

# GRD-Graduate School

## **GRD 600. Core Issues in Aging. 3 Hours.**

A multidisciplinary approach will be used to consider dimensions of the aging process. This course explores individual and societal meanings of aging and old age through the study of the biological, psychological and sociological changes accompanying aging as well as current issues and controversies in the study of aging.

## **GRD 617. Critical Thinking and Integrity. 3 Hours.**

This course examines the traditions and foundational concepts of critical thinking. Students will engage with diverse perspectives to question assumptions, evaluate evidence, and thoughtfully apply critical thinking skills across contexts.

## **GRD 690. IGS Capstone: Research to Practice. 1-6 Hour.**

As the final course for the Interdisciplinary Graduate Studies (IGS) degree, this Capstone course emphasizes the research-to-practice cycle for professional practitioners through a Capstone project. The course is designed to help students develop the skills and knowledge needed to understand, critique, and apply research in their professional practices. For the Capstone project, students will select a significant topic or issue from their professional experience that connects their two graduate certificates. Based on this topic, they will develop an intervention grounded in research. Throughout the course, students will participate in readings, discussions, and various learning activities, culminating in the public presentation of their final program, project, practice, or policy proposal. This course may only be taken during the semester when the student is completing their IGS program.

## **GRD 703. Special Topics. 1-4 Hour.**

This course addresses topics of current interest related to professional development.

## **GRD 704. Specialized Instruction. 1-9 Hour.**

This individualized course addresses particular communication needs of students actively writing theses, dissertations, articles for publication, and grant proposals. Individual plans approved by instructor are required.

## **GRD 705. Teaching at the College Level. 2-3 Hours.**

Introduces many of the basic principles needed to teach effectively at the college level and addresses current issues relevant to college teaching. Topics include creating a learning environment, course and syllabus design, active learning approaches, evaluation and grading, and using technology to enhance learning.

## **GRD 706. Grants and Fellowships 101. 1 Hour.**

Grants and Fellowships 101 is designed to equip learners with the essential skills and knowledge needed to navigate the complex world of grant writing and fellowships. This course provides a comprehensive overview of how to identify and categorize various granting opportunities, differentiate grant writing from other forms of academic writing, and develop strong, competitive grant proposals. Through practical exercises, students will gain hands-on experience in drafting, revising, and evaluating grant sections and components. Additionally, the course emphasizes the importance of feedback in refining grant proposals, preparing students to solicit and respond to critiques effectively.

## **GRD 709. Writing Fellowships. 3 Hours.**

This course is designed for current graduate students and postdoctoral scholars who are seeking to enhance their skills in writing successful grant applications. Writing Fellowships provides a comprehensive overview of the grant application process, from understanding funding agencies to developing and submitting proposals. Learners will gain insights into various external funding agencies, will develop a broad understanding of the administrative processes involved in grant management, will learn about the essential components needed for a compelling grant application and will create a complete grant application tailored to an external funding agency. Learners will acquire the skills necessary to navigate the competitive landscape of grant funding successfully.

## **GRD 710. Career Workshop for Graduate Students. 1 Hour.**

This workshop introduces a variety of career choices for students working on advanced degrees in the life sciences. Topics may include sources of career information, self-assessment, resume construction, interviewing, using new technologies in job searches, career choices, the hidden job market, networking, and negotiating.

## **GRD 711. Special Topics. 1-3 Hour.**

This course addresses topics of current interest related to professional communication, career development, and ethics.

## **GRD 713. Mentoring 101. 1 Hour.**

This seminar will cover the science and theory on mentoring, including the mentor-mentee relationship, issues of gender, culture, age, and other power differentials; contemporary mentoring strategies as they relate generally and specifically to situations and fields; applying different mentoring models to real life/workplace.

## **GRD 715. Preparing TAs to Be Effective Teachers. 2 Hours.**

Prepares teaching assistants to meet the educational needs of undergraduate students by developing effective teaching practices. Topics include preparing to teach, presenting material effectively, handling questions, handling difficult students and situations, leading laboratory sections, and ethical issues related to teaching.

## **GRD 716. Developing a Teaching Portfolio. 2 Hours.**

This hybrid course guides students in developing a Teaching Portfolio for improving teaching practices and enhancing job search potential. The web-based curriculum introduces essential elements of the portfolio and guides students in drafting a personal Philosophy of Teaching.

