Design seminar is a prerequisite for the Course Re-Design: Blending Online and In-Person Teaching Strategies seminar. It is also possible to take the seminars separately, and not for the purpose of completing the program.

**Q. What if a student has not enrolled in the Foundations course or has not enough time before graduation to enroll in the whole suggested sequence?**

**A.** Students are welcome to take the individual seminars separately, and not complete the program as a whole. The program however, is designed as a series of carefully staged seminars and a capstone project. Research suggests that any significant and long-lasting development of good teaching occurs over a sustained period of engagement and personal development, such as over the course of one or more academic years.

**Q. The 'Teaching Portfolio' seminar is offered twice during the academic year - why is that? Is the first a prerequisite for the second?**

**A.** The 'Teaching Portfolio' seminar is a capstone seminar for the program, and as students may take the program over more than one academic year, or complete it at slightly different times, the CTL offers the same seminar twice in each academic year. Only one 'Teaching Portfolio' seminar needs to be taken to complete the program.

**Q. How many hours do the different courses take and what would be their credit allocation?**

**A.** In the most general terms, the Fall course “Foundations in Teaching in Higher Education” takes 12 weeks of 100 minutes classes and thus is equivalent to most 2-credit CEU courses. In addition to classroom hours students spend approximately 1 hour a week preparing for class, and approximately 12 hours for all collaborative project work and assignments, although this may vary depending on group dynamics.

The short seminars take approximately 8 hours (over 4 weeks), and approximately 2 hours of sustained preparation for final assignments or projects to be presented or submitted in each seminar, in addition to the normal reading requirements and short assignments. Each seminar is thus equivalent to 1 CEU credit.

The production of an individual teaching portfolio as a final assignment is not calculated in the above classroom hours, and constitutes individual work for the program.