

[UPDATED SUMMER 2023]

NELC Pedagogical Training Plan

Briefly explain the role of teaching and pedagogical training in your discipline. In particular, describe the role of teaching experience and training for success on the job market.

“The Department is intentional in requiring domain-specific as well as transferrable skills for students’ careers. In particular, much effort is made in preparing students for the job market by encouraging them to teach standalone classes and, if possible, to teach in the University’s Core Curriculum. All teaching is enriched by the student’s own research experiences and is informed by the newest trends and technologies in the respective fields.” (NELC Self Study)

Explain the learning goals for pedagogical training in your department. What should graduates of your program know or be able to do when it comes to teaching?

All graduates of our program should all be able to:

- design and teach introductory courses in the discipline
- design and teach intro and upper-level courses in their field
- design effective assignments for a range of courses
- effectively facilitate discussion
- design and deliver an effective lecture
- describe their approach to student learning and give reasons for their pedagogical choices

They should all be well-versed in methods and approaches of:

- undergraduate writing instruction
- inclusive pedagogy

General principles and overview of the NELC Pedagogical Training Plans:

- Students should begin teaching in year 3. Occasionally, students may be asked to teach in the spring quarter of their second year should there be an appropriate teaching assignment available.
- Students will complete a series of Graduate Student – TA assignments in years 3 and 4. These assignments may be in content focused courses, language courses, or assignments in the Writing Program. Typically, the total number of assignments in these years will not exceed three, however, students who train to teach languages may benefit from additional assignments within a language sequence.
- If appropriate to a student’s interests, they may apply to be a Graduate Program Assistant in a NELC study abroad program and can serve as a Graduate Student - TA for the program’s Civilization Studies Core course in place of two Graduate Student - TA assignments.
- Students should have teaching assignments in courses within their discipline.

- Students also benefit from a variety of training experiences in courses outside their specific field. While NELC will try to give all students relevant teaching assignments within the department, students should also explore opportunities outside of NELC. We particularly encourage students to train to work in the Humanities Core through the Writing Program.
- Students will complete a Graduate Student Lecturer assignment as capstone pedagogical training experience, typically in year 5 or 6. If appropriate to a student's training goals and interests, students can serve as a Preceptor instead of completing a Graduate Student Lecturer position.
- Students who hold a DCF, regardless of year, cannot hold teaching positions unless it's during spring quarter of the DCF year in order to fulfill PTP requirements, and by doing so, won't impede their academic progress.
- Students should be aware that PTP requirements are subject to change and that the availability of teaching assignments in NELC will vary from year to year.

In addition to teaching assignments, all students are required to complete pedagogical training courses as part of their PTPs:

- The Chicago Center for Teaching, course CCTE 50000 Course Design and College Teaching is required of all students.
- All students are required to attend the Teaching@Chicago conference in year 3.
- HUMA 50000 Pedagogies of Writing or an equivalent number of Writing Center workshops is required training for all students working in the Writing Program. Many students will need Writing Program assignments in order to complete PTP requirements, therefore we strongly encourage all students to apply to work in the Writing Program early and to complete the required training.
- All students are strongly encouraged to explore the [Chicago Center for Teaching's College Teaching Certificate](#) program. However, completion of this program is not a requirement of the PTP.

Teaching Compensation and Stipends

- Students who hold a paid teaching position as part of their PTP will not have the amounts owed to them for teaching deducted from their stipend and paid out over Payroll, but rather will be taxed on their stipend amount in the quarters in which they're assigned an appointment.
- [Per university policy](#), most students will not be permitted to take teaching assignments that are not part of the PTP.

Process and Timeline

- In year 2, NELC students will meet with the Department Chair or Director of Graduate Studies and Department Manager in the spring quarter to have a general discussion about the department's PTP requirements and the student's pedagogical training interests. Collectively, we will build an individual plan, to be revisited annually, mapping out a

PTP that best serves the student's individual interests while adhering to the goals and principles of the NELC PTP.

- The Department Manager will post and maintain a PTP tracker with a summary of individual PTP goals and requirements to be kept in the student folder in Box. This will be updated annually.
- Students do not need to separately apply for individual teaching assignments in NELC. Assignments will be made based on reviewing the student's PTP tracker and discussing assignments with instructors and advisers. Students are required to apply for GPA positions in the Study Abroad Program.
- The department will notify students of assignments for the upcoming year in July.
- Students must notify their adviser and the Department Manager if they apply for or accept teaching assignments in other departments or programs.
- Students who wish to propose a course of their own design to the department must submit required materials by the end of week 9 of winter quarter. The submitted syllabi will be evaluated by the NELC Curriculum Committee, and the student will be given in-depth feedback. The Committee may also choose to nominate a submitted syllabus for the Stuart Tave Award. The Committee will decide whether the submitted courses will be offered the following year. Precise dates and requirements will be announced at the beginning of winter quarter, but they will typically include a proposed syllabus and cover letter. Courses should be designed for undergraduates with little prior exposure to the NELC curriculum.

**Students may submit a syllabus to the Curriculum Committee for consideration for the Stuart Tave Award even if they have already completed their PTP requirements. The award is for course design only, and there is no requirement that the course be taught at the university. Only students with an outstanding lectureship assignment as part of their PTP will have the opportunity to teach their submitted course.*

The two tables on the following pages list required teaching experiences, pedagogical training requirements and options, and attendant learning goals.

