This guidance may be revised to reflect changes in campus operations, bargaining that may occur or other considerations.

Guidance for UCLA Graduate and Undergraduate Academic Apprentice Personnel under COVID Constraints, in effect 20-March-2020 and until further notice

Per the 19-March-2020 email from the Chancellor and EVC/Provost, UCLA has suspended all on-campus operations with the exception of those that are essential and cannot be conducted remotely, effective 11:59 p.m. on March 20, 2020. Key directives that impact graduate education include the following:

- **Classroom and laboratory instruction** for remote learning will continue through the end of spring quarter. Deans and chairs will determine what on-campus essential support may be needed.
- On-campus **research activities** must be approved by the Vice Chancellor for Research.
- Personnel assigned to essential roles will need to work remotely if operationally feasible or otherwise work on campus. **Note that students, including graduate students, cannot be mandated to serve as essential personnel.**
- If employees, including student employees, are not required to work on campus, but cannot work from home due to the nature of their jobs, the UC Office of the President has **developed expanded leave policies** and employees should consult with their supervisors about use of these policies.

This document provides guidance to support compliance and best practices for Academic Apprentice Personnel. This includes both teaching and research titles. As always, please refer to the published policies and procedures, which can be found in the Academic Apprentice Personnel Manual\(^1\) and related documents in Go.Grad.\(^2\)

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**Academic Apprentice Teaching Appointments (ASEs)**

Students holding the following titles are covered by the UC systemwide ASE collective bargaining agreement:\(^3\) teaching assistants, teaching associates, teaching fellows, readers, special readers, tutors, and remedial tutors. The agreement and campus policies apply to both graduate and undergraduate students holding these titles. Please refer to Appendix 1 for highlighted excerpts from the UC/UAW BX contract, or to the full contract\(^3\) for elaboration of the points below.

**Fulfilling appointment commitments.**

The consensus of the UCLA Deans’ Council and EVC/P is that teaching apprentice appointments for Spring 2020 should not be canceled or reduced in time. If courses are canceled or have lower than

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1. [https://grad.ucla.edu/funding/working-at-ucla/academic-apprentice-personnel-manual/](https://grad.ucla.edu/funding/working-at-ucla/academic-apprentice-personnel-manual/)
2. [https://go.grad.ucla.edu](https://go.grad.ucla.edu)
3. [https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html](https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html)
expected enrollments, departments and interdepartmental degree programs should identify alternative assignments.

**Reassignments and changes in duties: What is allowed?**

The collective bargaining agreement makes clear that decisions regarding who is taught, what is taught, how it is taught and who does the teaching involve academic judgment and shall be made at the sole discretion of the University. Under Article 18, Management (the University) has rights including but not limited to the following:

- Determine or modify the number, qualifications, scheduling, responsibilities and assignment of ASEs;
- Establish and require TAs to observe University rules and regulations;
- To assign work locations and schedule hours of work;
- To determine how and by whom instruction is delivered;
- To introduce new methods of instruction.

Please note that it is allowable to assign an ASE to multiple sections or courses. For example, a qualified TA might be appointed to provide instructional technology support for the department as a whole or for a set of courses. A best practice would be to have that TA assigned to a faculty member who has an analogous scope of responsibilities; that individual would supervise the TA and serve as the instructor of record for course 375 (see below and Appendix 3).

**Workload**

*Article 31 defines ASE workloads.* Key provisions include the following:

A **TA with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter or 340 hours per semester.** This standard shall apply proportionately to other percent appointments.

In addition, a **TA with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or assigned to work more than eight (8) hours in any one day.** The number of hours worked in excess of twenty (20) hours per week may not total more than 50 hours per quarter or 77 hours per semester.

**TAs should initiate discussions with their supervisor as soon as they anticipate any workload related issues that would result in a violation of this article.**

Faculty or TAs may anticipate that the TAs will need to work more hours than their appointment percentage allows, in light of the additional time needed to acclimate to the remote learning environment. *Article 31 states that if an ASE is going to exceed the daily, weekly or term maximum number of hours of their appointment, the University shall either:*

a) **Increase the appointment percentage** – retrospectively and/or prospectively – to be consistent with the number of work hours; or

b) **Modify the ASE’s work assignment** such that the number of hours worked will be consistent with her or his appointment percentage and workload limits.
**Best practices for instructors:**

- Support the TAs in learning the instructional technologies for which they will be responsible.  
- Initiate conversations to understand the TAs’ time investment in learning and deploying new instructional technologies. Take this into account throughout the term, modifying assignments and engagement modalities, or the appointment percentage, accordingly.
- Communicate clearly and consistently the expectations for TA work hours. For example, TAs may need to adjust their schedules to meet commitments, for example, to accommodate students in different time zones, or students who have family commitments such that they can only engage in real time on weekends or evenings.
- Put in place contingency plans in case the TAs become ill and are unable to teach their class. Department Chairs may want to consider department-wide back-up mechanisms.

