

College of Humanities and Social Sciences

Guidelines for Team Teaching

Preamble: While each of the five team teaching models we reviewed has its merits we consider the Interactive Model as a “Best Practice.” We also suggest that each instructor in a team be compensated fairly and equitably, ideally for teaching the equivalency of a regular course.

1) Team Teaching Models

- a) **Interactive Teaching model** – All members of the teaching team should be present during each class meeting. They are jointly responsible for course content, presentations, and grading. However, only the lead instructor (the “instructor of record” who is listed first in Banner) is responsible for uploading final course grades.
- b) **Rotational model** – Instructors rotate in and out throughout the course, teaching course topics that fall within their specialty. All instructors are jointly responsible for course content and grading. However, only the lead instructor (the first one listed in Banner) is responsible for uploading final course grades. On days when a team member is not actively teaching he or she should remain in the classroom to contribute with comments and questions.
- c) **Dispersed Team model** – The course meets two or three times a week, once with all faculty members present in the whole class and once or twice in sections with one faculty member present per section. All instructors are jointly responsible for course content and grading, however, only the lead instructor (the first one listed in Banner) is responsible for uploading final course grades.
- d) **Balanced Split model** – Two instructors each teach one half of the course in two sections of the same course. Instructor A with expertise in area A may teach the first half of section/01 and then switch to section/02 and teach content area A in the second half. Instructor B with expertise in area B would start teaching in section /02 and then switch to section /01 in the second half of the semester. Instructor A is the lead instructor for section/01, and instructor B is the lead instructor for section/02.
- e) **Lecturer model** – One coordinator is responsible for course content and grading, but there is extensive and regular use of uncompensated guest lecturers and panels. Because there is only one “instructor of record,” he or she is responsible for coordinating course content and grading as well as uploading final course grades. This model lacks the shared responsibility and coherent structure of the preceding four models.

2) General guidelines for team teaching

- a) A team-taught course with two instructors, for example, should enroll a minimum of 40 students so that each instructor can be “assigned” a section of 20 students. Thus, each team member may receive equal credit for teaching the course.
- b) Consequently, a three-member team would require an enrollment of at least 60 students.
- c) Exceptions to the class size must be justified and approved by the department Chair(s). For example, if a writing intensive class is team-taught by two instructors in a computer lab, then the total class size may be limited to 24 because of the size of the computer lab.
- d) Both (all) instructors’ names will be listed in Banner so that students can see that this is a team-taught course. However, the first instructor listed is considered the lead instructor (or “instructor of record”) responsible for uploading final course grades and responding to grade appeals.
- e) For team teaching to be most effective, members of the faculty team should be from different disciplines, either from within the same department or from different departments.

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- f) A faculty member of record involved in team teaching is expected to collaborate in the preparation of course content and is expected to attend all class meetings, especially in the Lecturer model.
- g) If a different CRN is assigned to each “section,” then students must complete both sets of course evaluations for each instructor involved in the team-taught class to provide quantitative as well as qualitative feedback.
- h) If only one CRN is assigned to the whole course, then students complete the quantitative course evaluations for the lead instructor and qualitative course evaluations for each of the team members.
- i) In the Balanced Split model, each of the two faculty members serves as the instructor of record for his or her respective section and works closely with the team partner regarding course content, assignments, and assessment. Each one is responsible for uploading final course grades and responding to grade appeals.
- j) In general, each member of a teaching team who will teach a course, independent of which model is being followed, is expected to help promote the course to attract, recruit, and inform students.

3) Approval Process

Faculty members requesting to team teach a course must complete and co-sign the “Request to Team teach a Course” form (attached) and provide their department Chair or respective department Chairs, with this information:

- a) A short (300-word) narrative addressing the following:
 - i) A justification/rationale for why a team-taught course is warranted
 - ii) The expected benefits to students of a team-taught course
 - iii) How the course will be organized
 - iv) How classroom time will be shared
 - v) Expectations of student work
 - vi) Shared standards of assessment
- b) A course syllabus that includes all standard, required components, plus:
 - i) the names, contact information, and office hours of all team members
 - ii) a description of how assignment grades and final grades are determined
 - iii) the name of the lead instructor who assigns the final course grades
 - iv) the name(s) of the instructor(s) who students should contact first with questions.
 - v) whether the course is cross-listed with another department

4) Assessment

- a) We recommend written mid-semester course evaluations to provide a feedback mechanism for students halfway through the course. This may range from an informal, handwritten “what works, what doesn’t?” feedback to a more formal and structured, survey-like instrument that may assist in trouble-shooting and to gauge student learning.
- b) Upon completion of the team teaching experience, at the end of the semester or summer term, each faculty team member must provide a short (one-page) narrative to his/her department Chair indicating the strengths and weaknesses or successes and problems associated with this experience.

(approved 2/19/2010)



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REQUEST TO TEAM TEACH A COURSE

(Must be submitted to the Department Chair(s) one year prior to the beginning of the proposed course)

We have reviewed the suggested guidelines for team teaching a course in the College of Humanities and Social Sciences and would like to team teach the following course:

DEPT	COURSE #	SECTION	COURSE NAME	SEMESTER/TERM

Team teaching model we will follow (check one):

Interactive	Rotational	Dispersed Team	Balanced Split	Lecturer
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INSTRUCTOR'S NAMES	DEPT	STATUS*	PHONE	EMAIL

*Assistant Professor/Associate Professor/Full Professor/Lecturer/Senior Lecturer/Part-Time Instructor

A brief narrative that addresses the following is attached:

1. A justification/rationale for why a team-taught course is warranted for this course
2. The expected benefits to the students of this team-taught course
3. How the course will be organized (list responsibilities of each team member)
4. How classroom time will be shared among team members
5. Expectations of student work
6. Which forms of assessment will be used?

A course syllabus is attached. It includes all the standard, required components, plus:

1. The name, contact information, and office hours of the lead instructor who will post final course grades
2. The names, contact information, and office hours of all team members
3. A description of how assignment grades and final grades will be determined
4. The name(s) of the instructor(s) who students should contact first with questions
5. Whether the course is cross listed with another department (include that designation, please!)

Signatures of lead instructor and team members

Date

Approval by Department Chair(s):

Name and Department

Signature

Date

Name and Department

Signature

Date

(form updated 2/19/10)