

GRADUATE CERTIFICATE IN ANATOMICAL SCIENCES INSTRUCTION

<b>Neuroscience Track</b>	
Total credit hours	12
Specific courses (credit hours in parentheses)	<ul style="list-style-type: none"> <li>▪ ANA 636: Advanced Neuroscience (5)</li> <li>▪ ANA 503: Independent Work in Anatomy (practicum) (3)</li> <li>▪ ANA 600: Seminar in Anatomy (education literature focused) (1)</li> <li>▪ ANA 609: Educational Strategies in the Anatomical Sciences (3)</li> </ul>
<b>Responsibilities and Time Investment</b>	
ANA 636 (5)	<ul style="list-style-type: none"> <li>▪ Course offered in fall semester from third week in August-first week in December (15 weeks), Meets Tues/Wed/Thurs 1:00-3:00pm                             <ul style="list-style-type: none"> <li>▪ Lectures 1:00-3:00pm (60 hours)</li> <li>▪ Labs 1:00-3:00pm (7 labs, 14 hours)</li> </ul> </li> </ul>
ANA 503 (3)	<ul style="list-style-type: none"> <li>▪ Practicum experience for the neuroscience curriculum</li> <li>▪ Certificate participants return to ANA 636 as a teaching assistant and attend all 7 labs from 3:00-5:00pm throughout the semester to guide students in identification of neuroanatomy under the supervision of faculty members</li> <li>▪ Certificate students attend three hours of lecture to observe teaching styles of various educators in the course</li> <li>▪ Students assist in three exam set-ups and proctoring; this involves three hours of exam set-up/proctoring per exam and five hours of grading among the exams; students submit test questions based on their lecture material</li> <li>▪ Students present two one-hour lectures in the ANA 636 curriculum, one early and one later in the course</li> <li>▪ Practicum participants maintain a teaching journal that includes reflections on several aspects of the practicum experience, such as expectations and lessons learned from the neuroanatomy labs, class lectures, exam set-up/proctoring, and overall lessons learned</li> </ul>
ANA 600 (1) (common to both tracks)	<ul style="list-style-type: none"> <li>▪ The Seminar in Anatomy course is focused on literature in education, including pedagogical theories, innovations in technology for instruction, and best practices in education</li> <li>▪ The course meets one hour weekly for 15 weeks</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Students take turns presenting and facilitating a discussion on a manuscript topic of their choice within the overarching themes above (typically four journal articles per student throughout the semester)</li> <li>▪ Students attend three campus-wide education seminars (e.g. Center for the Enhancement of Teaching and Learning -CELT) and write a reflection of lessons learned for each event</li> <li>▪ Students research peer-reviewed articles on a timely educational topic in higher education (e.g. competency-based education) and present a synthesis of their findings as a capstone project</li> </ul>
<p>ANA 609 (3) (common to both tracks)</p>	<ul style="list-style-type: none"> <li>▪ This course is typically offered in the early summer ~late May-early June, concentrated 2.5 weeks, three hours daily, 1:00-4:00pm</li> <li>▪ The purpose of this course is to introduce faculty responsibilities in academia and pertinent topics for teaching</li> <li>▪ Coursework is largely based on individual and group projects and products relevant to the teaching portfolio, review of classroom teaching topics, faculty interviews, and reflections</li> <li>▪ Examples of topics covered: creating a syllabus, writing learning objectives and multiple-choice questions, classroom management and teaching evaluations, composing a teaching portfolio and supporting documents for a job application</li> </ul>