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 (http://catalog.unh.edu/graduate/programs-study/college-teaching/college-teaching-cognate)
- College Teaching (Graduate Certificate) (http://catalog.unh.edu/graduate/programs-study/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.

GRAD 885 - Graduate Foreign Exchange
Credits: 9

Graduate students may spend a semester at participating institutions. Eligibility requirements include United States citizenship, good academic standing, and permission of their graduate program committee. For information contact the Center for International Education. Special fee. Cr/F.

Co-requisite: INCO 687

Repeat Rule: May be repeated for a maximum of 9 credits.

GRAD 890 - UNH Law Exchange
Credits: 1-3

Graduate degree students may enroll for courses at the UNH School of Law that are not offered through the Graduate School and will normally fulfill elective degree requirements in the students major program. Eligibility requirements include good academic standing (3.0 or better), good financial standing, permission of the graduate program committee or advisor and permission of the graduate school. For information contact the Graduate School. Normally no more than one course can be taken at the law school in any one term.

Repeat Rule: May be repeated for a maximum of 9 credits.

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.

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 900 are considered full-time. Not graded.

GRAD 920 - 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.
Repeat Rule: May be required. Prereq: permission. Cr/F.

Micro teaching approaches based upon the professor's teaching philosophy and to college-level teaching. Students observe and analyze instructional

Credits:

Individual interaction with a senior professor to develop insights related to a specific field or discipline. Micro teaching may be required. Prereq: permission. Cr/F.

Equivalent(s):

May be repeated for a maximum of 3 credits.

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.

Credits:

The examination of the issues, principles, and practices of using writing to enhance learning. Appropriate for all fields and disciplines. Participants

Equivalent(s):

Analysis of the content, methodology, and pedagogy in college curricula, student and teacher knowledge and beliefs, epistemological and cognitive bases of science learning, and related instructional approaches. Extensive reading, writing, discussion, and reflection are included. Not open to all students who have completed CHEM 971. Prereq: permission.

Equivalent(s):

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.

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.

Equivalent(s):

Writing 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.

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.

Credits:

This course, open to graduate students in all disciplines, provides 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.

Equivalent(s):

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.

Equivalent(s):

Exploration of the issues, principles, and practices of using writing to enhance student engagement, critical thinking, and classroom climate and diversity, instructional approaches, teaching and learning resources, and student behavior. Case studies. Prereq: permission.

Equivalent(s):

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):

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.

Credits:

Formal courses in college teaching: A) field studies; B) disciplinary approaches. Extensive reading, writing, discussion, and reflection are included. Not open to all students who have completed CHEM 971. Prereq: permission.

Equivalent(s):

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.

Equivalent(s):

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.

Equivalent(s):

CRAD 599 - 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.

Equivalent(s):

Explanation 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.

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Credits:

Exploration of the issues, principles, and practices of using writing to enhance learning. Appropriate for all fields and disciplines. Participants

Equivalent(s):

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.

Equivalent(s):

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.

Credits:

This course, open to graduate students in all disciplines, provides 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.

Equivalent(s):

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.

Equivalent(s):

Formal courses in college teaching: A) field studies; B) disciplinary approaches. Extensive reading, writing, discussion, and reflection are included. Not open to all students who have completed CHEM 971. Prereq: permission.

Equivalent(s):

Exploration of the issues, principles, and practices of using writing to enhance learning. Appropriate for all fields and disciplines. Participants

Equivalent(s):

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.

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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.

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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 #980 - Preparing to Teach a Psychology Course  
Credits: 2  
Preparation for teaching in psychology. Examination of issues and models involving course design and interaction with students. Products from the course will include a complete course syllabus, a preliminary statement of teaching philosophy, and the first three teaching models of a course. An IA (continuous grading) grade may be awarded.

GRAD 990 - College Teaching Praxis  
Credits: 3-4  
Formal experience in teaching a college level course. Development of a teaching portfolio. Prereq: permission.  
Repeat Rule: May be repeated for a maximum of 12 credits.

GRAD 995 - Independent Study  
Credits: 1-4  
Faculty supervised independent studies in college teaching. Prereq: permission.  
Repeat Rule: May be repeated for a maximum of 12 credits.

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.

Faculty

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