



## Preparing Future Faculty Courses

(These may be taken singularly or in a set leading to the Graduate Certificate in College Teaching and Learning.)

### **GS 610: COLLEGE TEACHING. (1 credit hour; fall)**

This seminar addresses a wide spectrum of teaching and learning issues in the college classroom. Intended for graduate students who want to prepare for future academic careers and enhance current teaching activities, this seminar examines pedagogical issues in a general format with opportunities for discipline-specific applications.

### **GS 620: TEACHING IN THE 21ST CENTURY. (1-2 credit hours; offering varies)**

This seminar is a rotating series of 1-2 credit hour courses on various aspects of life in institutions of higher education. Participating graduate students from a range of disciplines will have the opportunity for an in-depth exploration of the research and practice surrounding a special topic in college teaching and learning. The seminars will involve both classroom activities and experience-based learning. For example, the course on first-year students will include a study of current research on the first-year experience, interviews with first-year students, and an experiential component where participants serve as mentors for first-year students. Participants will be asked to produce a paper that integrates the theoretical and experiential aspects of the course and develops implications for teaching in their content areas. May be repeated to a maximum of three enrollments.

### **GS 630: INSTRUCTIONAL TECHNOLOGY. (1 credit hour; spring)**

This seminar addresses pedagogically sound and effective applications of instructional technologies (IT) in college teaching. Course goals include examining the impact of IT on learning outcomes, teaching strategies, and instructional assessments; developing proficiency in creating PowerPoint presentations; designing and managing instructional Web sites; facilitating Internet dialogue; conducting distance learning courses; and considering how IT affects faculty roles and responsibilities, the nature of the college classroom, and the future of higher education.

### **GS 640: GRANT WRITING. (3 credit hours; offering varies)**

This course argues that successful grant-writing is a process, and, therefore, the more you know about the process the more successful you will be regardless of the funding agency or type of award. Strategies will be presented to guide you through pre-submission, submission, re-submission, and post-award issues.

### **GS 650: PREPARING FUTURE FACULTY. (2 credit hours; fall and spring)**

Preparing Future Faculty is designed to introduce graduate students to the roles and responsibilities of the college teacher and to assist them in understanding the variety of institutions in which effective teaching takes place. Students will focus on the academic expectations, institutional identities, and particular policies and procedures which characterize different types of institutions of higher learning. Skills to help students apply for positions and achieve success in their appointments will also be addressed.

### **EPE 672: COLLEGE TEACHING AND LEARNING. (3 credit hours; fall and summer offering)**

A study of all phases of instruction at the college level. The course includes methods and principles of teaching, utilization of materials in teaching, a consideration of the teaching-learning process as it relates to the individual student, and the evaluation of student progress. A comprehensive course for prospective college teachers.

### **GS 699: PRACTICUM IN COLLEGE TEACHING. (3 credit hours; fall, spring, and summer)**

The Practicum is a mentored teaching experience that not only immerses the graduate student in teaching but also fosters reflection on the experience, provides structured feedback and plans for improvement, and guides students in developing a teaching portfolio. The practicum requires that the graduate student assume full responsibility for a course, under the guidance of a mentor teacher. The practicum is distinct from many mentored Teaching Assistant experiences because the student must have full responsibility for the course, including syllabus and materials development, assessment, instructional responsibilities, and grade assignments. Credit will not be assigned until the graduate student has submitted a teaching portfolio that includes a practicum reflection and goals for improvement. Prereq: EPE 672; GS 610 (or equivalent); consent of instructor