**To modify an appointment percentage,** the department adjusts the work percentage (FTE) through the UCPath PayPath Action module. The action/reason code would be Temporary Increase in Time (TIT). The instructions are provided in Appendix 2. The action can be done retroactively or prospectively.

At this time, administrative services and UC Path remain available and are functioning normally.

Please remember that school or divisional approval is needed to hire a graduate student whose combined academic apprentice appointment(s) in teaching and research titles will exceed 50% time, up to 75%. The Graduate Division reviews requests to appoint >75% time and is prepared to expedite such approvals for COVID-related reasons.

**Course 375**

All teaching assistants, teaching associates and teaching fellows are required to enroll in course 375 during the quarter in which they hold their ASE appointment. Please refer to Appendix 3, *Guidance on the Use of 375 and 495 Courses for Graduate Teaching Apprentices 20-August-2014,* for a more complete explication of this course and the underlying rationale. Please note that the units should be commensurate with the appointment percentage.

Essentially, **Course 375** was created as a mechanism for granting credit to teaching apprentices for their academic activities. Under the guidance of a faculty member, students typically are mentored in preparing lessons, developing laboratory protocols, choosing and implementing teaching methods, designing examinations, and other general and discipline-specific methods and activities. The campus-wide course description is as follows.

| 375 Teaching Apprentice Practicum. Units: 1–4 (variable). Seminar, to be arranged. Preparation: apprentice personnel employment as teaching assistant, associate, or fellow. Teaching apprenticeship under active guidance and supervision of regular faculty member responsible for curriculum and instruction at UCLA. May be repeated for credit. S/U grading. |

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4 The Center for the Advancement of Teaching (CAT) maintains a document with online teaching guides, resources and workshops that will be useful to TAs preparing for Spring quarter.  
[https://docs.google.com/document/d/1gmflLFJ6T72Auyp7AjhPiYAGwtuWHN8-fivRnien670]
**Value:** As vehicle for training and mentoring, Course 375 supports the success of TAs as academic apprentice personnel, and also contributes to their professional development and career preparation. The assignment of a course grade serves to hold the TA accountable to this learning experience. The Instructor of Record for the course to which the TA is assigned serves as the Instructor of Record for course 375 and is responsible for evaluating the TA and assigning the course grade. Importantly, course 375 also provides a mechanism for recognizing faculty effort in TA training, mentoring and evaluation.

**Workspace and instructional support**

*Article 32.A.* states: The University shall provide access to required facilities, services, texts and instructional support. Access to required facilities, services, texts, and instructional support will not be unreasonably denied. These required facilities, services, texts and instructional support may include, if applicable:

1. Office and desk space, telephone,
2. A computer,
3. Storage space,
4. Office, laboratory, and instructional equipment,
5. Mailbox,
6. Office supplies and teaching supplies,
7. Texts and/or reading material,
8. Art/performance studio space.

**Best practices for hiring units:**

It is important to ensure that ASEs have access to the IT resources they need to perform their duties in compliance with university policies, including those protecting student privacy and supporting cybersecurity. The unit employing the ASE is responsible for determining whether the ASE has access to the necessary hardware, software and internet access, with appropriate IT security measures in place, and for providing those resources. This may include loaning a university computer, for example.

During the period in which faculty and students are directed to work remotely, it will not be possible to provide physical workspace (categories 1, 3, 4, 6) to support instructional efforts. When the campus recommences operations, departments should be prepared to provide the customary workspaces.

**Supplemental Letters**

If an ASE’s job duties will differ from those outlined in the original Supplemental Letter, does the department need to issue a modified supplemental letter? For every ASE? UCLA has the ability to direct the hours of instruction, and we typically outline the expectations in the ASE’s (TA’s) “Supplemental Letter,” as described in *Article 2.A.1.c* (Appointment Notification). To the extent such Supplemental Letters have been issued, the University has required providing notice to the TA in writing of any “significant changes” to their job duties (*Article 2.A.1.c.2*). In the past, Labor Relations has recommended issuing new Supplemental Letters.

