

GRADUATE CERTIFICATE IN ANATOMICAL SCIENCES INSTRUCTION

In order to successfully complete the certificate, students must earn a grade of “B” in each required course. Certificate participants may transfer equivalent coursework from other institutions not to exceed 25% of the certificate curriculum (3 credits), subject to the approval of the certificate director. The entire curriculum – including any transferred coursework, must be completed within six years of admittance to the certificate.

Gross Anatomy Track	
Total credit hours	12
Specific courses (credit hours in parentheses)	<ul style="list-style-type: none"> ▪ ANA 611: Regional Human Anatomy (5) ▪ ANA 503: Independent Work in Anatomy (practicum) (3) ▪ ANA 600: Seminar in Anatomy (education literature focused) (1) ▪ ANA 609: Educational Strategies in the Anatomical Sciences (3)
Responsibilities and Time Investment	
ANA 611 (5)	<ul style="list-style-type: none"> ▪ Course offered in the spring semester from the first week in January -first week in May (15 weeks), Meets Tues/Thurs 1:00-5:00pm <ul style="list-style-type: none"> ▪ Lectures 1:00-3:00pm (56 hours) ▪ Labs 3:00-5:00pm (28 labs, 56 hours)
ANA 503 (3)	<ul style="list-style-type: none"> ▪ Practicum experience for the gross anatomy curriculum ▪ Certificate participants return to ANA 611 as a teaching assistant and attend all 28 labs from 3:00-5:00pm throughout the semester to guide students in dissection under the supervision of faculty members ▪ Certificate students attend six hours of lecture to observe teaching styles of various educators in the course ▪ Students assist in exam set-up and proctoring; this involves ~1.5-2 hours of exam set-up in the morning and two hours of grading in the afternoon ▪ Students present two one-hour lectures, one in an undergraduate anatomy course and one in the graduate level anatomy course, during the practicum experience ▪ Practicum participants maintain a teaching journal that includes reflections on several aspects of the practicum experience, such as expectations and lessons learned from dissection-based instruction, class lectures, exam set-up/proctoring, and overall

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	lessons learned
<p>ANA 600 (1) (common to both tracks)</p>	<ul style="list-style-type: none"> ▪ The Seminar in Anatomy course is focused on literature in education, including pedagogical theories, innovations in technology for instruction, and best practices in education ▪ The course meets one hour weekly for 15 weeks ▪ Students take turns presenting and facilitating a discussion on a manuscript topic of their choice within the overarching themes above (typically four journal articles pers student throughout the semester) ▪ 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 ▪ 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
<p>ANA 609 (3) (common to both tracks)</p>	<ul style="list-style-type: none"> ▪ This course is typically offered in the early summer ~late May-early June, concentrated 2.5 weeks, three hours daily (1:00-4:00pm) ▪ The purpose of this course is to introduce faculty responsibilities in academia and pertinent topics for teaching ▪ 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 ▪ 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