

**University Teaching Excellence Course (INTD 5035)
Fall 2017**

CLASS DAYS and TIME: Tuesdays 4:00-6:00pm

CLASSROOM: ALTC (room TBA)

COURSE FACULTY: William "Bill" Hendricson, MS, MA and Babatunde "Kay" Oyajobi, MB, BS, PhD, MBA
Co-Course Directors

OFFICE LOCATION and HOURS: By appointment; Hendricson (RAB 2.104, Long Campus); Oyajobi (5.518D MED, Long Campus). If you wish to schedule an appointment, please contact either of us by e-mail

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READ THIS DOCUMENT CAREFULLY --- YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE DESCRIPTION AND OBJECTIVES

INTD 5035: The *University Teaching Excellence Course (UTECE)* is designed for faculty, post-doctoral fellows, senior graduate students, faculty members, research staff and residents who are interested in a career in teaching and desire to acquire knowledge about learning processes and to develop educational planning, teaching and assessment skills to enhance their "teaching toolkit." UTECE participants practice key skills needed for success in college level teaching, working individually and in teams to accomplish the course objectives. The course will provide instruction in contemporary pedagogic techniques and classes will be supplemented by readings, worksheets and self-assessment inventories. The course focuses on teaching science courses for undergraduates at campuses of predominantly undergraduate institutions (PUIs), but includes concepts and techniques applicable to teaching throughout biomedical and health science education.

Prerequisites : none (but permission required)

Semester credit hours: 2 hours

Approximate Contact and Activity Hours

Activity	Total
12 seminars	24
* POE essay & POE meeting	4
Preparation of practice lectures	8
Self-assessment of lectures	2
Development of academic resume	4
Reading assignments	4
Activity: Writing learning objectives	2
Total	48
* POE = Philosophy of Education	

The following lists some of the broad objectives of this course. Specific objectives for each individual lesson can be found at the end of this syllabus.

Major Intended Learning Objectives (MILOs):

During UTEC, you will:

1. Identify and discuss your beliefs and values pertaining to teaching and learning at the undergraduate (college) or graduate / professional education levels
2. Self – assess and identify your unique strengths as well as your limitations as a teacher at the undergraduate (college) or graduate / professional education levels
3. Describe factors that promote and hinder students’ learning at the undergraduate (college) or graduate / professional education levels
4. Practice key “teachers’ toolkit” skills such as defining learning objectives for a course, writing a syllabus, designing and presenting lectures, and developing assessments to measure students’ acquisition of course objectives
5. Identify course management techniques that promote an effective, inclusive learning environment for students and a positive experience for the teacher

Specific Intended Learning Objectives (SILOs):

At the end of this course, you will be able to:

1. Identify effective and ineffective techniques for teaching in the classroom
2. Write a 200-word essay communicating Philosophy of Education (POE)
3. Describe steps to implement a science course for college students
4. Describe differences in teaching college students versus teaching UTHSCSA graduate students or medical / dental students
5. Write objectives for different levels and different types of student learning
6. Analyze course syllabi to identify effective and ineffective components
7. Analyze cases of dysfunctional student behavior and propose management strategies
8. Identify strategies to use Team-Based Learning techniques in science courses
9. Describe course design and teaching strategies pertinent to lab-based instruction
10. Recognize well designed and poorly constructed test questions in an examination
11. Design and present 15 minute lectures, review videos of the lectures and self-assess
12. Identify strategies to build a culture of acceptance and inclusiveness within science courses
13. Develop an academic resume and receive feedback from classmates and course faculty

COURSE ORGANIZATION

The main teaching modalities used in this course include:

- Conventional didactic lectures in which information is delivered to the class by instructors or course directors

- Presentations and in-class panel discussions which are expected to be highly interactive and/or involve case-based activities, encouraging two-way communication between the instructor and the class, and requiring student active participation in the learning process

Materials – See below

Computer Access – Students are required to have a computer that will connect to the UTHSCSA Canvas program.

Computers will not be utilized during the class period. Reading materials and PowerPoint presentations will be available for all lectures through Canvas.

Verification of proper operation **prior** to the start of class is highly recommended. Assistance is available through the IMS Service Desk

- Telephone: (567-7777)
- E-mail: (ims-servicedesk@uthscsa.edu)

Assistance is also available at the IMS Student Support Center (ALTC 106).

Readings and Other Out-of-Class Activities Assignments – UTEC classes are supplemented by readings, worksheets and self-assessment inventories. These materials and/or assignments may be distributed during class or may be sent to participants by email attachment either before or after class. PowerPoint presentations used during most of the UTEC sessions will be sent to the participants and/or posted in Canvas before or after the class based on the objectives of each class.

Philosophy of Education (POE) Essay

UTEC participants will review various philosophies of education (handout will be provided) and then write a 200 word POE essay to communicate their personal beliefs about teaching and learning. Each participant will meet with the course director to discuss their POE essay and discuss other beliefs and values that influence their approach to teaching roles.

