The Graduate School

Today’s professionals face an increasingly competitive world. In addition to demonstrating mastery in their fields of study, employers expect graduates to demonstrate competencies and leadership skills as well as the ability to foster and contribute to equitable and inclusive workplaces. Institutions and industries seek employees with skills in areas of research communication, university teaching and academic advising, writing and publishing, interdisciplinary collaboration, leadership, and mentoring. Indeed, many leading institutions view these abilities as prerequisites for career advancement. This is why the UAB Office of Professional Studies and Experiential Learning (OPSEL) offers ongoing support for students, post-doctoral fellows, faculty, and staff who want to take advantage of the school’s resources to enhance their skills.

OPSEL offers a plethora of academic and professional development learning opportunities including two interdisciplinary master’s degrees, certificates, courses, seminars, day-long workshops, and free mini-workshops in a variety of areas, such as:

- Interdisciplinary Graduate Studies – MS and MS degrees available
- Academic Advising - Certificate available
- Diversity, Equity, Inclusion, & Advocacy - Certificate available
- Leadership & Professional Development - Certificate available
- Mentoring & Leadership - Certificate available
- Research Communication - Certificate available
- Research Laboratory Management - Certificate available
- Teaching at the College Level - Certificates available
- Critical Thinking
- Job Search
- Presentation and Discussion Skills
- Responsible Conduct of Research

Check out the Current Class Schedule for a list of available offerings, or visit the OPSEL webpage for detailed information on our free mini-workshops.

AADV-Academic Advising Courses

AADV 600. Academic Advising History and Practices. 3 Hours.
The purpose of this course is to provide current or aspiring academic advising professionals with a learning environment to enhance their understanding and ability to apply historical developments and theoretical foundations to their advising practices. Students will demonstrate their understanding of NACADA’s core conceptual and informational competencies as well as their ability to apply core relational components of the academic advising profession, the pillars of academic advising, and CAS Standards within the practice.

AADV 601. Professional Writing for Academic Advisors. 1 Hour.
AADV 601 prepares Academic Advisors with professional writing skills important to success as advisors and advising program administrators. You will engage in self as well as peer review processes to facilitate your professional writing abilities. Expect to develop draft, review, finalize and submit a variety of professional writing samples including, yet not limited to, recommendation letters, emails, meeting agendas, and an academic advising project proposal.

AADV 605. Prioritization and Decision-Making in Academic Advising. 1 Hour.
AADV 605 prepares Academic Advisors with opportunities to apply skills associated with evaluating and prioritization processes to efficiently make effective and purpose-informed decisions. Additionally, learners will practice skills associated with supporting the development of prioritization skills among others.

AADV 606. Emotional Intelligence in Academic Advising. 1 Hour.
AADV 606 prepares Academic Advisors with opportunities to self-assess and apply skills associated with emotional intelligence as well as the role that it plays in academic advising processes. Additionally, learners will practice skills associated with supporting the development of emotional intelligence among others.

AADV 610. Assessment in Academic Advising. 3 Hours.
The purpose of this course is to enhance learners’ understanding of and ability to apply assessment within academic advising practices. Learners will articulate why individual and programmatic assessment is important to academic advising practices and will demonstrate their ability to synthesize assessment data into meaningful suggestions for academic advising practice, procedures, and/or policy development.

Prerequisites: AADV 600 [Min Grade: B]

AADV 620. Diversity, Equity, Inclusion, and Advocacy in Academic Advising. 3 Hours.
This course explores the relevance and value of diversity, equity, inclusion, and advocacy within the academic advising profession. Learners will study the skills and environmental factors associated with developing inclusive and equitable academic advising experiences for diverse student populations. A strong component of this course is preparing learners about principles of advocacy so that they are prepared to foster efficacious academic advising sessions, practices, programs, and policies in their campuses.