For students in NELC (without main focus on languages):

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	• Develop foundational knowledge of discipline
2	None	<ul style="list-style-type: none"> • HUMA 50000: Pedagogies of Writing or an equivalent number of Writing Center workshops (<i>required for students who plan to work in the Writing Program</i>) <i>*Recommended for spring of year 2 or summer between Year 2 and 3</i> 	• Develop foundational knowledge of discipline

3	<p>1 Graduate Student – TA assignment*</p> <p>or</p> <p>1 Graduate Student – TA assignment in the Writing Program</p>	<ul style="list-style-type: none"> • Teaching@Chicago (CCT) <i>(required)</i> • Fundamentals of Teaching Workshop (CCT) <i>(encouraged, not required)</i> <p>For TAs in the Writing Program:</p> <ul style="list-style-type: none"> • On-going mentoring by the Writing Program • Observation & feedback by Core Instructor <p>For TAs in NELC or other departments:</p> <ul style="list-style-type: none"> • Individual Teaching Consultation (CCT) • Observation and feedback from faculty member 	<ul style="list-style-type: none"> • Learn about undergraduate students and resources for teaching at UChicago, and reflect on first experiences in the classroom • Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices, and norms • Practice and get feedback on classroom instruction • Develop skills in writing instruction, grading, and providing feedback
4	<p>2 Graduate Student – TA assignments (can be either in NELC or Writing Program or a combination)</p> <p>or</p> <p>Students may serve as a Graduate Program Assistant/Graduate Student - TA in one of NELC’s Study Abroad programs</p>	<ul style="list-style-type: none"> • CCTE 50000: Course Design and College Teaching <i>(required)</i> • 2 hours of inclusive teaching programming (CCT) 	<ul style="list-style-type: none"> • Practice and get feedback on writing and classroom instruction • Reflect on and develop disciplinary teaching practices • Practice and get feedback on classroom instruction • Reflect on inclusive teaching practices
5 or 6	<p>1 Graduate Student Lecturer assignment in an existing NELC Course or self-designed NELC undergraduate course</p>	<ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCT) • Seminar/Workshop on Teaching Portfolios <i>(encouraged, not required)</i> • Complete any remaining components of College Teaching Certificate <i>(encouraged, not required)</i> 	<ul style="list-style-type: none"> • Develop advanced knowledge of the discipline • Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline

	<p>or</p> <p>Students may hold a Graduate Student Lecturer assignment in another department</p> <p>or</p> <p>Students may complete a Preceptor assignment in place of a lectureship</p>		<ul style="list-style-type: none"> • Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching • Continue to synthesize evidence of and reflections on teaching
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**Students can hold an assignment in a different department if the assignment aligns with the student’s course of study, however, they must hold at least one Teaching Assistanship in NELC throughout their PTP.*

For NELC students interested in language pedagogy:

Year	Teaching Experience	Pedagogical Training & Mentoring	Learning Goal(s)
1	None	None	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline
2	None	<ul style="list-style-type: none"> • HUMA 50000: Pedagogies of Writing or an equivalent number of Writing Center workshops <i>(required for students who plan to work in the Writing Program)</i> <i>*Recommended for spring of year 2 or summer between Year 2 and 3</i> 	<ul style="list-style-type: none"> • Develop foundational knowledge of discipline
3	2-3 Graduate Student – TA assignments in a NELC language sequence	<ul style="list-style-type: none"> • Teaching@Chicago (CCT) <i>(required)</i> • CTE 50100: Language Pedagogy for the Contemporary Classroom <i>(encouraged not required)</i> • Observation and feedback from faculty/language instructor 	<ul style="list-style-type: none"> • Learn about undergraduate students and resources for teaching at Chicago, and reflect on first experiences in the classroom • Develop foundational knowledge of methods for leading effective discussions, assessing student learning, grading practices, and norms

			<ul style="list-style-type: none"> • Practice and get feedback on writing and classroom instruction • Develop skills in writing instruction, grading and providing feedback
4	<p>1 NELC Graduate Student – TA assignment in a non-language course* or 1 Graduate Student – TA assignment in the Writing Program</p>	<ul style="list-style-type: none"> • CCTE 50000: Course Design and College Teaching (<i>required</i>) <p>For TAs in the Writing Program:</p> <ul style="list-style-type: none"> • On-going mentoring by the Writing Program • Observation & feedback by Core instructor <p>For TAs in NELC or another department:</p> <ul style="list-style-type: none"> • Individual Teaching Consultation (CCT) • Observation and feedback from faculty member during TA assignments 	<ul style="list-style-type: none"> • Practice and get feedback on writing and classroom instruction • Reflect on and develop disciplinary teaching practices • Practice and get feedback on classroom instruction
5 or 6	<p>1 Graduate Student Lecturer assignment in an existing NELC course or self-designed NELC undergraduate course</p> <p>or</p> <p>Students may also hold a Graduate Student Lecturer assignment in another department</p> <p>or</p> <p>Students may</p>	<ul style="list-style-type: none"> • Faculty teaching mentorship • Individual teaching consultation (CCT) • Seminar/Workshop on Teaching Portfolios (<i>encouraged, not required</i>) • Complete any remaining components of College Teaching Certificate (<i>encouraged, not required</i>) 	<ul style="list-style-type: none"> • Develop advanced knowledge of the discipline • Design an inclusive and well-conceived course, based on meaningful learning objectives, informed by active learning methods and assessment practices appropriate to the discipline • Develop a statement of teaching philosophy and begin to synthesize evidence and reflection on teaching • Continue to synthesize evidence of and reflections on teaching

	complete a Preceptor assignment in place of a lectureship		
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