General Information

Course Bulletin Listing/Subject Area: Education: Educ Policy & Ldrshp
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7434
Course Title: Graduate Teaching Fellows Seminar
Transcript Abbreviation: GradTeachFellows
Course Description: Study aspects of teaching and teaching support at the university level, and examine models for departmental graduate teaching associate (GTA) preparation and support programs, concentrating on application of these ideas, skills, etc.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 7 Week, 4 Week (May Session)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Satisfactory/Unsatisfactory
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Permission of instructor
Exclusions: EDU PL 732

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral

Quarters to Semesters

Quarters to Semesters: Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted: EPL 732 -- Graduate Teaching Fellows Seminar
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• be able to discuss general GTA professional development issues as they relate to the larger university teaching mission
• be able to articulate how an understanding of student learning and diversity will affect their own teaching and express ways to help their peers
• build increased confidence and competence in serving as a peer mentor and in providing consultation services such as assessing teaching and learning and providing feedback to peers
• identify resources for teaching and make them accessible to GTAs on a departmental level
• create a teaching enhancement project based on the knowledge and experiences gained in the seminar, with particular emphasis on the professional development process
• demonstrate a sense of collegiality and sharing of ideas across disciplines
• write self-reflectively about their aims as teachers and supporters of teachers

Content Topic List

• GTA professional development issues nationally and locally
• Providing access to teaching resources
• Designing teaching workshops and orientations
• Gathering data and assessing teaching
• Providing feedback on teaching, being a mentor
• Presentation of workshop topics and teaching issues
• Other support mechanisms: peer mentoring, microteaching, and courses
• Pulling it all together and overcoming obstacles

Attachments

Comments

Workflow Information

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