In the present circumstances, we expect that for the majority of ASEs, their Spring quarter job duties will differ significantly from what was outlined their original supplemental letters. Although it may be time-consuming, it is strongly recommended that revised Supplemental Letters or, at minimum, email confirmations be issued. The written/email communication should clearly articulate expectations,
including how and when to hold real-time classes and other remote learning sessions, the schedule for posting materials that can be accessed asynchronously, the method(s) of instruction, requirement to regular post grades so that they are available to the instructor of record at all times, etc. The hiring unit should state the instructional support that will be provided. If on-campus workspace is customarily provided, indicate that it cannot be provided while campus operations have been suspended, but will be after operations have been restored. If you anticipate that the modes of engagement with students will evolve during the term, use flexible language. Please consult with Labor Relations if you have questions about revising your supplemental letter(s) or would like them to review drafts.

Questions?

For questions related to the BX collective bargaining agreement for ASEs, please contact UCLA Labor Relations:

Michelle Lee: mlee@chr.ucla.edu
Carly Bobek: cbobek@chr.ucla.edu

For questions related to TA and GSR appointments, please contact Graduate Division Fellowships and Financial Services

Victor Cisneros: vcisneros@grad.ucla.edu (appointment procedures, UCPath issues) or gdsupport@grad.ucla.edu (for all other general questions related to ASE appointments)

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**Academic Apprentice Research Appointments**

The titles in this category include graduate student researcher (GSR) at all levels.

**Fulfilling appointment commitments.**

Universities nationwide are impacted by the measures being taken to protect public health. Our students are understandably concerned about their ability to continue to make progress toward their degrees. Recognizing that graduate students are financially vulnerable, it is expected that GSR appointment commitments will be honored. Research mentors and PIs should work with their students to identify ways in which research productivity can be sustained remotely. Conducting research using digital archives, writing proposals or articles, creating graphics, analyzing data, learning new data analysis tools, and performing computational experiments are just some of the options.

The Graduate Council and Graduate Division will provide information on adjustments to academic program requirements, deadlines and related information in a separate guidance document.

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**Applicability of COVID-related Leave Policies to ASE Appointees**

On 20 March, the UC Office of the President provided Guidance for Supervisors to support administration of COVID-19 Related Leave for Academic Appointees (issued 17-March-2020). Most significantly:

“All academic appointees, policy-covered and represented and including students, are eligible for the COVID-19-related leave described below.
This remains a very fluid situation, and the guidance below may be updated at any time. Please provide as much flexibility as is operationally feasible to academic appointees needing to take leave or work remotely.⁵

Eligibility criteria are detailed in section A of the Guidelines.⁵

**How does this apply to graduate students holding academic apprentice appointments?**

Paid Administrative Leave for COVID-19-related incidents is available for up to 16 working days or 128 hours.

a. Paid Administrative Leave is available for all academic appointees, policy-covered and represented, and is available as of March 1, 2020.

b. Use of Paid Administrative Leave is at the request of the appointee in consultation with the supervisor. Approval processes are determined by each campus or location.

c. Use of Paid Administrative Leave must not adversely affect the delivery of essential university services. In addition to the clinical services delivered by UC Health, the *delivery of instruction is an essential university service.*

d. For hourly appointees, the total number of hours available is prorated to reflect the appointment percentage. For example, an ASE holding a 49%-time appointment would be entitled to 63 hours of leave (0.49*128).

Academic personnel leave policies in the Academic Personnel Manual (APM) and the ASE collective bargaining agreement that apply to an appointee’s own illness will extend to cover a family member’s COVID-19 illness. This is also applicable when working remotely is not operationally feasible and the appointee is directed or is under a public order to not to come to work. These extensions of academic policy are in place for the duration of the President Napolitano’s March 16, 2020 Executive Order.

**Best practice for instructors and departments:**

Please review the guidance document carefully and consult with Labor Relations (for ASEs) or Graduate Division’s Financial Services (for GSRs) if you have questions about how the guidance should be interpreted and applied.

