

COLLEGE TEACHING (GRAD)

Degree Offered: Cognate, Graduate Certificate

This program is offered in Durham.

The College Teaching Program helps to prepare graduate students for academic teaching positions, and to prepare and enhance the effectiveness of college teaching for faculty members, post-docs, and graduate students enrolled at institutions other than UNH. The transfer and relationship between theory and research and instructional practice is emphasized in all courses.

This is a University-wide program coordinated by the Office of the Dean of the Graduate School and involving the Center for Excellence and Innovation in Teaching and Learning as well as faculty members from many fields and disciplines. Two academic programs are offered: the **cognate** in college teaching and the **certificate** in college teaching.

Cognate in College Teaching: The Cognate in College Teaching is open to UNH graduate students in a doctoral program or a terminal master's degree program.

Certificate in College Teaching: Certificate is open to current faculty members, postdocs, and doctoral students enrolled at institutions other than UNH.

Admission Requirements

Applicants to the cognate program must have the support and recommendation of their doctoral program coordinator.

Test Scores: None

New England Regional: No

<https://www.unh.edu/cetl/academic-programs-college-teaching>

Programs

- [Cognate in College Teaching](#)
- [College Teaching \(Graduate Certificate\)](#)

Courses

Graduate School (GRAD)

GRAD 800 - Continuing Enrollment

Credits: 0

All continuing graduate students who are not enrolled for course credits, thesis credits, Doctoral Research (999) or Master's Continuing Research (GRAD 900), and are not in residence, are required to register for GRAD 800 each semester of the academic year (or each summer for students in MATH M.S.T., and English M.S.T. and College Teaching M.S.T. programs). Students registered for GRAD 800 are considered part-time. Not graded.

Grade Mode: Not graded

Special Fee: Yes

GRAD 834 - Fundamentals of Citizen and Community Science

Credits: 3

This course introduces the emerging field of citizen science, including community science, exploring theories and applications in natural, physical, and social science fields. Students will develop competencies related to project design and implementation. The course will focus on best practices for effective projects and teams and include topics such as volunteer engagement, methods for data sharing, and issues of social justice in citizen science.

Grade Mode: Letter Grading

GRAD 844 - Fundamentals of Stakeholder and Community Engagement in Natural Resource Management

Credits: 3

Management of natural resources requires the effective involvement of stakeholder and community groups that often have differing perspectives on the path ahead. This course provides a foundation for students from various disciplines to develop a fundamental understanding of the theory and practice of stakeholder and community engagement in natural resource management across a range of ecosystem and governance scales (with a focus on the US Northeast). Students will explore various case studies and track topics of interest throughout the course.

Grade Mode: Letter Grading

GRAD 891 - National Science Foundation Graduate Research Fellowship Preparation

Credits: 0

This course is designed to enable students to receive information, guidance, and support in applying for the National Science Foundation (NSF) Graduate Research Fellowship program (GRFP). Students will become familiar with the NSF, its mission, and the selection criteria for this fellowship. Through independent work and collaborative exercises, students will strengthen writing skills and develop a strong application.

Grade Mode: Graduate Credit/Fail grading

GRAD 900 - Master's Continuing Research

Credits: 0

Master's Continuing Research (GRAD 900) is for Master's students who are in residence and need to be full time but have already completed all course requirements, have previously registered for the maximum number of thesis or project credits. As this grants full-time status, students are also responsible for the full time mandatory fees. Effective Fall 2020, GRAD 900 may be taken only once. However, students who need to repeat this registration may do so with permission. Not Graded.

Grade Mode: Not graded

Special Fee: Yes

GRAD 901 - Master's Continuing Fieldwork

Credits: 0

This registration is for students who needed to take an incomplete for their fieldwork placements due to the COVID situation, and are completing their fieldwork during the semester of GRAD 901 enrollment. Students registered for GRAD 901 are considered full-time. Not graded. Permission from department required. Normally to be taken a maximum of one time.

Grade Mode: Not graded

GRAD 930 - Ethics in Research and Scholarship

Credits: 2 or 3

Individual, professional, institutional, and social issues related to the ethical conduct of research and scholarship. Uses case studies to demonstrate the application of pertinent regulations, policies, and guidelines.

Grade Mode: Graduate Credit/Fail grading

GRAD #941 - Special Topics: Fundamentals of Online Instruction**Credits:** 1

This course is intended to familiarize UNH instructors with the fundamentals and best practices of teaching Online. The course objectives are centered on core instructional competencies with an emphasis on application, which are reinforced through modeling of best practices by the course facilitators. Participants are encouraged to apply strategies covered in the Fundamentals of Online Instruction as they begin the development of their own Online course. Topics covered include: the difference between Online and face-to-face instruction, quality standards, instructor presence, an Online syllabus template, learning design, active learning, content chunking, course outline and workload balance.

Grade Mode: Graduate Credit/Fail grading**GRAD 950 - Issues in College Teaching****Credits:** 2

Issues faced within the classroom including evaluation methods, classroom climate and diversity, instructional approaches, teaching and learning resources, and student behavior. Case studies.

Equivalent(s): GRAD 940**Grade Mode:** Graduate Credit/Fail grading**GRAD 951 - Teaching with Writing****Credits:** 2

Examination of the issues, principles, and practices of using writing to enhance learning. Appropriate for all fields and disciplines. Participants design and field test assignments. Seminar requires field work and independent research.

Grade Mode: Graduate Credit/Fail grading**GRAD 961 - Cognition, Teaching, and Learning****Credits:** 2

Cognitive theories and their application to classroom instruction. Examination of historical relation between cognition and education as well as current application of cognitive theory in the learning process. Cognitive skills involved in the learning process. Teaching strategies that enhance the use of cognitive skills and improve learning and teaching effectiveness.

Grade Mode: Letter Grading**GRAD 965 - Classroom Research and Assessment Methods****Credits:** 2

Examination of methods used in classroom assessment and classroom research. The focus is on the improvement of teaching and learning in a teacher's own classroom. Research project is required.

Grade Mode: Letter Grading**GRAD 970 - Special Topics in College Teaching****Credits:** 2-4

Formal courses in college teaching: A) field studies; B) disciplinary studies, C-Z other.

Repeat Rule: May be repeated for a maximum of 10 credits.**Grade Mode:** Letter Grading**GRAD 995 - Independent Study in College Teaching****Credits:** 1-4

Faculty supervised independent studies in college teaching.

Repeat Rule: May be repeated for a maximum of 12 credits.**Grade Mode:** Letter Grading**GRAD #996 - Special Topics****Credits:** 1-4

New or specialized courses not normally covered in regular course offerings. May be repeated barring duplication of topic.

Repeat Rule: May be repeated up to unlimited times.**Grade Mode:** Letter Grading**GRAD 998 - College Teaching Portfolio****Credits:** 1

An integrative experience for the cognate in college teaching, culminating in an electronic teaching portfolio submitted to the Center for Excellence in Teaching and Learning.

Grade Mode: Letter Grading

Faculty

See <https://www.unh.edu/cetl/ceitl-staff> for faculty.