

**risd | Department of Teaching + Learning in Art + Design**

[www.risdtlad.com](http://www.risdtlad.com)

**TLAD-044G Collegiate Teaching: Preparation + Reflection**

Credits: 3 credits, Level: Graduate Only

This Course Fulfills a Certificate in Collegiate Teaching in Art + Design Seminar Requirement  
The course may be followed by: GRAD-010G WS Collegiate Teaching Practicum **or** TLAD-055G Collegiate Studio:  
Discipline Centered Learning

**Fall 2020**

**Instructor**

**Professor Nancy Friese**

**Hybrid**

(Primarily online until health concerns subside)

**Office:** 345 South Main Street, Room 224  
**Office Hours:** Tuesdays, 11:30am to Noon (zoom, hangout, email)  
Wednesdays, 11:00am to 11:30 pm (zoom, hangout, email)  
**Class Location:** Project Open Door Studio Patio (occasional individual meeting)  
**Tuesday, 8:30 am to 11:30 am**  
**Website:** [www.collegiateteachinginartanddesign.com](http://www.collegiateteachinginartanddesign.com)

"Teaching is a performative act. And it is that aspect of our work that offers the space for change, invention, spontaneous shifts that can serve as a catalyst for drawing out the unique elements in each classroom. To embrace the performative aspect of teaching we are compelled to engage "audiences," to consider issues of reciprocity. Teachers are not performers in the traditional sense of the word in that our work is not meant to be a spectacle. Yet it is meant to serve as a catalyst that calls everyone to become more and more engaged to be active participants in learning."

Teaching to Transgress Education as the Practice of Freedom, bell hooks

**COURSE DESCRIPTION:**

How can we add to the future enrichment of our disciplines?  
 How do we make future collegiate teaching a more meaningful practice? This semester-long professional practice course is designed for artists, designers, architects and educators who are considering teaching in higher education after graduation and/or those who will be teaching during Wintersession as they complete their course of study at RISD. The goal is to introduce graduate students to an effective teaching foundation and to provide an orientation to the collegiate teaching and learning experience. The first half of the course is composed of readings and discussions related to seven teaching portfolio assignments. The second half of the course entails Individual Teaching Practices Sessions (ITPS) in which students prepare a class that is observed, videotaped, and receives detailed feedback from faculty and peer observers. Major outcomes of the course are: a partial teaching portfolio including a teaching and inclusivity philosophy, course proposals and an extensive course syllabus.

- *The first course in sequence for the Certificate in Collegiate Teaching in Art + Design*
- *Graduate elective*
- *Partial requirement for both Certificates in Collegiate Teaching in Art + Design*

**COURSE OVERVIEW:**

The course is a fast-paced seminar and practicum geared specifically for studio practitioners who envision teaching at post-secondary institutions or alternative adult educational organizations nationally and internationally. The first half of the seminar covers these assignments; a teaching philosophy, an inclusivity statement, 3 course descriptions, syllabus, class project, midterm feedback form and course assessment rubric and critique guide. The second half of the term involves each participant's ITPS (Individualized Teaching Practice Session) where the graduate prepares and teaches a short class to peers and faculty and receives feedback on the experience. The seminar is based on university and college global scholarship of teaching and learning sites and is practice-based. TLAD offers other seminars with comprehensive arts educational theory. Participants may use the final teaching portfolio to directly apply to open calls for faculty. Graduates may refine, adapt or apply the portfolio contents in subsequent TLAD seminars: GRAD-010G WS Collegiate Teaching Practicum or in TLAD-055G SP Collegiate Studio.

RISD's only graduate academic certificate program resides in the Department of Teaching + Learning in Art + Design (TLAD) an historical and the oldest graduate department at RISD long holding social equity and community engagement at its core. TLAD offers 2 one-year-long graduate degree programs. Some current graduate students elect to stay the additional year and receive an MA in Art + Design Education. TLAD founded and runs the empowering after school program Project Open Door for underserved urban youth to achieve art and design excellence.