**Continuing operations that impact graduate education**

Per the 19-March campus e-mail, operations impacting graduate education that have been determined to be essential and which will continue on campus at this time include:

- IT services associated with onsite support of campus IT infrastructure and remote learning
- Human resources, finance and counseling services will continue, but primarily remotely
- Student housing for those who are unable to leave, take-out dining and CPO Food Closet
- The Ashe Student Health and Wellness Center will remain open for in-person services
- Counseling and Psychological Services (CAPS), although all services will be offered via telehealth. Students should call CAPS at 310-825-0768, 24/7, for assistance. No onsite services will be available at this time

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Graduate Student Resources

VC Monroe Gorden and VP/Dean Robin Garrell sent a BruinPost to all graduate students on March 20 with information on campus resources and services to support their academic progress and well-being. The message is linked here: https://grad.ucla.edu/academics/ and can be downloaded here: https://grad.ucla.edu/deans/announcements/memo20200320.pdf

For direct links to the resources noted in the message, see: https://newsroom.ucla.edu/faq-for-students-COVID-19, and check the Student Affairs and Graduate Division websites for updates.
APPENDIX 1: Excerpts from UC/UAW BX collective bargaining agreement

Article 18 MANAGEMENT AND ACADEMIC RIGHTS

A. Management of the University is vested exclusively in the University. Except as otherwise provided in this agreement, the UAW agrees that the University has the right to establish, plan, direct and control the University’s missions, programs, objectives, activities, resources, and priorities, including Affirmative Action plans and goals; to establish and administer procedures, rules and regulations, and direct and control University operations; to alter, extend, or discontinue existing equipment, facilities, and location of operations; to determine or modify the number, qualifications, scheduling, responsibilities and assignment of ASEs; to establish, maintain, modify or enforce standards of performance, conduct, order and safety; to evaluate, to determine the content of evaluations, and to determine the processes and criteria by which ASEs’ performance is evaluated; to establish and require ASEs to observe University rules and regulations; to discipline or dismiss ASEs; to establish or modify the academic calendars, including holidays and holiday scheduling; to assign work locations; to schedule hours of work; to recruit, hire, or transfer; to determine how and by whom instruction is delivered; to introduce new methods of instruction; or to subcontract all or any portion of any operations; and to exercise sole authority on all decisions involving academic matters.

B. Decisions regarding who is taught, what is taught, how it is taught and who does the teaching involve academic judgment and shall be made at the sole discretion of the University.

C. The above enumeration of management rights is not exhaustive and does not exclude other management rights not specified herein, nor shall the exercise or non-exercise of rights constitute a waiver of any such rights by the University.

D. No action taken by the University with respect to a management or academic right shall be subject to the grievance or arbitration procedure or collateral suit, unless the exercise thereof violates an express written provision of this agreement.

Article 25 TRAINING & ORIENTATION

A. All required training and orientation shall be considered part of the workload for the term, with the exception of pedagogy courses in which an ASE is required to be enrolled. Said pedagogy courses and training requirements shall not be used to reduce the number of ASE appointments. [Aside: Pedagogy courses include 375, 495 and related.]

B. The University may require, at its sole discretion, an ASE to satisfactorily complete required training to continue appointment as an ASE. The University may, at its sole discretion, require that an ASE who has not satisfactorily completed required training repeat training without the repeated training counting in workload.

C. Unpaid activities for which academic credit is given, or that are academic program requirements for all students in the program, or are training required to meet minimum eligibility requirements (e.g., English language tests), are not considered employment activities and not covered by this agreement.
APPENDIX 1: Excerpts from UC/UAW BX collective bargaining agreement

Article 31 WORKLOAD

A. TEACHING ASSISTANT (TA)

1. For purposes of this article only, TA refers to Teaching Assistant, Special Reader, Teaching Fellow, Community Teaching Fellow, Nursery School Assistant and Associate In. Assigned workload is measured by how many hours the University could reasonably expect a TA to take to satisfactorily complete the work assigned.

   a. A TA with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter or 340 hours per semester. This standard shall apply proportionately to other percent appointments.

   b. In addition, a TA with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or assigned to work more than eight (8) hours in any one day. The number of hours worked in excess of twenty (20) hours per week may not total more than 50 hours per quarter or 77 hours per semester.

2. TAs should initiate discussions with their supervisor as soon as they anticipate any workload related issues that would result in a violation of this article.

