For any questions, contact Catherine Overson: Catherine.overson@unh.edu

Graduate Certificate & Cognate in College Teaching Course Descriptions

GRAD 950 Issues in College Teaching This course is intended for anyone who teaches or is preparing to teach at the college level. The course has no prerequisites, nor is it geared toward teaching specific content from any particular field or discipline. Classes have been designed to enable participants to consider aspects of college teaching through an introduction to the growing body of formal scholarship on college teaching and through examination of critical issues. In addition, we will explore issues and models involving syllabus construction and course design. Products from the course will include constructing a course syllabus for a proposed course, designing and evaluating learning activities for your proposed course, and developing your teaching philosophy and diversity, equity, and inclusion statement. Cr/F. **GRAD 951 Teaching With Writing**
We will explore the best ways to use writing in the classroom. Work with individual experience and existing scholarship will help us answer key questions about course-level writing: Who should teach writing? How do students become better writers? How does writing help students learn? How do we effectively and economically include writing in our classrooms? What is good writing? Our goal is to understand how to help students become better writers and how to use writing to learn across a wide variety of occasions and disciplines. Cr/F.

GRAD 961 Cognition, Teaching, and Learning
We will review several cognitive theories of learning and explore their application in educational contexts. We will identify teaching strategies that have been empirically demonstrated to enhance the use of cognitive skills and improve learning and teaching effectiveness. Topics include: prior knowledge, individual differences, and learning; expertise reversal effect; feedback and learning; desirable difficulties; interleaving and spacing of practice; illusions of competence; principles of multimedia learning; retrieval practice and test-enhanced learning; worked examples; conceptual change; self-explanation and learning; learning from text; cognitively-based approaches to study. **GRAD 965 Classroom Research and Assessment Methods**
The focus of this course is on the improvement of teaching and learning in a teacher's own course, primarily on the work related to course-level research and assessment at the postsecondary level. Throughout the course we will read and discuss what Cross, Angelo, Steadman, Barkley, Howell Major and others have written about classroom research and assessment.

GRAD 970 Special Topics in College Teaching: Teaching with Technology
This course focuses on teachers' development of personal positions on the use of technology in presenting course material. Students will begin by examining attitudes, affordances, and challenges associated with the use of technologies in teaching. Next, we will explore instructional technologies that have the potential to benefit learning outcomes based on course objectives that you set. The final project will be to develop a practical strategy that incorporates technology in a course that you will teach.

GRAD 970 Special Topics in College Teaching: Teaching and Learning with Multimedia
Through the lens of cognitive load theory students will examine Richard Mayer's cognitive theory of multimedia that can be used to design any face-to-face or online presentation of to-be-learned material. Additional readings will include empirical literature demonstrating the learning benefits of multimedia presentations using several multimedia principles. The final project will be to develop an annotated multimedia lesson presentation, applying cognitive principles of multimedia learning, for a specific course that you might teach.

GRAD 970 Special Topics in College Teaching: Course Design: Best Practices for Course Development and Implementation
Preparation for teaching a course in any college/university field or discipline. Examination of issues and models involving course design—from developing course learning outcomes to creating instructional approaches to addressing those outcomes; Students will learn to develop authentic assessments to assess whether learning outcomes have been achieved. Topics include: overall course structure; issues of accessibility and course design writing course objectives and learning outcomes; creating course assignments and exam questions; grading course assignments and exams; developing a course grading scheme; reading about and discussing approaches that foster student engagement and learning. Products from the course include a complete course syllabus on a subject related to the student's field of study; sample assignments and exam questions; a complete teaching module for a unit in a course.