## **GRD 717. Principles of Scientific Integrity. 3 Hours.**

Surveys ethical issues and principles in the practice of science.

## **GRD 729. Writing Your Journal Article in 12 Weeks. 3 Hours.**

Introduces writers to a systematic approach to writing a journal article, including essential structures, stylistic conventions, and smart strategies for planning and completing projects under a deadline. Writers begin with their own working manuscripts (unpublished course paper, thesis, dissertation, etc.), identify a target journal, and draft short, strategic sections, based on peer review and instructor feedback, to create a final submission, per author's guidelines. For anyone with active publishing goals.

## **GRD 730. Developing and Managing Your Professional Image. 3 Hours.**

This course is designed to raise student awareness of their professional image. Topics include professional perception, polishing professional image, adjusting to professional contexts, and professional image and social media.

**GRD 735. Leadership 101. 1 Hour.**

This course introduces foundational leadership theories and concepts, emphasizing the role of mentorship in effective leadership practice.

**GRD 740. UAB Prep Scholar Workshop. 1-3 Hour.**

This course will provide extensive professional development activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 741. UAB PREP Scholar Workshop I. 1-3 Hour.**

This course will provide writing and other enrichment activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 742. UAB PREP Scholar Workshop III. 1-3 Hour.**

This course will provide extensive professional development activities to prepare UAB PREP Scholars for entry into graduate school.

**GRD 743. Critical Thinking and Quantitative Concepts. 3 Hours.**

The goal of this course is to enhance students' critical thinking skills in the context of rigorous experimental design and quantitative analysis. Specifically, students will engage in activities that explore robust and unbiased approaches toward analysis, interpretation, and reporting of experimental results.

**GRD 745. Communication and Diversity Leadership. 3 Hours.**

Upon completion of the course, students will be able to explain, analyze, and apply approaches to leading and communicating in diverse communities.

**GRD 746. Critical Decisions in Mentoring. 3 Hours.**

This course explores the critical thinking skills related to the decision making processes for mentors.

**GRD 755. CIRTL Teaching Practicum. 3 Hours.**

This CIRTL course provides students a structured observation and practicum experience in which they shadow a faculty member as he/she teaches a semester-long course and engage in a variety of guided teaching activities.

**GRD 759. CIRTL Teaching-as-Research in STEM Courses. 3 Hours.**

This CIRTL course introduces Teaching-as-Research project design and guides students through the TAR planning process.

**GRD 760. CIRTL Teaching-as-Research Project. 3 Hours.**

This CIRTL course is designed for students who are conducting a Teaching-as-Research project.

**GRD 763. CIRTL Individualized Teaching and Learning Project. 1-3 Hour.**

This CIRTL individualized course provides students with opportunities to engage in teaching and learning projects related to undergraduate STEM (science, technology, engineering, and math) education. Individual plans approved by the instructor are required.

**GRD 770. Intro to Biostats. 2-3 Hours.**

This course is intended to provide graduate students with an introduction to biostatistics. The emphasis in this course will be upon understanding statistical concepts and applying and interpreting tests of statistical inference. Content will include but not be limited to: choosing the correct test for a given research design, data and data files, data screening, scaling, visual representations of data, descriptive statistics, correlation and simple regression, sampling distributions, and the assumptions associated with and the application of selected inferential statistical procedures (including t-tests, Chi-square, and ANOVA). Computer software (SPSS) will be employed to assist in the analysis of data for this course. Students should have access to a computer, SPSS software, and the Internet.

**GRD 771. ePortfolio Workshop. 1 Hour.**

Learn how to Build a personalized website to host your Teaching and/or Mentoring Portfolio or for personal branding/ promotion.

**GRD 772. Emotionally Intelligent Leadership. 1-2 Hour.**

This course provides students with opportunities to explore the relationships among emotional intelligence (EI), leadership, and professional development.

**GRD 776. Blazer Fellows Introduction to Professional Development. 3 Hours.**

GRD 776 is a 3-credit course for Blazer Fellows to introduce professional development tools and skills that will be necessary and useful for doctoral students' professional career.

**GRD 790. Research/Lab Rotation. 1-10 Hour.**

Graduate Lab Rotation Used by MD/PhD Students first summer semester.