   [See the agreement for B. READER/TUTOR and C. INSTRUTOR OF RECORD sections.]

D. NOTIFICATION OF WORKLOAD MAXIMUM

When an ASE perceives she/he may exceed the daily, weekly or term (quarter or semester) maximum number of hours in her/his appointment, she/he shall communicate this fact to her/his faculty supervisor. If an ASE is going to exceed the daily, weekly or term maximum number of hours of her/ his appointment, the University shall either:

- Increase the ASE’s appointment percentage to be consistent with the number of hours she or he will work and/or

- Modify the ASE’s work assignment such that the number of hours worked will be consistent with her or his appointment percentage and workload limits.

Any changes pursuant to Subsections D.1 and D.2 above shall be communicated to the ASE in writing.

E. EXPEDITED PROCESS

- Alleged violations of daily, weekly or term (quarter or semester) maximum number of hours is subject to the grievance/arbitration procedure as modified by the expedited process in Section 2 below.

- For such grievances, the Informal Step 1 of the grievance procedure is mandatory and is limited to Section D above. In the event that such a grievance is not settled at the Informal Step 1, the grievant may file a formal grievance with the graduate dean. If the grievance is not resolved within 3 days, the UAW may submit the grievance directly to arbitration. Such expedited arbitration hearings shall be held on a mutually agreeable date within 14 days of the date of the arbitration submission. Such arbitrations concerning this section shall be
conducted without court reporter’s transcripts or post-hearing briefs. The arbitrator shall provide a bench decision which becomes effective immediately and provide a written opinion and award.

Article 32 WORKSPACE AND INSTRUCTIONAL SUPPORT

A. **The University shall provide access to required facilities, services, texts and instructional support.** Access to required facilities, services, texts, and instructional support will not be unreasonably denied. These required facilities, services, texts and instructional support may include, **if applicable:**

9. Office and desk space, telephone,
10. A computer,
11. Storage space,
12. Office, laboratory, and instructional equipment,
13. Mailbox,
14. Office supplies *and teaching supplies*,
15. Texts and/or reading material,
16. *Art/performance studio space.*
Use this task to initiate a FTE position data change PayPath transaction. This example demonstrates a reduction in time FTE change for an academic employee.

**Navigation:** PeopleSoft Menu > UC Customizations > UC Extensions > PayPath Actions

**Note:** This page also may be available in Workcenter depending on your security access.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>After you navigate to the PayPath Actions component, the system displays the Find an Existing Value tab, which you use to search for the appropriate employee record. Enter search criteria in one or more of the search fields on this page.</td>
</tr>
<tr>
<td>2.</td>
<td>Click in the Empl ID field.</td>
</tr>
<tr>
<td>3.</td>
<td>Enter the desired information into the Empl ID field. For this example, enter 10071591.</td>
</tr>
<tr>
<td>4.</td>
<td>Click the Search button.</td>
</tr>
</tbody>
</table>
APPENDIX 2: UC PATH process for changing ASE appointment percentage

Job Aid: PayPath Transactions – Action Codes, Reason Codes and Descriptions (Academic)

<table>
<thead>
<tr>
<th>Page</th>
<th>Action</th>
<th>Reason</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Data</td>
<td>APU – APU Change</td>
<td>Used to change Academic Programmatic Unit (APU scales).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CID – Change in Duty Station</td>
<td>Used to update a Location Code when a change of duty station is approved. This occurs when the faculty member's regular, ongoing, University duties must be carried out at a location other than the campus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COR – Position Data Correction</td>
<td>Used to update Position Attributes due to data corrections.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ERC – Update Employee Relations Code</td>
<td>Used to update Employee Relations Code.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FL2 – FLSA Update- Does Not Meet</td>
<td>Used when the employee does not meet the salary basis test and the FLSA needs to be overridden.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FL3 – FLSA Revert</td>
<td>Used to revert the FLSA status back to default when an employee's additional/concurrent job or dual employment ends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLS – FLSA Override Due to Review</td>
<td>Used to update the FLSA status when an employee receives an additional/concurrent job.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FTE – Revert to Position FTE</td>
<td>Used when user wants to reconnect the Position Data FTE with Job Data FTE (if it is currently disconnected) in order for the Position FTE to control the Job Data FTE. The Include FTE check box becomes editable, and user should check this box to ensure that the two FTEs are connected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JFT – Job Data FTE Override</td>
<td>Used to allow the Job record to override the FTE defaulted from the Position. This would mean that the Position FTE and Job FTE will not be the same. The Include FTE check box becomes editable, and user should ‘uncheck’ this checkbox to disconnect the two. Example: -Used for employees who have a temporary change in FTE (for example, where Position FTE may remain ‘as is’, however Job Data FTE is reduced).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LVL – Post Doc Level Progression</td>
<td>Used for Post Doc Level progression. Salary Grade is updated in Position Data and pay rate change is made in Job Data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PIT – Permanent Increase In Time (FTE)</td>
<td>Academic Personnel Use: Permanent increase in percent time (Position FTE). The employee could have a change in JOB.FTE as well.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRI – Permanent Reduction - Layoff</td>
<td>Used to permanently reduce the Standard Hours/FTE due to a partial layoff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRO – Promotion</td>
<td>Used to advance an academic appointee from one rank to another within the same title series.</td>
<td></td>
</tr>
</tbody>
</table>
Guidance on the Use of 375 and 495 Courses for Graduate Teaching Apprentices