**SEMINAR GOALS:**

*The greater aim and purpose of the course:*

- To achieve a basic foundation of reflective teaching practices in colleges and universities.
- To customize these practices around visual arts methods and thinking, and one's discipline.
- To conceive, revise and complete a partial teaching portfolio.
- To reflect and utilize successful teaching methods inclusively and with a variety of modalities.
- To prepare for and receive feedback on a short teaching practice experience.
- To originate a course proposal in consideration by RISD or Continuing Education programs.

**STUDENT LEARNING OUTCOMES:**

*What a graduate student comes away with as a result of this course:*

- Effective academic application material for positions across institutions.
- A deep understanding of academic organization, distinctions, and opportunities.
- An expanded repertoire of teaching/learning ideas relevant to the teaching assistant level and

or the instructor of record level.

**COURSE REQUIREMENTS:**

**Developing Reflective Teaching Practices:**

- 5 class sessions for assignments using articles from global teaching and learning sites.
- 5 class sessions devoted to Individualized Teaching Practice Sessions (ITPS) Zoom and feedback.
- 2 Individual Progress Meetings.
- Class discussion sessions including peer-to-peer reviews.
- Website with exemplars of past graduate student work.
- 1 class session for final portfolio presentations.

**Individual Teaching Practice Session (ITPS), Reflection & Feedback**

Completion of reflective teaching practices in a 15 to 20-minute zoom class. Fellow seminar members will be your class participants and peer reviewers. Guest RISD faculty may also observe your class. The class will be taped for your viewing only. Peer reviewers write observations and suggestions immediately after the class for the presenter's use. A follow-up written evaluation is given to the teaching graduate from the RISD faculty.

**Teaching Portfolio:**

- Teaching Philosophy with tenets and evidence in entire portfolio.
- Inclusivity Statement with tenets and evidence in the entire portfolio.
- 3 Course Descriptions with course goals and learning outcomes.
- Syllabus with course goals and technical and conceptual learning outcomes
- Class Project with description, course goals and learning outcomes, methods and competencies.
- Feedback Form with course goals and both Likert scaled and open-ended questions.
- Assessment Rubric customized to the syllabus with qualities crossed with levels.
- Critique Statement leading the syllabus and shown with a variety of formats in the weekly plan.

**Assignment Percentage Weightings:**

- Partial Portfolio: Teaching/inclusivity statements, course descriptions, syllabus, class feedback and assessment forms, critique guide. **60%**
- Teaching practicum with peers as your students. **30%**
- An authentic collegiate teaching profile with active participation in course **10%**

**ASSESSMENT**

**Faculty Assessment Tools**

- Written assessment of ITPS.
- Written feedback on assignments at mid-term.
- Verbal feedback during individual meetings.
- Final grade for portfolio presentation.

**EVALUATION**

**Criteria**

- Consistent good attendance +demonstration in a variety of ways of engagement + civic-mindedness.
- Thoughtful and probing peer feedback given in groups and for the ITPS.
- Revision and advancement in portfolio steps, stages and final contents.
- Graduate-level qualities of independence, rigor, scholarship and initiative in the transposition of ideas.

**Grading Criteria****A**

- Superior, exceptional or innovative thoughts and contributions in oral and written assignments.
- Refined and resolved teaching portfolio parts exhibiting one's authentic self.
- Research into best practices in one's field at RISD and beyond, including global awareness.
- Consistent growth throughout program with highly effective use of criticism and feedback.

**B**

- Solid and proficient work, in-depth in all areas.
- Extends information into discussions, portfolio components and assignment revisions.
- Evidence of growth and increasing independence throughout program.

**C**

- Emerging completion of assignments.
- Completing a satisfactory teaching portfolio sections but minimal introspection indicated.
- Some growth exhibited in papers, assignments, preparation, and discussions.

**D**

- Unacceptable, late, incomplete or poorly done written and oral assignments.
- Minimal involvement in class and little growth or advancement in written works.
- Disruptive or dismissive to individuals and to the class momentum on the whole.

**F**

- No portfolio parts submitted and/or incomplete engagement.

