

**UMBC UGC New Course Request: ECON 396 Teaching Assistantship**

Date Submitted: 9/15/2018

Proposed Effective Date: Immediate

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**COURSE INFORMATION:**

Course Number(s)	396
Formal Title	Teaching Assistantship
Transcript Title (≤30c)	Teaching Assistantship
Recommended Course Preparation	ECON 101 and 102 with 3.5 GPA or higher, and “B or better” in the course for which the student will be a teaching assistant
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.	<b>Instructor permission required.</b>
# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	1-3
Repeatable for additional credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	9 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input checked="" type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

Students can actively participate in assisting faculty in course delivery. Activities can include assisting with in-class learning exercises, development of class content and assignments, learning new pedagogical developments in economics, holding office hours, and conducting review sessions. This is a Pass/No Pass course, so it does not count towards requirements of the major or minor programs of the Economics Department.

**RATIONALE FOR NEW COURSE:**

Adding a course like this was suggested in our recent Program Review. This is a way to further help faculty with course delivery, especially in courses with large sections. A similar course is used by the UMBC Biology and Chemistry Departments (BIOL 396, CHEM 396).

The course will be available each Fall and Spring and used by faculty who wish to do so. The choice of credits will be based on how many hours the faculty expect the individual student to be on task over the semester (one credit per approximately three hours of work per week during the semester). The choice of maximum total credits allows for multiple semesters of experience with the same or different faculty.

**ATTACH COURSE SYLLABUS (mandatory):**

A fairly detailed template is attached. This can be tailored by faculty to meet their particular needs.

## ECON 396: Teaching Assistantship

Instructor: XXXXX

*“While we teach, we learn.”*

Attributed to Roman philosopher Seneca.

### *Course description*

This service-learning course allows students to actively assist faculty in course delivery. This can include assisting with in-class active learning exercises, assisting with development of course content and assignments, researching and learning new pedagogical developments in economics, holding office hours, and conducting review sessions.

**This is a Pass/No Pass course, so it does not count towards requirements of the major or minor programs of the Economics Department.**

The number of credits is specified by the instructor depending on the expected time on task over the semester.

One credit hour: approximately 40 hours over the semester (about 3 hours per week)

Two credit hours: approximately 80 hours over the semester (about 6 hours per week)

Three credit hours: approximately 120 hours over the semester (about 9 hours per week)

### *Prerequisites*

The student should have an overall GPA of 3.5 or higher in all Economics courses, and a “B or better” in the course for which the student will be an assistant.

### *Learning outcomes*

The students will have an enhanced understanding of the course material.

The students will have developed a knowledge of pedagogic developments in economics.

## *Readings*

“Improving Teaching Effectiveness in Introductory Economics Courses Using the Test of Understanding of College Economics (TUCE)” R. Courtney, W. Lee, K. Boatman, *Journal of Economics and Economic Education Research*, 2013.

“Teaching the First Economics Course as if it is the Last” D. Lee, *Journal of Business and Management*, 2016.

“What Should We Be Teaching in Basic Economics Courses?” J. Gwartney, *The Journal of Economic Education*, 2012.

“Research on Teaching Economics to Undergraduates,” S. Allgood, W. Walstad, W. Siegfried, *Journal of Economic Literature*, 2015.

*What’s the Use of Economics? Teaching the Dismal Science after the Crisis*, D. Coyle, 2012.

## *Assessment*

At the beginning of the semester the instructor and the student will agree to the expected tasks and the average expected time spent each week on these tasks and the timing of regular meetings. These tasks may include:

- In-class assistance with active learning activities
- Homework review and grading
- Weekly office hours
- Weekly meetings with the instructor
- Review sessions before exams
- Examining research related to developments in teaching the specific course or economics in general.

At the midpoint of the semester, the instructor will evaluate the performance of the assistant on these tasks as: below expectations, meeting expectations, or exceeding expectations. This will be done again at the end of the course. For a Pass grade all tasks should be evaluated as meeting or exceeding expectations.

A reflection paper of 2-3 pages should also be written by the assistant at end of the semester. This paper should contain the student’s views of what the primary benefits and learnings experiences were, as well as possible improvements that could improve the experience of future teaching assistants.

## UMBC Statement on Academic Integrity:

“By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.”

More information is available at: <http://oue.umbc.edu/home/academic-integrity/resources-for-students/>

## UMBC Student Disability Services Statement:

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. UMBC complies with federal legislation for individuals with disabilities (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA of 2009) that offers reasonable accommodations to qualified students with disabilities. Student Disability Services (SDS), formerly Student Support Services, is the UMBC department designated to:

- receive and maintain **confidential** files of disability-related documentation,
- certify eligibility for services,
- determine reasonable accommodations,
- develop with each student plans for the provision of such accommodations, and
- serve as a liaison between faculty members and students regarding disability-related concerns.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at [sss.umbc.edu](http://sss.umbc.edu) or contact the office by phone at 410-455-2459, via email at [sss@umbc.edu](mailto:sss@umbc.edu), or in person in Math/Psychology Room 213. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

More information is available at: <http://sds.umbc.edu/>