AADV 625. Resilience in Academic Advising. 2 Hours.
AADV 625 prepares Academic Advisors with opportunities to self-assess and apply skills associated with resilience and leadership as well as the role that it plays in academic advising processes. Additionally, learners will practice skills associated with supporting the development of resilience among others.

AADV 630. Special Topics Seminar in Academic Advising. 1-3 Hour.
This course will provide you with opportunities to practice a specific skill or competency associated with career success or advancement within the academic advising field. Academic Advisors serve to support the academic, career, and personal development and success of students as they persist towards degree completion. The purpose of this seminar is to provide you with opportunities to enhance your abilities to support students in developmentally appropriate ways that align with their academic, career, and/or personal goals. The primary difference between AADV 630 and AADV 640 relates to the learning activity formats and modes of content delivery. Seminars are facilitated by the instructor and delivered/created through the discourse and engagement of learners in the course. Workshops are designed with structured hands-on, skill practice sessions delivered by the instructor and experienced by the learners.

AADV 631. Academic Advising and Transfer Students. 2 Hours.
Academic Advisors serve to support the academic, career, and personal development and success of students as they persist towards degree completion. The purpose of this seminar is to provide you with opportunities to enhance your abilities to support transfer students in developmentally appropriate ways that align with their academic, career, and/or personal goals.
AADV 640. Special Topics Workshop in Academic Advising. 1-3 Hour.
This course will provide you with opportunities to practice a specific skill or competency associated with career success or advancement within the academic advising field. Academic Advisors serve to support the academic, career, and personal development and success of students as they persist towards degree completion. The purpose of this seminar is to provide you with opportunities to enhance your abilities to support students in developmentally appropriate ways that align with their academic, career, and/or personal goals. The primary difference between AADV 630 and AADV 640 relates to the learning activity formats and modes of content delivery. Seminars are facilitated by the instructor and delivered/created through the discourse and engagement of learners in the course. Workshops are designed with structured hands-on, skill practice sessions delivered by the instructor and experienced by the learners.

AADV 644. Conflict Resolution in Academic Advising. 1 Hour.

AADV 644 prepares Academic Advisors with opportunities to learn about and apply skills associated with conflict resolution and feedback as well as the role that it plays in academic advising processes. Additionally, learners will practice skills associated with supporting the development of associated communication skills among others.

Diversity Equity Inclusion Advocacy Courses

DEIA 510. Diversity Policy Politics and Practice. 3 Hours.
Diversity and Inclusion are popular terms. This course is an exploration of the origins, historical landmarks, scholarship, and practices of the field of Diversity and Inclusion.

DEIA 520. Equity and Inclusion. 3 Hours.
Diversity, Equity and Inclusion offices have been established in many corporate, government and higher education environments. While the term diversity is common and more widely understood in organizations, equity and inclusion are somewhat more elusive and require intentional effort. This course will address approaches to equity and inclusion in organizations.

DEIA 530. Leadership in Social Justice Advocacy, Self and Others. 3 Hours.
In this course we will examine leadership and advocacy issues, models, competencies and approaches related to the practice of diversity, equity and inclusion. Topics include social justice, advocacy and empowerment obligations, both to the profession and to the individuals served by professional diversity practitioners.

DEIA 590. Engaged Scholarship in Diversity, Equity, Inclusion, and Advocacy. 1-4 Hour.
This course is an upper-division research practicum focused on integration of previous DEI certification courses. The Advancing Equity in DEI Engaged Scholarship practicum serves as the link between knowledge gained in the classroom and the practice of inclusive excellence from an advanced generalist perspective. The purpose of this course is three-fold: (a) to enhance the student's ability to apply diversity, equity, and inclusion values, theory, concepts, skills, and knowledge to a broad range of systems; (b) to provide opportunities for students to learn to foster one's own mindfulness and empowerment among vulnerable populations; and (c) to provide a setting in which the mission and goals of the curriculum of the University of Alabama at Birmingham may be actualized. Students have the opportunity to apply and refine values, knowledge, and skills under the guidance of experienced focus area practitioners who serve as Field Supervisors. The practicum requirements are structured within four areas and field settings to ensure that students gain experience in developing a full range of advanced equity work. These four areas are: (1) Education equity, (2) health equity, (3) Community based engagement, and (4) Organizational equity and well-being.

