Supervised Teaching

EML 6940 Section 21047
Class Periods: Variable based on teaching assignment
Location: Variable based on teaching assignment
Academic Term: Spring 2026

Instructor:
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Office Hours: by appointment

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
- No Teaching Assistant

Course Description
Provides students with supervised teaching experience on developing effective instructional methods and materials in engineering education as well as effective mentoring skills in a professional setting.

Course Pre-Requisites / Co-Requisites
Graduate student standing

Course Objectives
At the end of the supervised teaching course, the student will be able to:
- Propose or further develop a relevant student learning outcome (SLO) related to an engineering course
- Study background materials associated with the SLO,
- Prepare learning materials related to the SLO,
- Deliver learning content to students in the engineering course,
- Interact with students in the engineering course and gauge their comprehension,
- Prepare an assessment that directly measures the effectiveness of the learning activity,
- Administer the assessment to the students in the engineering course,
- Determine the results of the assessment,
- Evaluate whether the SLO was achieved, and
- Propose pedagogical changes that could have improved the results.

Materials and Supply Fees
None

Required Textbooks and Software
The teaching supervisor may assign readings, etc. relevant to the assignment.
Recommended Materials
None

Required Computer
Recommended Computer Specifications: https://it.ufl.edu/get-help/student-computer-recommendations/
HWCOE Computer Requirements: https://www.eng.ufl.edu/students/advising/fall-semester-checklist/computer-requirements/

Course Schedule
Week 1: Review Supervised Teaching Plan
Week 2: Study background materials on targeted SLOs
Week 3: Investigate, evaluate teaching methods
Week 4: Teaching materials for targeted SLOs
Week 5: Teaching materials for targeted SLOs

Week 6: Deliver learning activities for targeted SLOs
Week 7: Develop assessments for targeted SLOs
Week 8: Develop assessments for targeted SLOs
Week 9: Develop assessments for targeted SLOs
Week 10: Grade assessments for targeted SLOs
Week 11: Grade assessments for targeted SLOs
Week 12: Grade assessments for targeted SLOs
Week 13: Grade assessments for targeted SLOs
Week 14: Evaluate assessment effectiveness and propose changes
Week 15: Evaluate assessment effectiveness and propose changes
Note: Course schedule varies by assignment. Specific tempo and assignments are to be described in the Supervised Teaching Plan.

Attendance Policy, Class Expectations, and Make-Up Policy
Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations) and require appropriate documentation. Additional information can be found here: https://gradcatalog.ufl.edu/graduate/regulations/

Guidelines for Students

I. The primary objective of Supervised Teaching is to expose the participant to the practice of instruction/mentoring at a college or professional level. Through their practice of instruction, supervised teaching students also affect the educational experience of students enrolled in the course. As such, it is expected that all Supervised Teaching Students (STS)s target a minimum of 1 contact hour with their students per week, on average. Contact hours include tasks such as delivering lectures, holding office hours and recitation sessions, supervising students in the laboratory, etc.

II. Under the guidance of the faculty supervisor, supervised teaching students are generally expected to assist in the preparation and delivery of course material, the supporting of student learning, and in the evaluation of student performance. This may include, but is not limited to, preparing and grading homework assignments, preparing course content, experimental setup/cleanup, contributing to the preparation and grading of exams, attending and/or delivering lectures, offering office hours and recitation sessions, supervising laboratories, and other reasonable responsibilities assigned by the faculty supervisor. Expectations are established in the Supervised Teaching Plan.

III. **Credit Allocation:** STSs are expected to devote no more than 3 hours per week, on average, to STS responsibilities for the full 15-weeks (or prorated if duration is shorter) for every credit hour they are enrolled in this course. It is expected that the amount of time devoted to supervised teaching responsibilities will vary throughout the semester. It is expected that the faculty supervisor and the STS will explicitly discuss time commitments and expected timing of peak hours at the beginning of the course. If hours greatly exceed these defined expectations, the student should discuss this with the faculty supervisor. If their concerns are not resolved after discussing with the faculty supervisor, the student should contact the course instructor.

IV. STSs are expected to coordinate responsibilities, timing, and expectations with the faculty supervisor on the first day of classes for the term.

V. STSs will be required to meet for approximately 30 minutes per week (preferably a dedicated schedule) with the faculty supervisor to discuss details of mentoring/teaching as well as how the course is progressing and how their interactions with students in the course are going, and how the weekly responsibilities are matching to the pre-start of the semester expectations. If the faculty supervisor cannot meet on a certain week due to scheduling or travel, the student must be notified beforehand of the cancellation of the meeting.

VI. STSs are required to complete PRV802 FERPA Basics before they can be enrolled in this course. This online course can be access by logging in to myUFL > myTraining and searching "PRV802." STSs are required to provide proof of completing this course to the department advisor (MAE Grad Advising Office: gradadvising@mae.ufl.edu) so they can be enrolled in EML 6940.

VII. If a student has an issue with a student or fellow STS in their course, they should immediately contact the faculty supervisor. The faculty supervisor is ultimately responsible of all issues related to student and STS conduct in their assigned courses.