**INCOMPLETES**

"A grade of an incomplete ("I") is assigned to signify temporary deferment of a final letter grade and may be granted with permission of the faculty under unavoidable and legitimate extenuating circumstances. All incomplete grades must be accompanied by instructor comments which specify the reason for giving the "I" and the nature of the outstanding work to be made up by the student." (RISD Academic Policy)

**DIVERSITY /CIVILITY STATEMENT**

The RISD community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

**ABSENCES**

The policy on absences assumes student maturity and responsibility for their own behavior, but also assumes that students will communicate their intentions and circumstances to their intentions and circumstances to their instructor. Unexcused absences are considered "cuts." A student who "cuts" the first class meeting, or any two or more class meetings, may be removed from the course by the Registrar, if the instructor so requests ... Students are cautioned that the instructor may or may not choose to request removal for unexcused absence(s). RISD affirms the right of students to observe significant religious holy days. Concerned students should inform their instructor in advance of such circumstances, if class attendance will be affected." (RISD Academic Policy)

**SELECTED RISD CAMPUS RESOURCES:**

**Office of Counseling and Psychological Services (CAPS)** provides a range of mental health services to help students improve emotional, interpersonal, and academic functioning. **Student Affairs** provides opportunities for all students to develop personally, socially and intellectually. The **Office of Intercultural Student Engagement (ISE)** shapes a culturally inclusive and supportive environment at RISD. opportunities for cultural awareness, dialogue and understanding exist. Specific support to artists of color, marginalized populations and those interested in pursuing multicultural work. **Museum of Art** situates learning from and with original objects, through exhibitions, workshops, lectures, internships. Based on the premise that institutions that support arts play pivotal roles in promoting broad civic engagement and creating more open societies. **Fleet Library** offers resource librarians, teaching and learning books and journals and **The Center for Arts & Language (A&L)** tutoring in writing, public

**SELECTED RISD CAMPUS RESOURCES CONTINUED:**

speaking and visual communication and English language support. **Career Services** offers workshops, reviews, job support, resume' and residency and grant application reviews. It offers a comprehensive program of one-on-one counseling, portfolio reviews, seminars and other targeted events helping graduate students and alumni translate their creativity into meaningful and rewarding careers. **Theory and History of Art and Design** offers a graduate concentration in a 15-credit graduate art history concentration. **RISD Global** spearheads a range of learning opportunities on campus, online and abroad. **Campus Exhibitions** oversee 3 campus galleries and thesis exhibition.

**WEEKLY PLAN**


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|---|-----------------|-------------|
| <b>9/15</b>   | <b>WEEK ONE</b> | <b>ZOOM</b> |
| <b>Plan:</b> Introductions, course syllabus, TLAD and certificate program. Contextualizing our teaching beliefs and aspirations. Academic overview: institution types, endowments, academic structure, academic opportunities.  |                 |             |
| <b>Assignments #1 &amp; #2</b>  |                 |             |
| <ul style="list-style-type: none"> <li>• Read Assignments #1 and #2 and articles on <a href="http://collegiateteachinginartanddesign.com">collegiateteachinginartanddesign.com</a> and syllabus page 9.</li> <li>• Create two documents (1) <b>A Teaching Philosophy</b> and (2) <b>An Inclusivity Statement</b> including empirical, analytical and evidentiary ideas for art and design disciplines.</li> </ul> |                 |             |
| <hr/>   |                 |             |
| <b>9/22</b>   | <b>WEEK TWO</b> | <b>ZOOM</b> |
| <b>Review:</b> ½ hour of breakout-peer review of teaching philosophy and inclusivity statements (Assignment #1, #2)   |                 |             |
| <b>Discussion:</b> Philosophy/inclusivity statement discussion: show studio work/research and then key tenets/examples of statements. 5 minutes each.   |                 |             |
| <b>Plan:</b> Explore three stages of learning and SoTL, the Scholarship of Teaching + Learning, the difference between goals and outcomes. Consideration of course titles, course descriptions and course details from catalog entries.   |                 |             |
| <b>Assignment #3:</b>   |                 |             |
| <ol style="list-style-type: none"> <li>1. Read Assignment #3 read articles on <a href="http://www.collegiateteachinginartanddesign.com">www.collegiateteachinginartanddesign.com</a> or page 9 of syllabus.</li> <li>2. Develop Three Course Descriptions:</li> </ol>   |                 |             |

Examine the value of establishing goals, learning outcomes, and methods before writing a course description. Stating the deeper learning opportunities and what steps will occur in achievement leads by ideas and follows by techniques. What characterizes a dynamic and practical course description? How can stating the overall greater good of the course followed by particular learning outcomes with specific examples of structure and assessment potentiate and serve as an armature of a course syllabus? Can our course descriptions inspire, inform and lead? Create 3 meaningful course descriptions at different levels with different goals and outcomes: one basic course, one advanced course and a course of your choice. Most entry positions will require new faculty to teach some beginning level courses.

**9/29 WEEK THREE**

ZOOM

**Review/Discussion:** Course description Assignment #3 discussion

**Plan:** Viewing and deconstructing examples of past graduates' syllabi

**Assignment #4:**

1. Read Assignment #4 and articles on [www.collegiateteachinginartanddesign.com](http://www.collegiateteachinginartanddesign.com) and page 9 of syllabus.
2. Construct a course syllabus from one of your course descriptions.

Following the *Backward Design* article and processes, think of the larger purpose first and then plan the steps and activities. This helps prioritize and gauge the pace, quantity and quality of learning content. The syllabus order: institution, department and class information, course description, goals, learning outcomes, assessment, and weekly structure. Divide the weekly plan into three divisions of emerging learning, developing learning and advanced learning areas and declare the learning outcomes of each of these divisions before establishing the daily and weekly repeatable categories, and specific activities and details.

**10/6 WEEK FOUR**

Individually Scheduled Meetings spatially distant on outdoor patio in front of Project Open Door

**10/13 WEEK FIVE**

Individually Scheduled Meetings spatially distant on outdoor patio in front of Project Open Door

**Review:** Syllabus Draft, Philosophy/Statement, Course Descriptions: Please send these before the meeting in one Word document labeled **Last Name\_Assignments\_1\_2\_3\_4**

**Plan:** Individualized Teaching Practice Sessions (ITPS) goals, learning outcomes, methods, structure

**Assignment #5                      Class Project and ITP Proposal**

1. Read Assignments #5 and accompanying articles on [www.collegiateteachinginartanddesign.com](http://www.collegiateteachinginartanddesign.com) and page 9 of syllabus.
2. Create a developed class project taken from your syllabus with class project title and description, goals, learning outcomes, methods and basic and advanced competency qualities.
3. Write an ITP (Individualized Teaching Practice) proposal with goals and learning outcomes

**COLLEGIATE TEACHING SEMINAR EMERGING LEARNING OUTCOMES FROM WEEK ONE TO WEEK FIVE**

1. Understanding the context of a course within a wider arena of department and institution and nation.
2. Recognition of one's own voice in a teaching and learning circle through philosophy and inclusivity statements that will lead and thread the nature of the rest of the semester.
3. Incorporation of goals, learning outcomes, structure and methods in plans and experiences for learning.
4. Comprehension of the conventions of formal teaching and learning documents to carry highly individualized interpretations, methods and inventions for job applications and teaching opportunities.
5. Decentralization of a discipline into common pedagogical knowledge.

**10/20 WEEK SIX** Midterm ZOOM

**Discussion:** Syllabus status, class project and ITP Proposal: group discussion on assignments #4, #5, ITP Proposal

**Review:** Self-review with checklist

**Plan:** Formative, summative, feedback and critique assessments.

**Assignment #6 Part One, Part Two, Part Three**

1. Read Assignment #6 and articles on [collegiateteachinginartanddesign.com](http://collegiateteachinginartanddesign.com) and Page 9 of syllabus.  
  
Create a one-page **Mid-term Feedback Form**; start with the goals of the course, then ask Likert scale and open-ended questions.
2. Expand grading from the syllabus into a more advanced and specific examination and declaration of course assessment. Complete an assessment **Rubric Guide** that has the categories of evaluations divided into the levels of achievement and their qualities. Use terms that are relevant to your own syllabus and course.
3. Summarize the purposes and ways/varieties in which critiques will be conducted in the course in a **Critique Statement**.

