

Psychology Undergraduate Teaching – PSYC 4697 (Fall 2026)

Course Information

Course Prefix and Number: PSYC 4697

Instructor: Rick Thomas

Term: Fall 2026

Permit Required: Yes

Course Description

This course provides academic credit for participation in instructional activities within the Psychology program under the guidance of a faculty member. Students serve as teaching assistants or instructional support personnel and gain experience in undergraduate education, pedagogy, and academic mentorship. Responsibilities may include assisting with course preparation, grading, leading discussion sections, supporting student learning, and providing feedback. The scope and structure of responsibilities are determined in consultation with the supervising faculty member.

This course cannot count toward Psychology Electives or Free Electives.

Course Learning Outcomes

1. Develop skills in instructional support and undergraduate teaching.
2. Gain experience providing feedback and evaluating student work.
3. Enhance communication skills through interactions with students and faculty.
4. Apply principles of effective pedagogy and learning science.
5. Demonstrate professionalism and responsibility in an instructional role.
6. Engage in mentorship and support of student learning.
7. Reflect on teaching practices and instructional effectiveness.

Required Course Materials

No textbooks are required. Materials and resources are determined by the course being supported and the supervising instructor.

Grading Policy

This course is graded on a Satisfactory (S) / Unsatisfactory (U) basis. Evaluation is based on:

- Fulfillment of assigned instructional duties
- Quality and timeliness of grading and feedback
- Professional conduct and reliability
- Engagement with students and faculty

An S indicates effective and responsible performance; a U indicates insufficient fulfillment of responsibilities.

Attendance Policy

This course does not include traditional class meetings. Attendance expectations are defined by the instructional duties assigned, including required presence at lectures, labs, office hours, or meetings.

Academic and Research Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards.

Teaching assistants must uphold academic integrity in all instructional activities, including grading and student interactions.

Any suspected violations will be reported and handled according to Georgia Tech policy.

Core IMPACTS

Not applicable.

Accommodations for Students with Disabilities

Students requiring accommodations should contact the Office of Disability Services and notify the instructor as soon as possible.

Student-Faculty Expectations

Mutual respect, professionalism, and accountability are expected. Students must maintain clear communication, meet responsibilities, and contribute positively to the instructional environment.