GRD-Graduate School Courses

GRD 520. Special Topics. 1-4 Hour.
This course addresses topics of current interest related to professional development.

GRD 542. Leading Diverse Teams. 1-2 Hour.
This course provides students with opportunities to comprehend, articulate and apply skills related to leading and building professionally diverse teams.

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 Scientific Integrity for Masters Students. 3 Hours.
This course will give masters students an introduction to the rules of logic and reason that are necessary for effective scientific discourse and debate. In addition, students will be introduced to best practices in the responsible conduct of research, including rigor and reproducibility.

GRD 620. Special Topics. 1-4 Hour.
This course addresses topics of current interest related to professional development.

GRD 647. Navigating the Job Market. 1-3 Hour.
This course explores the academic and non-academic job markets and the documents and professional skills needed to navigate them effectively.
GRD 690. IGS Capstone: Research to Practice. 3 Hours.
This is the Capstone course for the Interdisciplinary Graduate Studies degree. The course addresses the research to practice cycle for professional practitioners. Focuses on developing skills and knowledge for understanding, critiquing, and applying research to practice, as well as the role of practitioners in identifying additional areas of needed research. Course may only be taken during the semester in which the learner is completing their IGS program. Learners will demonstrate their understanding, as well as abilities to apply and evaluate, critical thinking skills, deconstruct research reports, and synthesize a program or project proposals in order to facilitate success within their professional field. Learners are required to engage in readings, discussions, learning activities, and ultimately disseminate their final program, project, practice or policy proposal publicly.

GRD 701. Presentation and Discussion Skills. 3 Hours.
Develops professional communication skills, including public speaking skills, conversation management, adapting to audience, and overall comprehensibility. Presentations critiqued by self, peers, and instructor.

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.
Introduces the extramural funding process. Topics include types of awards, funding sources, components of an application, the review process, and writing effective grant proposals. One-day workshop.

GRD 707. Presenting Effectively. 1 Hour.
Provides an overview of giving effective oral presentations in academic and professional settings. Topics include analyzing audience and purpose, characteristics of an effective delivery, strategies for planning and design, handling questions and answers, boosting confidence, and using technology in presentations. One-day workshop.

GRD 708. Writing Successfully. 1 Hour.
Addresses issues involved in writing for academic and professional settings. Topics include analyzing audience and purpose, addressing common writing problems, developing effective writing practices, writing for publication, communicating research to the general public, and productivity strategies for writers. One-day workshop.

GRD 709. Writing Fellowships. 3 Hours.
Participants are introduced to ways to construct a biosketch, search for funding sources, how to construct a fellowship budget, and grant-related administrative policies. The importance of peer review and how to respond to reviewer critiques is covered as well as training plans, team-building and peer-review skills.

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 719. Introduction to Mentoring & Leadership. 3 Hours.
This course covers the principles of mentoring and leadership, focusing on the student's ability to demonstrate, analyze, and evaluate contemporary mentoring and leadership practices. Application positions students to tailor practices to their respective fields, articulate a mentoring and leadership philosophy and develop new career skill sets while producing a mentoring and leadership portfolio.

GRD 722. Writing Research for Broad Audiences. 3 Hours.
Introduces students to effectively writing about research for broad audiences, including the media, policy makers, and general public. Students learn to write various genres of texts, such as blog posts, press releases, letters-to-the-editor, and feature articles.

GRD 723. Writing Research for Academic Audiences. 3 Hours.
Introduces students to effectively writing about research for academic, scientific, and specialist audiences. Students learn to write various genres of texts, such as abstracts, reviews, and research papers.