Academic Resume

UTEC participants will develop and/or refine a resume that could be used for seeking a faculty position at a university that focuses primarily on teaching. Participants will receive feedback on their resumes from classmates and also from the course director who will individually review each resume.

ATTENDANCE

Attendance at scheduled classes is crucial to meeting course objectives. Therefore, regular attendance in class is expected of each student. Although it is understood that postdoctoral fellows graduate students and health professions faculty have demanding schedules which may make perfect (100%) attendance challenging. To receive credit for completion of UTEC, participants must attend at least 10 of the 12 sessions in the course. The consequences of excessive absenteeism are set by the Course Directors, which may include not receiving a course completion certificate.

- Attendance is defined as being present within 15 minutes after the scheduled beginning of the class and until 15 minutes before the scheduled ending of the class. A student has to arrive no later than 15 minutes after the start of the class to receive credit for attendance for that class. Any student that leaves more than 15 minutes before the end of the class WILL NOT receive credit for

attendance for that class.

- Excused absences may be granted by the Course Directors in cases such as formal presentations at scientific meetings, illness, or personal emergency.
- Excused absences are considered on an individual basis and require electronic communication with the Course Director to request an excused absence. The e-mail request to the Course Directors for consideration of an excused absence must provide details regarding the circumstances and specific dates.
- It is expected that students will provide *advanced notice* of absence for scheduled events.
- If a student has excessive unexcused absences in this course, they will automatically receive a grade of “U” (*Unsatisfactory*) unless the Course Director has approved *makeup*.
- Makeup of absences (both excused and unexcused) is at the discretion of the Course Director.
- Allowable unexcused absences will be determined by the credit hours of the course as follows:

Course Semester Credit Hours	Maximum Allowable Unexcused Absences
2.0	2

TEXTBOOKS

Required: None

Recommended:

Ambrose, S, Bridges M, DiPietro M, Lovett M, Norman M. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. 2010. San Francisco, CA: Jossey-Bass.

Bain, K. *What the Best College Teachers Do*. 2004. Cambridge, MA: Harvard University Press.

Bennett, J. *On Teaching Science: Principles and Strategies That Every Educator Should Know*. 2014. Boulder, Colorado: IPG Distributing Inc.

GRADING POLICIES AND EXAMINATION PROCEDURES

- Class attendance is essential for anyone who wishes to obtain credit for the course. You must attend >80% (i.e. at least 10 out of 12 classes) in order to obtain credit for the course. **All students must sign in on the attendance sheet for each lecture to be counted present.** You may be able to make up sessions missed due to unexpected schedule conflicts, professional travel, or other extenuating circumstances, provided you contact your course director as soon as you know you will need to miss a class. Any student who fails to meet this requirement will receive an UNSATISFACTORY grade for the course.
- There will be multiple assignments (see below) during the semester. Instructions for these assignments will either be posted in Canvas in advance of their due date or the Course Director will describe them in class. **You must complete all assignments on time and receive credit for the course.**
 - Complete the mini-lecture presentations on September 19 and November 7
 - Submit self-assessments for lecture presentations
 - Submit a POE (Philosophy of Education) statement

- Submit an academic resume
- A student who receives an INCOMPLETE must meet with the Course Director and develop a plan of action to complete any outstanding work. All outstanding work must be completed within 6 months after the end of the course; otherwise the grade will be changed to UNSATISFACTORY.
- A student who receives an UNSATISFACTORY grade must enroll and retake the course and meet all requirements to receive a grade of satisfactory.

Grading System

This is an elective, professional enhancement course. There is no written examination for this course. Grading will be on a pass-fail basis. In addition to the required minimum class attendance, all assignments described above and the end of course evaluation must be completed in order to pass the course and receive a passing grade.

S = Satisfactory (pass)

U = Unsatisfactory (fail)

END OF COURSE EVALUATION

The UTEC course evaluation survey will be sent to you online at the conclusion of the course. Your prompt and candid feedback about the course will be appreciated and will be valuable in designing the course for other groups in the future.

REQUESTS FOR ACCOMODATIONS FOR DISABILITIES

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100), to the appropriate Associate Dean of his/her School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eo/request.asp>.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Professionalism is expected of all participants in UTEC. Key aspects of professionalism for UTEC include punctuality in attending classes, prompt arrival before the start of each class, remaining until the end of the class, active participation in simulations, discussions and other class activities, teamwork with classmates during activities, and timely completion of assignments. UTEC is a course focusing on effective teaching, and thus, openness to feedback about teaching methods and respectful discussion of teaching methods among classmates is expected.