Two course numbers, 375 and 495, are currently used for graduate students who are or will be appointed as teaching apprentices. This memo offers departments guidelines for enrolling students in 375 and 495 courses.

Course 375 was created in 1982 by the Graduate Council as a mechanism for granting credit to teaching apprentices for their academic activities. Under the guidance of a faculty member, students typically receive guidance in preparing lessons and discussing teaching strategies, laboratory protocols, and best practices for examinations. Practicum courses (375) do not count toward the minimum number of units of graduate courses required for master's degrees. Students must have an active Teaching Apprentice appointment to enroll. The campus-wide course description is as follows.

375 Teaching Apprentice Practicum. Units: 1–4 (variable). Seminar, to be arranged. Preparation: apprentice personnel employment as teaching assistant, associate, or fellow. Teaching apprenticeship under active guidance and supervision of regular faculty member responsible for curriculum and instruction at UCLA. May be repeated for credit. S/U grading.

The Graduate Council determined that students should receive credit for course 375 commensurate with the percent time of their employment, as follows:

- 20 hr/wk (50% appointment): 4 units
- 15 hr/wk (37.5% appointment): 3 units
- 10 hr/wk (25% appointment): 2 units
- 5 hr/wk (12.5% appointment): 1 unit

If there are several TAs for a given course and they have different percent appointments, they would all enroll in the same section of 375, but the number of units would vary.

495 Courses – Teaching Assistant Training Seminar

Courses with this designation are designed to prepare students for college-level teaching and provide professional development. They do not give credit to students for their actual teaching experience as paid teaching apprentices. They discuss practical and theoretical issues about teaching in a specific discipline. 495 courses do not apply toward minimum graduate course requirements; however, up to 4 units may be applied toward elective credit. The course description must state an organized plan of activities designed to further the student’s preparation for and knowledge of teaching and the number of times the course can be repeated for credit. Courses are usually approved for 2 units. The grading basis is S/U only.

Rationale: Because students who fulfill instructional responsibilities as teaching assistants, associates, or fellows must be involved in the curricular and pedagogical preparation of a course under the guidance of a faculty member, their experience justifies the granting of graduate (300-level) credit. It is common, for example, for apprentice teaching personnel to be engaged in the preparation of lessons and units of instruction, teaching strategies, laboratory experiments, and examinations. They also read student papers, attend faculty lectures and hold office hours. As part of those responsibilities, apprentice teachers typically meet regularly with faculty and other apprentice teachers to discuss both the substance of the curriculum and appropriate approaches to teaching, learning, and evaluation. The granting of credit to apprentices for these basically academic activities also enables the University to officially record the experience on the student’s transcript. This enables a graduate student to both reflect apprentice teaching as part of his/her academic load and to have evidence of teaching experience on his/her record as background for the pursuit of careers as an instructor in higher education institutions. [GUIDELINES FOR THE APPROVAL OF COURSES FOR TEACHING ASSISTANTS, Approved by the Graduate Council on April 16, 1982]

The basis for assigning 375 as the course number is system-wide Academic Senate Regulation SR740.4: Professional courses for teachers numbered 300-399, offered in Departments of Education, and in other departments and specially designed for teachers or prospective teachers. Course 495 falls within SF740.5: Other professional courses numbered 400-499.