GRD 727. Writing & Reviewing Research. 3 Hours.
Introduces writers to research writing “best practices,” criteria for evaluating writing, plus editing and peer review. Writers analyze and write short, strategic texts (on their own topics) in 5 research genres – critiques, annotated bibliographies, introductions, empirical, and review articles – based on peer and instructor feedback, for a draft presentation or proposal. For anyone writing course papers, theses, and/or proposals.
GRD 728. Professional Writing & Publishing. 3 Hours.  
Introduces writers to “best practices” in academic/professional writing and publishing, plus editing, and peer review. Writers analyze and write short, strategic texts (in their own topics) in 7 academic/professional genres: abstracts, scholarly/empirical articles, review/historical articles, book chapters, opinion, professional philosophy statements, and digital journalism (writing for the public), based on peer review and instructor feedback, to produce a draft submission and publishing plan. For anyone writing for publication (including a dissertation).

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 734. Ethical Leadership Development. 3 Hours.  
Designed for those who want to apply evidence-based models to ethical decisions in a professional setting, this course positions students to tailor practice to their own careers, articulate an ethical philosophy for a portfolio, and model ethics as a leader in their respective fields.

GRD 735. Leadership 101. 1 Hour.  
This seminar covers organizational leadership theory, as well as contemporary leadership models and strategies as they relate generally and specifically to situations and fields.

GRD 739. Research Communication Portfolio. 3 Hours.  
This Science Communication Portfolio course focuses on the student’s compilation of course experiences in key areas, such as science journalism, science public relations, medical writing, and entrepreneurship.

GRD 740. UAB Prep Scholar Workshop. 2 Hours.  
This course will provide writing and other enrichment 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 II. 1 Hour.  
This course will provide writing and other enrichment 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 744. Leadership Survival Skills. 1 Hour.  
In this course, participants explore the day-to-day activities of leaders, including organizational mission, vision, values, and goals, budgeting, human resources, and project management. Case studies are used to help students reflect on and discuss solutions from a leader’s perspective.

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 & Leadership. 3 Hours.  
This course explores the critical thinking skills related to the decision making processes for mentors and leaders.

GRD 747. Navigating the Job Market. 3 Hours.  
This course explores the academic and non-academic job markets and the documents and professional skills needed to navigate them effectively.

GRD 748. Faculty Mentoring in Higher Education. 1 Hour.  
In this one-day workshop, faculty will explore the mentor/mentee relationship in higher education, as well as peer mentoring, role modeling, coaching, and formal/informal mentoring structures.

GRD 749. Improvisational Techniques to Improve Leadership, Teaching, and Research Communication. 1 Hour.  
This workshop engages participants through improvisational and theatrical techniques in order to build confidence and improve as leaders, teachers, and/or researchers.

GRD 750. CIRTL Seminar in Learning. 2 Hours.  
CIRTL seminar provides opportunities for students to read and discuss basics of effective teaching and learning.

GRD 751. CIRTL Teaching Methods. 2 Hours.  
This CIRTL seminar provides opportunities for students to read and discuss teaching as research projects.

GRD 752. Introduction to Evidence-based Teaching. 2 Hours.  
This CIRTL Network seminar is designed for graduate students and postdoctoral scholars who plan to teach undergraduate STEM (science, technology, engineering, and mathematics) courses. It addresses a range of topics focused on enhancing STEM teaching.

GRD 754. Advanced Evidence-based Teaching. 2 Hours.  
This CIRTL Network course explores effective research-based teaching approaches for enhancing learning in STEM (science, technology, engineering, and math) courses. Approaches such as collaborative learning, team-based learning, flipped classrooms, inquiry science, case studies, and problem-based learning will be considered.

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 756. CIRTL The College Classroom. 2 Hours.  
This CIRTL Network course provides students with the basics of effective teaching with an emphasis on the learning-centered classroom and the interconnected cycle of teaching, assessment, and learning.
GRD 757. CIRTL Effective Use of Technology in Teaching and Learning. 2 Hours.
This CIRTL Network course provides students with strategies and technological choices and tools for effective use of instructional technology in their teaching practices.

