Continuing Research. Students registered for GRAD 900 are considered registered for the maximum number of thesis or project credits, and are in Master’s students who have completed all course requirements. Students will strengthen writing skills and develop a strong application. 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.

GRAD 900 - Master's Continuing Research
Credits: 0
Master’s students who have completed all course requirements, registered for the maximum number of thesis or project credits, and are in residence completing their master’s program must register for Master’s Continuing Research. Students registered for GRAD 800 are considered full-time. Not graded.

GRAD 902 - Qualitative Institute
Credits: 2
This course explores strategies for navigating crucial junctures in qualitative data analysis. Through focused applications including ethnographic, grounded theory, and/or case study approaches, we examine how the researcher’s question(s), theoretical stance, unit of analysis, and case-specific of collective orientation shape analytic options and decisions. Students work with data already in the process of being generated and analyzed. Prior coursework or experience in qualitative research is required.

Repeat Rule: May be repeated for a maximum of 4 credits.

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. Cr/F.

GRAD 932 - Graduate Outreach Communication
Credits: 2
Professional success in - and after - graduate school depends on the ability to communicate about one's research, not only by publishing in professional journals, but also by explaining its implications to a broad audience. This course covers a range of topics related to research communication, including audience, visual and oral presentation skills, and online forms such as websites, blogs, and social media (emphasis will vary depending on student interest). Open to students from all disciplines. Cr/F.

GRAD 935 - Intensive Grant Writing Seminar
Credits: 2
The ability to find funding for one's research is an important skill. This course, open to graduate students in all disciplines, provides the expertise necessary to identify appropriate funding opportunities and write effective grant proposals. Students work alone or in small groups to write a grant proposal from start to finish. Guest speakers include successful grant writers from across campus, including faculty members and staff from Corporate and Foundation Relations and the Research Office.

GRAD #940 - Foundations in College Teaching
Credits: 2
Formal consideration of effective teaching approaches. Topics include course design, presentation, and evaluation. Introduction to multiple pedagogies and their application in higher education.

Equivalent(s): GRAD 950

GRAD 945 - Advanced Seminar in College Teaching
Credits: 2
Capstone course for experienced faculty. The development and review of a course portfolio that demonstrates the knowledge and application of best teaching practices. Includes a formal examination on the scholarship of teaching and learning. Capstone course for experienced faculty. By permission only.

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. Prereq: permission. Cr/F.

Equivalent(s): GRAD #940
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. Cr/F.

GRAD 952 - College Teaching Mentorship  
Credits: 1-2  
Individual interaction with a senior professor to develop insights related to college-level teaching. Students observe and analyze instructional approaches based upon the professor’s teaching philosophy and teaching traditions within a specific field or discipline. Micro teaching may be required. Prereq: permission. Cr/F.  
Repeat Rule: May be repeated for a maximum of 3 credits.

GRAD 959 - Advanced Issues in College Teaching  
Credits: 1  
Advanced seminar examining issues involved in teaching and learning faced within the classroom. Examines the relationship between theory and practice. Prereq: GRAD 950 or permission. May be repeated barring duplication of subject matter. Cr/F.

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. Prereq: permission.

GRAD #962 - Academic Citizenship  
Credits: 2  
Issues facing professors as a group within today's academic world. Topics include: defining "higher education" in contemporary terms; the variety of American academic institutions, their diverse missions, and associated career paths; the academic ethic; and the status of academic freedom in today's climate. Examination of the rights and responsibilities of the contemporary professor. Prereq: permission.

GRAD #963 - College Students and the Undergraduate Culture  
Credits: 2  
Examination of the cultures for learning and teaching, created by faculty members, administrators, and undergraduates. Consideration of recent research on the relationship of such cultures to the quality of teaching and learning. Content includes research on the learning needs of students, the importance of cultural artifacts in the classroom, and related topics.

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. Prereq: permission.

GRAD 970 - Special Topics in College Teaching  
Credits: 2-4  
Formal courses in college teaching: A) field studies; B) disciplinary studies, C-Z other. Prereq: permission.  
Repeat Rule: May be repeated for a maximum of 10 credits.