**10/27 WEEK SEVEN** Individualized Teaching Practice Session (ITPS) ZOOM

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**11/3 WEEK EIGHT** Individualized Teaching Practice Session (ITPS) ZOOM

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**11/10 WEEK NINE** Individualized Teaching Practice Session (ITPS) ZOOM

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**DEVELOPING LEARNING OUTCOMES FROM WEEK SIX TO WEEK NINE**

**ITPS Learning Outcomes:**

1. **Calculation** of a multivalent short teaching practice session.
2. **Demonstration** of well-planned class to diversified learners.
3. **Management** of time and establishing essential feedback in a short class period.
4. **Self-reflection** about one's own teaching methodology.

**Portfolio Learning Outcomes:**

1. **Sequencing and pacing** to progress learning.
  2. **Implementation** of ideas/goals into realistic projects.
  3. **Consideration** of diversity of learning styles and cultural inclusivity in documents.
  4. **Focus** on learning-centeredness or quality over quantity of activities.
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| <b>11/17</b> | <b>WEEK TEN</b> | ITPS Individual Feedback Meetings | ZOOM |
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| <b>11/24</b> | <b>WEEK ELEVEN</b> | ITPS Individual Feedback Meetings | ZOOM |
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| <b>12/1</b> | <b>WEEK TWELVE</b> | Final Group Meeting 8-10min presentations<br>Start with slide of new work, highlight key portfolio parts,<br>Pose ending reflections/questions.<br>Assignment #6 | ZOOM |
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**12/16 WEEK THIRTEEN**

**Plan:** Submit in one PDF Final Teaching Portfolio - Label: **Last Name\_Portfolio\_2020 by Wednesday 12/16**

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**ADVANCED LEARNING OUTCOMES FROM WEEK EIGHT TO WEEK FOURTEEN**

1. **Coordination** of differences and commonalities in teaching and learning to deepen your own teaching methods.
2. **Integration and synthesis** of parts to whole within the teaching portfolio.
3. **Individuation** of the portfolio through added specifics: visuals, quotes, seminal texts, articles, visiting artists, etc.
4. **Transposition** of teaching/inclusivity tenets in all assignments +end of semester oral 10-minute synopsis.

Sample professional discipline organizations, conferences, job postings and best practices.

(CAA) College Art Association

[www.collegeart.org](http://www.collegeart.org) Student rate membership \$55, Job postings, 2021 Conference New York, NY, February 13-15

[AcademicKeys](#), [HigherEd.com](#), [The Chronicle of Higher Education Careers](#), [NAIS](#), [AISNE](#), [particular country government sites](#)

(NECEA) National Council on Education for the Ceramic Arts

[www.necea.net](http://www.necea.net)

(ACSA) Association of Collegiate Schools of Architecture

[www.acsa-arch.org](http://www.acsa-arch.org)

(SPE) Society for Photographic Education

[www.spenational.org](http://www.spenational.org)

(AIGA) American Institute for Graphic Arts

[www.aiga.org](http://www.aiga.org)

(SGC) Southern Graphics Council Conference

[www.sgcinternational.org](http://www.sgcinternational.org)

(CELA) Council of Educators in Landscape Architecture

[www.thecela.org](http://www.thecela.org)

(IDSA) Industrial Designer Society of America

[www.idsa.org](http://www.idsa.org)

(NASAD) National Association of Schools of Art & Design

[www.nasad.arts-accredit.org](http://www.nasad.arts-accredit.org)

(ISSPTL) International Society for the Scholarship of Teaching

[www.issotl.com](http://www.issotl.com)

## ASSIGNMENTS - READINGS – SUPPLEMENTAL RESOURCES

### THE TWO MAIN COURSE COMPONENTS:

#### Teaching Portfolio

<https://ucsf.osu.edu/professional-development/teaching-portfolio/>

#### Individualized Teaching Practice Sessions : Teacher Observation

<https://cft.vanderbilt.edu/services/individual/teaching-observation/>

#### Assignment #1

#### Teaching Philosophy

Sample teaching philosophy of Urmila Venkatesh from University of Michigan

[http://www.crlt.umich.edu/sites/default/files/resource\\_files/Venkatesh.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/Venkatesh.pdf)

*Writing a Teaching Philosophy*, Iowa State University Center for Excellence in Learning and Teaching.