GRD 758. CIRTL Diversity in the College Classroom. 2 Hours.
This CIRTL Network course addresses different aspects of diversity, particularly in STEM (science, technology, engineering, and math) education, with the underlying principle of equitable access and enhanced learning of all students. Topics include gender, race, culture, disability, first-generation college students, ethnically diverse students (men of color, Latino/as, and international students), and learning style/environment.

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 761. CIRTL Special Topics. 1-5 Hour.
This CIRTL course addresses topics of current interest related to college teaching.

GRD 762. CIRTL Individualized Seminar. 1-3 Hour.
This CIRTL seminar addresses teaching and learning projects related to STEM (science, technology, engineering, and math). Individual plans approved by the instructor are required.

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 764. CIRTL Individualized Teaching Experience I. 1-5 Hour.
This CIRTL individualized course provides students with opportunities to teach and reflect on these experiences in a variety of teaching contexts. Co-instructor students serve as "Teaching Fellows". Individual plans approved by the instructor are required.

GRD 765. CIRTL Individualized Teaching Experience II. 1-5 Hour.
This CIRTL individualized course provides students with opportunities to teach for more extended periods and to reflect on these experiences in a variety of teaching contexts. Individual plans approved by the instructor are required.

GRD 766. Introduction to Online Teaching. 1 Hour.
Learn basics of developing and teaching an online course including how to structure content, effective interaction and communication, active online engagement techniques and assessments.

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 773. Research Lab Management. 3 Hours.
By successfully completing this course, enrolled participants should be able to i) construct a start-up budget; ii) design a safe research laboratory environment; iii) hire, mentor and manage research lab staff and trainees; and iv) develop and implement a research lab management plan. Submission of a completed research lab management plan will be used to measure attainment of learning objectives.

GRD 774. Introduction to Regulatory Compliance. 1 Hour.
Enrolled participants will examine regulatory compliance issues related to basic research needs, including but not limited to animal use, human subjects and export control. Completion of in-class activities will be used to measure attainment of learning objectives.

GRD 775. Research Lab Safety. 1 Hour.
Enrolled participants will examine general laboratory safety practices and should be able to i) design a safe laboratory plan; and ii) develop lab safety-related standard operating procedures. Completion of in-class activities will be used to measure attainment of learning objectives.

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.
**IGS-Interdisc Graduate Courses**

**IGS 690. Capstone: Research to Practice. 3 Hours.**
This is the Capstone course for the Interdisciplinary Graduate Studies degree. The course addresses the research to practice cycle for professional practitioners. Focuses on developing skills and knowledge for understanding, critiquing, and applying research to practice, as well as the role of practitioners in identifying additional areas of needed research. Course may only be taken during the semester in which the learner is completing their IGS program. Learners will demonstrate their understanding, as well as abilities to apply and evaluate, critical thinking skills, deconstruct research reports, and synthesize a program or project proposals in order to facilitate success within their professional field. Learners are required to engage in readings, discussions, learning activities, and ultimately disseminate their final program, project, practice or policy proposal publicly.

**LEAD-Leadership Courses**

**LEAD 500. Introduction to Leadership Behaviors, Characteristics and Theories. 3 Hours.**
This course introduces students to the study of leadership and behaviors associated with core career readiness and advancement. Students will identify personal strengths and areas for growth relative to employer expectations.

**LEAD 501. Professional Writing for Leadership. 1 Hour.**
This course provides students with opportunities to comprehend professional writing expectations as well as practice writing various documents critical to success within professional settings.

**LEAD 502. Professional Presentations for Leaders. 1 Hour.**
This course provides students with opportunities to apply skills associated with developing and delivering professional presentations.

**LEAD 503. Professional Interview and Interviewing Skills for Leaders. 1 Hour.**
This course provides students with opportunities to apply skills associated with engaging in professional interviews as well as developing and conducting interviews.

**LEAD 504. Introduction to Organizational Change Processes. 1-2 Hour.**
This course provides students with opportunities to gain knowledge and competencies related to understanding, navigating, and supporting others during organizational change.

**LEAD 505. Prioritization and Decision Making for Leadership. 1 Hour.**
This course provides students with opportunities to apply skills associated with evaluating and prioritization processes in order to efficiently make effective and purpose-informed decisions.

**LEAD 506. Emotionally Intelligent Leadership. 1 Hour.**
This course provides students with opportunities to explore the relationships among emotional intelligence (EI), leadership, and professional development.

**LEAD 520. Ethics in the Workplace. 3 Hours.**
This course introduces students to ethical leadership and work ethics. Skills discussed and practiced include but are not limited to decision making, prioritization, reasoning, and values clarification.

**LEAD 521. Servant Leadership. 1-2 Hour.**
This course provides students with opportunities to gain knowledge and competencies related to Servant Leadership philosophies and approaches.

**LEAD 522. Followership. 1-2 Hour.**
This course provides students with opportunities to gain knowledge and competencies related to followership philosophies and approaches.

**LEAD 523. Gender Dynamics and Leadership. 1-2 Hour.**
This course provides students with opportunities to gain knowledge related to the influence that gender and gender dynamics have relative to leadership and professional development opportunities.

**LEAD 524. Inter-generational Leadership. 1-2 Hour.**
This course provides students with opportunities to comprehend, articulate and apply skills related to generational dynamics within leadership and professional development opportunities.

**LEAD 525. The Resilient Leader - Self and Others. 1-2 Hour.**
This course provides students with opportunities to comprehend, articulate and apply skills related to resilience in leadership and professional development.

**LEAD 526. Goal Setting for Leaders. 1 Hour.**
This course provides students with opportunities to learn about and practice goal setting strategies associated with personal and professional success.

**LEAD 540. Team Development and Dynamics. 2 Hours.**
This course introduces students to the benefits of teams and teamwork. Students will practice leadership competencies associated with developing productive teams, and assessing team dynamics.

**LEAD 541. Building Effective Teams. 1-2 Hour.**
This course provides students with opportunities to comprehend, articulate and apply skills related to building effective and professional teams.

**LEAD 543. Planning and Leading a Meeting for Leaders. 1 Hour.**
This course provides students with opportunities to apply skills associated with planning and facilitating a meeting for a team or group of individuals in a professional or leadership setting.

**LEAD 544. Conflict Negotiation in Leadership. 1 Hour.**
This course provides students with opportunities to apply skills associated with managing conflict and facilitating productive conversations in professional and/or leadership settings.

**LEAD 545. Planning and Facilitating a Retreat. 1-2 Hour.**
This course provides students with opportunities to comprehend, articulate and apply skills related to planning and facilitate a leadership and/or professional development retreat.

**LEAD 560. Leadership and Professional Development Workshop. 1-3 Hour.**
Subject matter in this course will vary to in order to promote workshop specific leadership skill acquisition not addressed in other LEAD courses based upon assessed needs.

**LEAD 570. Leadership Development Seminar. 1-3 Hour.**
Subject matter in this course will vary to in order to promote seminar specific leadership skill acquisition not addressed in other LEAD courses based upon assessed needs.

**LEAD 590. Leadership by Design. 2 Hours.**
This course provides students with an opportunity to learn about and apply the Designed Thinking process to propose a solution for an industry specific issue. Students choose the industry for which they design a solution. This is the capstone course for the LEAD graduate certificate program.

