

Course Change Request

New Course Proposal

Date Submitted: 04/25/23 2:54 pm

Viewing: **COS 391 : Continuing Learning Assistant Seminar**

Last edit: 04/25/23 3:01 pm

Changes proposed by: akhanf

Are you completing this form on someone else's behalf?

No

Effective Term: Summer 2023

Subject Code: COS - College of Science

Course Number: 391

Bundled Courses:

Is this course replacing another course? No

Equivalent Courses:

Catalog Title: Continuing Learning Assistant Seminar

Banner Title: Continuing LA Seminar

Will section titles vary by semester? No

Credits: 0-1

Schedule Type: Seminar

Hours of Lecture or Seminar per week: 1

Repeatable: May be repeated within degree (RD)

In Workflow

1. SC Curriculum Committee

2. SC Associate Dean

3. Assoc Provost- Undergraduate

4. Registrar-Courses

5. Banner

Max Allowable Credits: 6

Default Grade Mode: Undergraduate Regular

Recommended Prerequisite(s):

Recommended Corequisite(s):

Required Prerequisite(s) / Corequisite(s) (Updates only): Must be a Learning Assistant in the STEM Accelerator

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

| And/Or | (| Course/Test Code | Min Grade/Score | Academic Level |) | Concurrency? |
|--------|---|------------------|-----------------|----------------|---|--------------|
| | | | | | | |

Registration Restrictions (Updates only):

Registrar's Office Use Only - Registration Restrictions:

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog Description: Continues the content taught previously in UNIV 391 and assists students to better grasp the leadership and teaching skills required to be a Learning Assistant within the STEM Accelerator.

Justification: What: Creating the course with COS prefix. Was previously taught under UNIV.

Why: The Learning Assistant program is a COS endeavor. This aligns with other changes from UNIV to COS prefixes

Does this course cover material which crosses into another department? No

Learning Outcomes:

This seminar is for all Learning Assistants in the College of Science that have already completed their first semester as a learning assistant and have completed the new LA seminar.

This seminar is designed to help:

- Facilitate student learning,
- Draw on students' prior knowledge or intuitive knowledge in learning science and math,
- Set instructional/pedagogical goals in your role as a learning assistant,
- Carefully reflect on your own teaching and your interactions with students,
- Problem solve with other learning assistants and STEM faculty,
- Reflect on your semester long instructional/pedagogical goals

Attach Syllabus [UNIV391_continuing.pdf](#)

Additional Attachments

Staffing: Tina Bell in addition to other STEM Accelerator faculty

Relationship to Existing Programs: None

Relationship to Existing Courses: Previously taught as a topic under UNIV 391

Additional Comments: none

**Reviewer
Comments**

Key: 18225



**COS 391:
Returning Learning
Assistant Seminar Spring
2023
Prof. Bell**

Instructors' Contact Info:

| | |
|---|--|
| <i>Professor:</i> Dr. Tina Bell [she/her] tbell22@gmu.edu Office: Exploratory 1405 | <i>LA LA:</i> Annie McAllister amcalli@gmu.edu |
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Overview: This seminar is for all Learning Assistants in the College of Science that have already completed their first semester as a learning assistant **and** have completed the new LA seminar.

This seminar is designed to help you...

- Facilitate student learning
- Draw on students' prior knowledge or intuitive knowledge in learning science and math
- Set instructional/pedagogical goals in your role as a learning assistant
- Carefully reflect on your own teaching and your interactions with students
- Problem solve with other learning assistants and STEM faculty
- Reflect on your semester long instructional/pedagogical goals

This is also a Mason Impact course (masonimpact.gmu.edu), and addresses Mason Impact learning outcomes including:



1. Understand knowledge creation: Students will understand how knowledge is generated and communicated, and how it can be used to address questions or problems in disciplines and in society.
2. Engage multiple perspectives: Students will be able to identify and negotiate multiple perspectives, work collaboratively within and across multiple social and environmental contexts, and engage ethically with their subject and with others.
3. Investigate a meaningful question: Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context.

Format and Course Meeting Times:

The Returning LA seminar has an asynchronous format with no set meeting time.

Access to MyMason and GMU email are required to participate successfully in the LA seminar. Check the [IT Support Center website](#) for help and information about Blackboard.

Communication:

If you email me, I will generally respond within 24 hours.

If you want to discuss something in real time, just let me know, and we'll set up another time to meet (either online or on campus).

Due to the asynchronous nature of this course, it is your responsibility to read all class communications (Announcements on Blackboard, or direct email from Dr. Bell or other members of the STEM Accelerator).

Components of the course:

Seminar participation: You are required to meet with your assigned STEM Accelerator faculty each semester. Depending on your assigned STEM Accelerator faculty, you will have different meeting times. Failure to correspond with and meet with your STEM Accelerator faculty member or with me will result in a grade reduction in the course.

Written reflections: There will be two reflections required for this course. Each reflection should be at least 2 pages (Arial 12 pt font and double spaced). Reflections that do not meet these formatting requirements will not receive full credit. Reflections should be new and unique. You will not receive credit for submitting the same reflection as you have submitted in past semesters.

Reflection 1: Semester Goals (prompt on Blackboard in Course Content) due Friday Feb. 3rd by 11:59pm.

Reflection 2: End of Semester Goal Reflection (prompt on Blackboard in Course Content) due Friday April 14th by 11:59 pm.

Credits and grading:

This is a 0 credit course, it will appear on your transcript, but will not count toward your GPA.

We are aware that you are taking lots of demanding classes right now (and, of course, taking all your LA responsibilities seriously), and this is not intended to be one more class where you have to worry about how many points you have. We would make this a pass/fail course if we could, but we can't.

STEM Accelerator Faculty

Prof. Bell – Biology – tbell22@gmu.edu

Prof. Dreyfus – Physics – bdreyfu2@gmu.edu

Prof. Fairchild – Math – sfairch@gmu.edu

Prof. Jones – Chemistry – rjones22@gmu.edu

Prof. Knight – kknight6@gmu.edu

Prof. Nord -Geology – jnord@gmu.edu

Disability support: All students are entitled to reasonable accommodations to enable them to participate in this class. If you have a disability or other condition that requires accommodation, please contact the Office of Disability Services (<https://ds.gmu.edu>) as soon as possible, and then send me the documentation so that you can receive accommodations.

Diversity and Inclusion: As part of the Mason community, we seek to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Student resources: For complete information and links to student support resources on campus, visit <https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

In particular, please be aware of:

- **Learning Services** (learningservices.gmu.edu)
- **University Libraries** (library.gmu.edu)
- **Writing Center** (writingcenter.gmu.edu)
- **Counseling and Psychological Services** (caps.gmu.edu)
- **Student Support and Advocacy Center** (ssac.gmu.edu)