<http://www.celt.iastate.edu/teaching/document-your-teaching/writing-a-teaching-philosophy-statement>

#### Assignment #2

#### Inclusivity Statement

Center for Research on Learning and Teaching, University of Michigan

Creating Inclusive College Classrooms, Shari Saunders and Diana Kardia (1997)

[http://www.crlt.umich.edu/gsis/p3\\_1](http://www.crlt.umich.edu/gsis/p3_1)

#### Assignment #3

#### Course Descriptions

Ryerson University Learning and Teaching Office

Constructing Course Descriptions

<https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/design-a-course/constructing-course-descriptions.pdf>

On Learning Goals and Objectives

<https://bokcenter.harvard.edu/learning-goals-and-learning-objectives>

#### Assignment #4

#### Syllabus

Iowa State University Center for Excellence in Learning and Teaching

*A Model of Learning Objectives based on a Taxonomy for Learning, Teaching, and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*

<http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>

Backward Design in Class.

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

*Constructing a Learning-Centered Syllabus: One Professor's Journey* Aaron Richmond

[https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA\\_60.pdf](https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_60.pdf)

Constructing a Syllabus Michael Woolcock Brown University

<https://www.brown.edu/sheridan/sites/sheridan/files/docs/constructing-a-syllabus.pdf>

**Assignment #5****Class Project**

Carleton College

*How do I implement studio teaching?*<https://serc.carleton.edu/introgeo/studio/how.html>

Labs/Studios Eberly Center, Carnegie Mellon University

<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/labsstudios.html#studios>**Assignment #6 PART ONE****Assessment: Mid-term Feedback**

George Washington University

*Sample questions for getting feedback from Students*<https://library.gwu.edu/sites/default/files/tlc/Sample%20Feedback%20Questions.pdf>**Assignment #6 PART TWO****Assessment: Rubric**<https://otis.libguides.com/assessment/rubrics> Otis College of Art and Design Institutional Effectiveness and Assessment[https://ualresearchonline.arts.ac.uk/id/eprint/629/1/cltd\\_learningoutcomes.pdf](https://ualresearchonline.arts.ac.uk/id/eprint/629/1/cltd_learningoutcomes.pdf)**University of the Arts London** Effective Assessment in Art and Design : writing learning outcomes and assessment criteria in art and design Allan Davies**Assignment #6 PART THREE****Assessment: Critique Guide/Statement**How to Survive a Critique: A Guide to Giving and Receiving Feedback, Karen Cheng, 2013 <https://www.aiga.org/how-to-survive-a-critique>

Critiques, Credits and Credibility: Assessment Practices in Higher Education Studio Art Courses. Sebastien Fitch 2016

[https://spectrum.library.concordia.ca/981013/1/Fitch\\_PhD\\_S2016.pdf](https://spectrum.library.concordia.ca/981013/1/Fitch_PhD_S2016.pdf)

Teaching Through Critique: An Extra-Disciplinary Approach by Johanna Inman

<https://tomprof.stanford.edu/posting/1406>

## SUMMARY OF DUE DATES:

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|-------|--|--|
| 9/21  | Assignment #1 and #2                               | ZOOM   |
| 9/28  | Assignment #3                                      | ZOOM   |
| 10/5  | Assignment #1, #2, #3, #4                          | 8 Individual Outdoor Meetings                            |
| 10/12 | Assignment #1, #2, #3, #4                          | 7 Individual Outdoor Meetings                            |
| 10/19 | Assignment #4, #5, ITPS Proposal                   | ZOOM   |
| 10/26 | ITPS   | ZOOM (5 Graduates Teach 15 to 20 minutes each)           |
| 11/2  | ITPS   | ZOOM (5 Graduates Teach 15 to 20 minutes each)           |
| 11/9  | ITPS   | ZOOM (5 Graduates Teach 15 to 20 minutes each)           |
| 11/16 | ITPS Individual Feedback Meetings<br>Assignment #6 | ZOOM (8 Graduate Meetings 15 minutes each)               |
| 11/23 | ITPS Individual Feedback Meetings                  | ZOOM (7 Graduate Meetings 15 minutes each)               |
| 11/30 | Final Group Meeting                                | ZOOM (8 to 10 minute Individual Portfolio Presentations) |
| 12/16 | PDF Portfolio- No meeting                          | Email Last Name_Portfolio_2020_Department                |



