

For the teaching of undergraduate core courses by graduate teaching fellows
3/2014

It is the intention of the undergraduate core to provide majors with a common educational experience and to introduce students to foundational literature and research in the field of Communication Studies and our designated concentrations. Thus, we are establishing procedures to enable coherence in the undergraduate curriculum and consistency amongst various sections of the core classes. Such continuity is especially important given that the undergraduate core courses serve as prerequisites for upper division courses. Faculty depend on student familiarity with key concepts, capacities, and readings in these areas as students take more advanced courses in the area. Given the importance of the core courses to the undergraduate degree in Communication Studies, the following policy is attached to the teaching of all core courses by graduate teaching fellows.

- a. With the intention of creating consistency in the undergraduate core curriculum, graduate instructors of gateway courses must closely adhere to the syllabus of the course as they assisted it. This includes a common text.
- b. Teaching Fellows instructing a core course for the first time must have as their supervisor the faculty member whom they assisted in the course. If that faculty member is not available, the faculty member shall designate an alternate.
- c. Future iterations of the course taught by the graduate fellow must continue to closely adhere to the same syllabus, though it may incorporate some new readings, assignments, and classroom activities at the approval of the teaching supervisor.
- d. Graduate teaching fellows need to be mentored to navigate the challenges of teaching courses that function as prerequisites for other courses –including course materials that may be outside of the instructor’s research focus or expertise.