

## Fall 2022 Graduate and Postdoctoral Professional Development Courses

### **GS 610: College Teaching Seminar**

Sec. 401; 1 credit hour. Thursday, 5:30-6:30 p.m., Jacobs Science Building, Rm 139

Instructor: Dr. David Sacks

Addresses a wide range of teaching and learning issues in the college classroom. Examines pedagogical issues in a general format with opportunity for discipline-specific applications. This course can serve to augment any department-based pedagogy programs. Intended primarily for graduate students preparing for future academic careers and seeking to enhance current teaching activities. No prerequisite other than graduate student standing. Also open to Postdocs.

### **GS 620: Teaching in the 21<sup>st</sup> Century: Inspiring Curiosity**

Section 001; 2 credit hours. Monday, 4:00-6:00 p.m., location TBD

Instructor: Dr. Hannah Ruehl

Curiosity, in the most simplistic terms, is the desire to know. As educators and researchers, we know well the power of curiosity because it has led us into higher education. The thrill of pursuing knowledge is a gift we wish to give to our students, because we know it has many rewards for ourselves, society, and posterity. Engaging our intellectual curiosity regularly creates lifelong learners, and lifelong learners enjoy life and move society forward. Yet many of us have found that engaging others, particularly our undergraduates, in our chosen fields and subjects is not always easy. Engaging the curiosity of students is the first step into a major exploration in education. When we harness the power of curiosity in our classes, we invite our students to labor to understand--to satisfy their intellectual itch. Curiosity can help our students commit to the intellectual rigor needed to excel in our classes, majors, and fields.

This seminar will explore what curiosity is, barriers to curiosity, and ways of inspiring curiosity in your classroom. Through discussion-based classes and light readings, this course is designed to complement graduate students interested in careers in academia. No prerequisite other than graduate student standing. Also open to Postdocs.

### **GS 640: Grant Writing**

Sec. 001; 3 credit hours. Wednesday, 4:00 – 6:30 p.m., Jacobs Science Building, Rm 221

Instructor: Dr. Francisco Andrade

Prepares graduate students to identify competitive grants large and small and to craft clear and compelling grant applications. Content and skills developed in the course are useful to students across the disciplines. No prerequisite other than graduate student standing. Also open to Postdocs.

### **GS 650: Preparing Future Faculty**

Sec. 401; 2 credit hours. Monday, 6:00 – 8:00 p.m., Business and Economics Building, Rm 131

Instructor: Dr. Morris Grubbs

An introduction to the roles and responsibilities of faculty across the types of institutions (research universities, comprehensive master's universities, liberal arts and sciences colleges and universities, and community colleges). Through class discussions with visiting faculty and administrators, students learn the characteristics of the institutional types and the expectations of faculty across research, teaching,

and service. Applying effectively to positions and achieving early and lasting success in faculty appointments will be addressed. No prerequisite other than graduate student standing. Also open to Postdocs.

Also offered are **EPE 672** (College Teaching and Learning, one of the core courses in the curriculum for the Graduate Certificate in College Teaching and Learning), **GS 695** (a self-directed study on a pedagogical problem in a student's discipline), and **GS 699** (College Teaching Practicum, the capstone for students admitted to the Graduate Certificate in College Teaching and Learning).

Other courses that may count as electives in the Graduate Certificate in College Teaching and Learning curriculum, or that may be of interest to students preparing for faculty or administrative careers in higher education, include **EPE 612** (Intro. to Higher Ed), **EPE 640** (Philosophy of Higher Ed), **EPE 653** (History of Higher Ed), **EPE 654** (Diversity in Higher Ed), **EPE 670** (Policy Issues in Higher Ed), **EPE 675** (Sociology of Higher Ed), **EPE 678** (Economics of Higher Ed), and **EPE 682** (Higher Ed and the Law). This may not be an exhaustive list. Check for prerequisites. To learn more about the Educational Policy Studies and Evaluation Program (EPE), click [here](#).

[Click here](#) for a brochure on The Graduate School's **Preparing Future Faculty/Professionals Program**, including testimonies from alumni. Full information about the **Graduate Certificate in College Teaching and Learning** is [here](#).