Ming Chuan University
Teaching Assistant Requirement Application Form

<table>
<tr><td>Applying Faculty Member Department</td><td colspan="5"></td></tr>
<tr><td>Applying Faculty Member Name</td><td colspan="5"></td></tr>
<tr><td>E-MAIL</td><td colspan="5"></td></tr>
<tr><td>Department</td><td colspan="5"></td></tr>
<tr><td>Course Number</td><td></td><td>Course Name
(Please provide the full name)</td><td colspan="3"></td></tr>
<tr><td>Class Number</td><td></td><td>Class Name</td><td></td><td>Number of Enrolled Students</td><td></td><td>□ Required
□ Elective
□ General Education
□ Education Program</td></tr>
<tr><td>Course Type</td><td colspan="5">□ Course with a high failure rate Course with a high failure rate
□ Core foundational course
□ Experimental/Practical course
□ Professional course
□ Large-class course for General Education
□ Distance learning course
□Cross-disciplinary integrated course
□ Other：</td></tr>
<tr><td>Explanation of the Need for a TA to Support Students' Academic Learning</td><td colspan="5">Please provide a detailed explanation of the reasons for requiring a teaching assistant to assist in tutoring students on this course. (You may include relevant data on student performance from the previous academic year, such as the pass rates for midterm and final exams, to illustrate the specific difficulties students face in their learning process for committee review.)

Example format:
This course is a fundamental required subject in the department. Failure to pass this course may affect the ability to enroll in other advanced required courses (e.g., XXX, XXX courses). The pass rate for this course in the previous academic year was approximately 60%, with nearly 40% of students unable to pass. This indicates that some students indeed face significant learning challenges. Therefore, we are applying for a teaching assistant to organize tutoring sessions under the teacher's guidance, etc.</td></tr>
<tr><td>TA Working Content Planning</td><td colspan="5">1. Teaching assistants (TA) must not be assigned tasks unrelated to the course they are responsible for, such as assisting the instructor with personal research projects, supporting office duties for the instructor or department, or handling administrative affairs.
2. Under the guidance and supervision of the instructor, TA is to assist with</td></tr>
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(Please Check)

teaching-related tasks and provide academic support to students to enhance their learning outcomes. **Their primary responsibilities should focus on tutoring and supporting students' academic progress. TA should not be assigned solely to tasks such as grading assignments, taking attendance, or handling administrative duties related to the course. Furthermore, TA is not permitted to teach classes on behalf of the instructor, conduct core teaching activities, or create and grade assignments or exams with significant weight, such as midterm or final exams.** Tasks beyond the defined scope of a TA duties may be declined by the TA.

3. TAs are **required to organize in-person tutoring sessions after class and schedule regular academic consultation hours. The total tutoring time must reach at least 30 hours, and the number of students receiving tutoring must exceed one-third of the total number of enrolled students.** It is essential to achieve measurable outcomes in the TAs' efforts to support students' academic learning.

Before Class	□ Assisting faculty member in gathering course-related information □ Reviewing teaching materials related to the course	□ Preparing equipment for experiments/practicums □ Uploading and updating course materials on the Moodle learning platform
During Class	□ Following the class and assisting in answering students' academic questions □ Recording course content and monitoring student learning progress	□ Assisting students in conducting experiments and supervising laboratory safety □ Recording video/audio of teaching activities
After Class	□ Offering regular weekly TA hours for academic consultation services □ Conducting in-person post-class tutoring sessions	□ Responding to classmates' academic questions using online tools □ Creating TA teaching materials/notes □ Grading assignments or quizzes and reporting students' learning progress to the instructor for discussion

Please provide a detailed explanation of the planning and arrangement for the teaching assistant's post-class in-person tutoring sessions and fixed academic consultation hours. This should include the schedule, location, implementation methods, and measures to enhance academic support for students identified as at-risk in their learning progress.

Please explain how the instructor encourages enrolled students to participate in the TA's tutoring activities.	Instructors have a significant influence on students' learning attitudes and behaviors. Whether students are willing to actively participate in the teaching assistant's tutoring sessions largely depends on the instructor's guidance and support. Therefore, please describe the specific measures planned to encourage students to participate in the teaching assistant's tutoring sessions. These measures should aim to enhance students' engagement and interest in learning, ensuring that the teaching assistant's tutoring efforts achieve the intended objectives and serve as an essential component in supporting students' academic progress.
Explanation of Expected Outcomes (to be reviewed at the end of the semester)	**[Quantitative Indicators]** (1) **(Mandatory) Course Pass Rate**: The target value should be 85% or higher, based on the average pass rate of classes assisted by TAs in previous years. *(Calculation method: Number of students with passing grades / Total number of enrolled students)* (2) **(Mandatory) Pass Rate of Students Who Failed the Midterm After TA Tutoring**: *(Calculation method: Number of students who failed the midterm but achieved a passing final grade / Total number of students who failed the midterm)* (3) **Other Quantitative Indicators**: Examples include the extent of grade improvement, attendance rate in TA tutoring sessions, etc. **[Qualitative Indicators]** What benefits can the involvement of teaching assistants bring to students' learning? For example, qualitative goals may include improving students' learning outcomes, providing individualized learning support, fostering a positive learning environment, and enhancing classroom interaction.