

## Objectives:

- Discuss the mission of the modern university from an historical perspective.
- Describe the organizational and governance structures.
- Discuss the principles underlying the awarding of tenure and promotion.
- Discuss the principle of “academic freedom” and its application to classroom instructions.
- Evaluate characteristics of effective teachers.
- Write and revise a teaching philosophy.
- Develop a course plan considering the following elements: how the course relates to the curriculum, prerequisite knowledge, course goals and outcomes, specific content, organization and sequencing of course content, pedagogies, and assessment methods.
- Critique examples of course syllabi including all essential elements of course content and evaluation.
- Describe the considerations involved in selecting an appropriate course text.
- Write and use measurable course objectives for your course and lecture materials.
- Contrast different adult learning styles and discuss how instructional approaches to content may be modified.

## Objectives (continued):

- Deliver instructional sessions effectively using discipline-specific content and different instructional media.
- Develop an effective evaluation tool for material taught in practice-teaching sessions.
- Write test questions for lectures you deliver in the course and develop one alternate evaluation tool for those lectures.
- Describe methods of self-assessment: teaching effectiveness and assess one’s own teaching.
- Explain the legal rights and responsibilities of students with disabilities in university settings.
- Discuss how teaching procedures may be modified to convey content in didactic, laboratory, and distance education settings.
- Apply critical thinking skills and knowledge of published research to solve instructional problems and relate theory to practice in any course content area.

## Contact Information

### *Preparing Future Faculty Program*

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Health Sciences Center

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## Preparing Future Faculty Program

Graduate College  
University of Oklahoma  
Health Sciences Center



## What is PFF?

The Preparing Future Faculty (PFF) program is a national movement to transform the way aspiring faculty members are prepared for their careers.



Preparing  
Future Faculty

The OUHSC PFF program provides doctoral students, as well as master's students, and post-doctoral fellows with a two-course sequence focused primarily on teaching, where the first course provides didactic background in instructional methods and the second provides discipline specific teaching experiences in university classrooms.

The Preparing Future Faculty (PFF) program is a national movement, sponsored in part by the Council of Graduate Schools, to transform the way aspiring faculty members are prepared for their careers

Participants completing the PFF program will have assembled individual teaching portfolios comprised of teaching philosophy, lesson plans, instructional objectives, instructional media, self assessment tools, and structured peer evaluation tools.

## What do students receive when they complete the program?

Each student who successfully completes the two-course PFF program will receive an annotation on his/her university transcript. A Certification of Completion will also be awarded. Transcripts will show grades of "S" (satisfactory) for the didactic instructional methods course and the practicum course.



## Who is eligible for the PFF Program?

Ten students will be admitted into the PFF Program each year. Doctoral students admitted to candidacy, Masters students who are in their second year in their program, and Post-doctoral Fellows who are eligible to be admitted into the Graduate College as a special student may be accepted into the program.

## How do I apply?

Each applicant should complete the PFF Application Form and the supplemental documentation and submit all materials to the Graduate College by June 1.

For More Information & PFF Application:  
<http://www.ouhsc.edu/graduate>

## What courses are required for the program?

The first course, Instructional Methods, offered during the fall semester will include theoretical and applied materials addressing university structure and governance, elements of effective teaching, and institutional resources for teaching. Students will be required to develop appropriate course objectives, to deliver organized lectures, and to communicate effectively in verbal, written, and visual modalities.

The second course will pair students with faculty mentors to gain hands-on teaching experiences. These may include lecture format, small group learning, team based learning, problem based learning, or distance education modules. Students will be expected to prepare a syllabus and objectives for their instruction and will work with their mentors to evaluate their efforts and make improvements based on these evaluations.