VIII. Any unresolved issues regarding the STS assignment should be brought to the attention of the course instructor.

Guidelines for Faculty Supervisors

I. Faculty supervisors are to serve as mentors for the teaching activities developed in the Supervised Teaching Plan. Expectations for mentoring are to model the activities, supervise and assess, and give feedback to the student.

II. On the first day of classes for the term, faculty supervisors should coordinate an introductory meeting with their supervised teaching students. At this meeting, faculty supervisors should outline the following:
   a. Course-specific expectations and assignments of the supervised teaching student
   b. General outline for expected time commitments with identification of peak hours, if possible
   c. Faculty supervisor contact information
   d. A complete syllabus for the course and/or lab protocols (if applicable)
   e. Create student login information for any necessary web portals (e.g., Canvas)

III. In assigning responsibilities to STSs, faculty supervisors should observe the above guidelines regarding expectations of student time commitment to the course. Specifically, the STS's assignments must be manageable at approximately 3 hours per week per credit of this course. Faculty supervisors must respect the recommended effort expectations of ~3 hours per week per credit averaged over the semester (see "Credit Allocation" above). If an instructor feels that more credit is required to provide increased contact hours, they should speak with the department chair.

IV. While STSs are expected to contribute to these activities, the preparation and delivery of course materials and the evaluation of student performance is ultimately the responsibility of the faculty supervisor assigned to the course. Faculty supervisor should remain engaged in all aspects of the course, even those aspects supervised by STSs. For lecture courses, it is expected that the majority of the lectures will be delivered by the faculty supervisor. For laboratory courses, it is expected that the faculty supervisor will deliver associated lectures, participate regularly in the lab course, provide appropriate supervisory training to the STS for each experiment conducted in the lab, and be responsible for the overall supervision of the STSs performance.

V. Faculty supervisor will be expected to meet with the STS once a week for 30 minutes (preferably a dedicated schedule) to discuss details of mentoring/teaching as well as how the course is progressing and how their interactions with students in the course are going, and how the weekly responsibilities are matching to the pre-start of the semester expectations. If the faculty supervisor cannot meet on a certain week due to scheduling or travel, the STS must be notified beforehand of the cancellation of the meeting.

Evaluation of Grades

Grades will be assigned to the STS based on the following criteria:

I. Teaching proficiency: Towards achieving targeted SLOs, the STS is expected to demonstrate adequate preparation in the delivery of instructional materials, including a proficient understanding of the material and an ability to deliver content clearly and concisely. Faculty supervisor will evaluate the teaching proficiency by mentoring the supervised teacher during the preparation and delivery of at least one lecture (or lab activity) during the semester.

II. Grading proficiency: Towards assessing the targeted SLOs, the STS is expected to grade assessments in a timely manner. Unless otherwise specified by the faculty supervisor, graded assessments should be returned within a week. The STS is also expected to grade accurately, consistently, and fairly. Faculty supervisor will evaluate the STS grading proficiency by reviewing grading timeliness, accuracy, fairness, and consistency.

III. Professionalism and attendance: The STS is expected to follow the attendance policy of the faculty supervisor. It is assumed that the STS will be a role model to students and demonstrate professional and ethical behavior, including punctual attendance.

IV. Instructional materials quality: The STS is expected to develop course materials related to the targeted SLOs, which may include individual lectures, homework assignments and solutions, quizzes and solutions, exams and solutions, or class handouts, as determined by the faculty supervisor as they relate to the Supervised Teaching Plan.

V. Evaluation proficiency: The STS is expected to evaluate how effective activities were with respect to achieving the targeted SLOs. Honest evaluation and proposal of pedagogical improvements are keys to satisfying this requirement.

Grading Policy

Individual instructors will announce the specific weights assigned to each individual criterion. The instructor will assign a Satisfactory (S) or Unsatisfactory (U) grade to the student based on these criteria. During each weekly meeting, an open dialog of effectiveness should occur, and the instructor should convey progress towards a satisfactory grade.

Supervised Teaching Plan

A Supervised Teaching Plan begins by assessing the capabilities, strengths and weaknesses, of the student on day one and sets goals for the student to achieve during the semester. One or more Student Learning Outcomes (SLOs) should be proposed upfront, as they relate to the particular engineering class being supported. Conceivably, an SLO could be proposed by the faculty supervisor or by the student, and the faculty supervisor and student should agree on the scope and focus. A detailed semester-long plan should be developed to allow for background study, interacting with students in the engineering class, developing learning materials, presenting learning materials, developing assessments of learning, grading assessments, evaluating assessment effectiveness, and proposing pedagogical or methodology revisions. The plan should have dedicated weekly meetings between faculty supervisor and student.

Academic Policies & Resources

To support consistent and accessible communication of university-wide student resources, instructors must include this link to academic policies and campus resources: https://go.ufl.edu/syllabuspolicies. Instructor-specific guidelines for courses must accommodate these policies.

Commitment to a Positive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Coordinator
- HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu