

Fall 2020 Course Descriptions as of 04/05/2020 08:12 PM

Information in Browse Course Catalog is subject to change. Information is term specific. Please refer to the appropriate term when searching for course content. Key to Course Descriptions may be found at: http://rcs.registrar.arizona.edu/course_descriptions_key.

Instruction and Assessment (IA)

IA 397G: Student Technology Preceptors for University Centers (1 - 3 units)

Description: This course offers students the opportunity to learn technology skills and to experience the world of higher education while helping support a university Center project incorporating technology into its design and delivery. A Center is any University unit that supports teaching and learning and/or where the project has an education component for the preceptor. Student interests will be matched with project needs.

Grading basis: Student Option ABCDE/PF

Career: Undergraduate

Course Components: Workshop Required

Repeatable: Course can be repeated a maximum of 1 times.

Course typically offered:

Main Campus: Fall, Summer

IA 496: Learning Assistant Best Practices (1 - 3 units)

Description: In this 7-week course, students are expected to learn about pedagogical methods of instruction and employ those methods in the classroom, office hours, review sessions, etc., when assisting students with course material. Outcomes will be measured with weekly reflection assignments, VoiceThread contributions, and a final project. This course is designed to provide student with the foundational skills required to serve as a Learning Assistant across disciplines.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Seminar Required

Co-convened with: IA 596

Course typically offered:

Main Campus: Fall, Spring

Field trip: None

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 497: Mindful Teaching and Learning: A Course in Theory and Applied Practice (3 units)

Description: This class is designed to provide practical application of current research about Mindfulness in teaching, also known as contemplative pedagogy (cp) strategies. These strategies increase the likelihood of student success. Course themes and activities focus on: defining mindfulness and contemplative pedagogy, historical and cultural origins, scholarship surrounding and supporting mindful teaching, choosing, planning, facilitating, and assessing basic mindful teaching strategies, addressing student reaction and resistance, strategies for the online classroom and other trends in mindful teaching in higher education. Since we explore the origins of many of the mindfulness practices, we will discuss ethical considerations and the danger of cultural appropriation in order to reflect upon and refine our cultural competencies. Students in the class are expected to participate in, and provide, demonstrations of the strategies in practice. Instruction is in person with specified assignments and deadlines.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Workshop Required

Co-convened with: IA 597

Course typically offered:

Main Campus: Fall

IA 497A: Becoming a Learning Researcher (1 unit)

Description: This course will prepare students to observe and interpret student expressed ideas in collaborative learning environments. Students will learn how to communicate the results of their analysis to propose actions to improve student understanding. This course will include an introduction to basic principles of the learning sciences, observational methods, task design, formative assessment, and team communication. This course prepares students to fulfill the responsibilities of IA 497B/597B, the 'Learning Researcher Service' course.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Workshop Required

Co-convened with: IA 597A

Course typically offered:

Main Campus: Fall

Online Campus: Fall

Recommendations and additional information: A minimum of 1 semester prior experience as a Learning Assistant (preceptor). Concurrent enrollment in IA497B/597B.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 497B: Learning Researcher Service (2 units)

Description: Students in this course have been selected to serve as a Learning Researcher by a course Lead Instructor who is implementing an Instructional-Teams approach in their collaborative learning environment. The Learning Researcher is one member of the Instructional Team working to improve student learning. They will be expected to communicate regularly with the individuals acting in other roles, most directly with the Lead Instructor, for whom they propose actions to improve student understanding based upon their observations and interpretation of student expressed ideas during engagement with in-class instructional tasks. This course will require students to implement observational methods, evaluate task design, engage in formatively assessing student understanding, and engage in regular and productive team communication. These skills are introduced in IA497/597A, the 'Becoming a Learning Researcher' course. Students in this course are expected to communicate their analysis directly to the Lead Instructor for the course for which they serve.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Workshop Required

Co-convened with: IA 597B

Course typically offered:

Main Campus: Fall

Online Campus: Fall

Recommendations and additional information: Previous or concurrent enrollment in IA497A/597A, 'Becoming a Learning Researcher'. Invitation from the Lead Instructor of the course where the student will serve as a Learning Researcher

IA 596: Learning Assistant Best Practices (1 - 3 units)

Description: In this 7-week course, students are expected to learn about pedagogical methods of instruction and employ those methods in the classroom, office hours, review sessions, etc., when assisting students with course material. Outcomes will be measured with weekly reflection assignments, VoiceThread contributions, and a final project. This course is designed to provide student with the foundational skills required to serve as a Learning Assistant across disciplines.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Co-convened with: IA 496

Course typically offered:

Main Campus: Fall, Spring

Field trip: None

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 597: Mindful Teaching and Learning: A Course in Theory and Applied Practice (3 units)

Description: This class is designed to provide practical application of current research about Mindfulness in teaching, also known as contemplative pedagogy (cp) strategies. These strategies increase the likelihood of student success. Course themes and activities focus on: defining mindfulness and contemplative pedagogy, historical and cultural origins, scholarship surrounding and supporting mindful teaching, choosing, planning, facilitating, and assessing basic mindful teaching strategies, addressing student reaction and resistance, strategies for the online classroom and other trends in mindful teaching in higher education. Since we explore the origins of many of the mindfulness practices, we will discuss ethical considerations and the danger of cultural appropriation in order to reflect upon and refine our cultural competencies. Students in the class are expected to participate in, and provide, demonstrations of the strategies in practice. Instruction is in person with specified assignments and deadlines.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Co-convened with: IA 497

Course typically offered:

Main Campus: Fall

IA 597A: Becoming a Learning Researcher (1 unit)

Description: This course will prepare students to observe and interpret student expressed ideas in collaborative learning environments. Students will learn how to communicate the results of their analysis to propose actions to improve student understanding. This course will include an introduction to basic principles of the learning sciences, observational methods, task design, formative assessment, and team communication. This course prepares students to fulfill the responsibilities of IA 497B/597B, the 'Learning Researcher Service' course.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Co-convened with: IA 497A

Course typically offered:

Main Campus: Fall

Online Campus: Fall

Recommendations and additional information: A minimum of 1 semester prior experience as a Learning Assistant (preceptor). Concurrent enrollment in IA497B/597B.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 597B: Learning Researcher Service (2 units)

Description: Students in this course have been selected to serve as a Learning Researcher by a course Lead Instructor who is implementing an Instructional-Teams approach in their collaborative learning environment. The Learning Researcher is one member of the Instructional Team working to improve student learning. They will be expected to communicate regularly with the individuals acting in other roles, most directly with the Lead Instructor, for whom they propose actions to improve student understanding based upon their observations and interpretation of student expressed ideas during engagement with in-class instructional tasks. This course will require students to implement observational methods, evaluate task design, engage in formatively assessing student understanding, and engage in regular and productive team communication. These skills are introduced in IA497/597A, the 'Becoming a Learning Researcher' course. Students in this course are expected to communicate their analysis directly to the Lead Instructor for the course for which they serve.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Co-convened with: IA 497B

Course typically offered:

Main Campus: Fall

Online Campus: Fall

Recommendations and additional information: Previous or concurrent enrollment in IA497A/597A, 'Becoming a Learning Researcher'. Invitation from the Lead Instructor of the course where the student will serve as a Learning Researcher.

IA 597D: Diversity, Equity, and Inclusion in College Teaching (3 units)

Description: This workshop-style course focuses on the practical application of multidisciplinary research that informs diversity, equity, and inclusion in higher education. Students will engage in dialogue about social justice and equity in higher education and practice evidence-based teaching strategies to improve learning and retention for all students at the college level. Course themes and activities include: defining diversity, equity, inclusion, intersectionality, and related key concepts; responding to personal biases and values; applying key scholarly concepts to teaching practice; developing inclusive course design; intercultural teaching competence; ensuring inclusive student collaboration; and assessing classroom climate. Personal and professional development opportunities are built into the course.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Fall, Spring

Field trip: None

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 599: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 3 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

IA 680: Classroom Assessment (3 units)

Description: A comprehensive review of the literature on classroom assessment strategies and methods as related to course design, measurement of student learning outcomes, and examination of instructional methods and practices. Emphasis will be placed on interpretation of assessment as the definer of the curricular design process as well as the practical application of classroom and online methods that effectively assess student and course success.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

IA 697A: Learner Centered Teaching (2 units)

Description: This course provides a foundation in learner-centered teaching, and includes theories of adult learning, approaches to course and lesson design, techniques to assess learning, and development of reflective teaching practices. It is appropriate for instructors who want to improve their teaching, and is required for students in the Certificate in College Teaching program.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Equivalent to: HED 697A

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 697B: Using Technology in Teaching (2 units)

Description: Individually focused training in teaching with technology to improve student learning. In this course students experience, examine, and design learning experiences that utilize technology; and consider the connections between technical innovation, pedagogy, and change in higher education. This is a workshop course. No pre-requisite. Course is required for the Graduate Certificate in College Teaching.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Equivalent to: MAR 697B, UNVR 697B

Course typically offered:

Main Campus: Fall

IA 697G: Universal Design: Inclusive Learning Environments (3 units)

Description: This course provides a comprehensive review of the theory, strategies, and techniques used in instructional design processes that foster inclusive learning environments for all learners. The curriculum addresses characteristics of learners such as learning differences and preferences and 21st century learning attributes, approaches for utilizing differentiated instruction, engagement and motivation techniques, classroom management tactics, and universal design strategies. Emphasis will be placed on critical review of the literature as practically applied to various learning environments and contexts in post-secondary education.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Fall

IA 697P: College Teaching Practice (3 units)

Description: This course provides individual mentoring in applying principles of learner-centered teaching to adult education contexts, reflecting on teaching practice, and documenting teaching expertise. Primary components of the course include seminar-style meetings, observations of teaching, peer reviews, and the development of a professional-quality teaching portfolio. This course is appropriate for instructors who want to improve their teaching. It is required for students in the Certificate in College Teaching program. This course is part of, or can be transferred into, the graduate Certificate in College Teaching (CCT) program. Please visit the CCT website for more information: <http://cct.oia.arizona.edu/>

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Fall

Enrollment requirement: IA 697A and IA 697B.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

IA 699: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 3 units.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.