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 repeated for a maximum of 3 credits.

**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.

**Repeat Rule:** May be repeated for a maximum of 3 credits.

**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.

**Equivalent(s):** GRAD 950

**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.

**Equivalent(s):** GRAD 940

**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.

**Equivalent(s):** GRAD 940

**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.

**GRAD 971 - Teaching and Learning in Science**
**Credits:** 3-4
Issues, activities, and research in science education, including history of 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):** CHEM 971

**GRAD #978 - Teaching Economics**
**Credits:** 4
Analysis of the content, methodology, and pedagogy in college economics courses. Effects upon college students of economics. Exploration of relevance of other social sciences, the humanities, the natural sciences, and mathematics for undergraduate economic education. Not open to students who have taken ECON 898. Prereq: permission.

**Equivalent(s):** ECON 898
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.