**Prerequisites:** LEAD 500 [Min Grade: C] and LEAD 520 [Min Grade: C] and LEAD 540 [Min Grade: C]
MENT-Mentoring Leadership Courses

MENT 719. Introduction to Mentoring & Leadership. 3 Hours.
This course covers the principles of mentoring and leadership, focusing on the student's ability to demonstrate, analyze, and evaluate contemporary mentoring and leadership practices. Application positions students to tailor practices to their respective fields, articulate a mentoring and leadership philosophy and develop new career skill sets while producing a mentoring and leadership portfolio.

MENT 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.

MENT 746. Critical Decisions in Mentoring & Leadership. 3 Hours.
This course explores the critical thinking skills related to the decision making processes for mentors and leaders.

RECM-Research Communication Courses

RECM 701. Presentation and Discussion Skills. 3 Hours.
Develops professional communication skills, including public speaking skills, conversation management, adapting to audience, and overall comprehensibility. Presentations critiqued by self, peers, and instructor.

RECM 707. Presenting Effectively. 1 Hour.
Provides an overview of giving effective oral presentations in academic and professional settings. Topics include analyzing audience and purpose, characteristics of an effective delivery, strategies for planning and design, handling questions and answers, boosting confidence, and using technology in presentations. One-day workshop.

RECM 708. Writing Successfully. 1 Hour.
Addresses issues involved in writing for academic and professional settings. Topics include analyzing audience and purpose, addressing common writing problems, developing effective writing practices, writing for publication, communicating research to the general public, and productivity strategies for writers. One-day workshop.

RECM 722. Writing Research for Broad Audiences. 3 Hours.
Introduces students to effectively writing about research for broad audiences, including the media, policy makers, and general public. Students learn to write various genres of texts, such as blog posts, press releases, letters-to-the-editor, and feature articles.

RECM 727. Writing & Reviewing Research. 3 Hours.
Introduces writers to research writing “best practices,” criteria for evaluating writing, plus editing and peer review. Writers analyze and write short, strategic texts (on their own topics) in 5 research genres – critiques, annotated bibliographies, introductions, empirical, and review articles – based on peer and instructor feedback, for a draft presentation or proposal. For anyone writing course papers, theses, and/or proposals.

RECM 729. Writing a 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.

RECM 739. Research Communication Portfolio. 3 Hours.
This Science Communication Portfolio course focuses on the student's compilation of course experiences in key areas, such as science journalism, science public relations, medical writing, and entrepreneurship.

RECM 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.

RECM 749. Improvisational Techniques to Improve Leadership, Teaching and Research Communication. 1 Hour.
This workshop engages participants through improvisational and theatrical techniques in order to build confidence and improve as leaders, teachers, and/or researchers.

RLM-Research Lab Management Courses

RLM 773. Research Lab Management. 3 Hours.
By successfully completing this course, enrolled participants should be able to i) construct a start-up budget; ii) design a safe research laboratory environment; iii) hire, mentor and manage research lab staff and trainees; and iv) develop and implement a research lab management plan. Submission of a completed research lab management plan will be used to measure attainment of learning objectives.

RLM 774. Introduction to Regulatory Compliance. 1 Hour.
Enrolled participants will examine regulatory compliance issues related to basic research needs, including but not limited to animal use, human subjects and export control. Completion of in-class activities will be used to measure attainment of learning objectives.

RLM 775. Research Lab Safety. 1 Hour.
Enrolled participants will examine general laboratory safety practices and should be able to i) design a safe laboratory plan; and ii) develop lab safety-related standard operating procedures. Completion of in-class activities will be used to measure attainment of learning objectives.

RLM 776. Research Lab Management. 1 Hour.
Enrolled participants will examine regulatory compliance issues related to basic research needs, including but not limited to animal use, human subjects and export control. Completion of in-class activities will be used to measure attainment of learning objectives.

RECM 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.

RECM 749. Improvisational Techniques to Improve Leadership, Teaching and Research Communication. 1 Hour.
This workshop engages participants through improvisational and theatrical techniques in order to build confidence and improve as leaders, teachers, and/or researchers.

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