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/>

TITLE IX AT UTHSCSA

Title IX Defined:

- Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It

reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

- **University of Texas Health Science Center San Antonio’s Commitment:**
- University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.
- In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact the university’s Police Department (UPD) at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

EMAIL POLICY

Every student is issued a University e-mail address and account at the time of enrollment. As a matter of University Policy, communications between students and faculty that occur using the student’s University e-mail address is considered official business. Therefore, students are expected to check their university e-mail inboxes on a regular basis so that any announcements, instructions, or information regarding this course will be received in a timely way. Missed communications due to inadequate monitoring of incoming emails on the University’s email server will not suffice as a valid excuse for unsatisfactory academic progress.

USE OF RECORDING DEVICES

Recording of lectures and other learning activities in this course by any means (e.g., video, audio, etc.) is only permitted if approved by the instructor or required for compliance with Americans with Disabilities Act (ADA).

ELECTRONIC DEVICES

Cell phones, tablets, and laptops must be turned off during all class meetings and exams. Texting, tweeting, emailing, web-surfing, gaming, or any use of electronic devices is NOT permitted.

CLASS SCHEDULE*
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Room	Date	Topics	UTEC Faculty
ALTC TBA	Aug 22	UTEC Course Overview Teaching in Classrooms <ul style="list-style-type: none"> ○ Participants critique a lecture to assess effectiveness of techniques ○ Teaching & Learning principles: Are we teaching with our students' brains in mind? 	Babatunde (Kay) Oyajobi Bill Hendricson UT Health SA
	Aug 29	Alternatives to "Death by PowerPoint" <ul style="list-style-type: none"> ○ Participants experience active learning methods for classrooms and discuss their impressions of these techniques ○ Participants experience a Problem-based Learning (PBL) case 	Bill Hendricson
	Sept 5	I Am Teaching a Course in 3 Months. How do I get ready? <ul style="list-style-type: none"> ○ Inheriting an existing course vs. developing a new course. ○ Understanding motivations of students who are majors & non-majors ○ Teaching college students versus graduate or medical students 	Dr. Susan Murphy Our Lady of the Lake University
	Sept 12	Teacher Toolkit Tasks: Creating Syllabus and Writing Objectives <ul style="list-style-type: none"> ○ Developing the course syllabus – do's and don'ts checklist ○ Participants' critique syllabi using the checklist ○ Participants write objectives for different types of learning 	Bill Hendricson
ALTC Multiple Rooms TBA	Sept 19	Practice Teaching 1 <ul style="list-style-type: none"> ○ Participants present a 15 minute "micro" lecture ○ Participants receive feedback from classmates and UTEC faculty ○ Participants review videotape of lecture & submit a self-analysis 	Concurrent Groups **Faculty observers in each group
ALTC TBA	Sept 26	Designing Lab Experiences for Undergraduate Students <ul style="list-style-type: none"> ○ Roles and responsibilities of lab instructors ○ What do effective lab instructors and supervisors do? ○ Mixing group with individual work in teaching labs 	Dr. Jim Hall Our Lady of the Lake University
	Oct 3	Students in Difficulty <ul style="list-style-type: none"> ○ Assessing students who are struggling (case scenarios) ○ Support and assistance options for struggling students ○ Cases: Distinguishing the 3 Ds: Difficult, Dis-stressed, Disordered 	Bill Hendricson
	Oct 10	Team-Based Learning <ul style="list-style-type: none"> ○ Principles and formats of team-based learning (TBL) ○ Participants experience team-based learning and discuss application ○ Schedule POE conversations with course director 	Dr. John Rugh UT Health San Antonio School of Dentistry

	Oct 17	Building a Culture of Acceptance Within Your Courses <ul style="list-style-type: none"> ○ Recognizing implicit biases and cultural micro-aggressions in teacher and student behaviors ○ Strategies for promoting inclusiveness and mutual respect among course participants 	Dr. Linda Solis UT Health San Antonio School of Medicine Student and Faculty Panel
	Oct 24	Who Am I as a Teacher? <ul style="list-style-type: none"> ○ Participants complete and analyze several personality & teaching self-assessments instruments to self-assess their strengths and potential as a teacher. Guidelines for Writing a Philosophy of Education (POE) Statement <ul style="list-style-type: none"> ○ Communicating your beliefs about teaching and learning and the teacher’s responsibilities in a clear, concise & compelling statement 	Bill Hendricson
ALTC TBA	Oct 31	Assessing Students’ Comprehension <ul style="list-style-type: none"> ○ Types of written assessments; common errors in test construction ○ Critique exams to identify well designed and poorly constructed questions ○ Issues and considerations related to assessment in undergraduate science courses 	Dr. Ahmad Galaledeen St. Mary’s University
ALTC Multiple Rooms TBA	Nov 7	Practice Teaching 2 <ul style="list-style-type: none"> ○ Participants present a 15-minute “micro” lecture ○ Participants receive feedback from classmates and UTEC faculty 	Concurrent Groups Faculty observers in each group
ALTC TBA	Nov 14	Writing Academic Resumes <ul style="list-style-type: none"> ○ Goals of the early career academic resume ○ What should and should not be included in a resume ○ Design and appearance of the resume ○ Resume round-up: exchange resumes and provide feedback 	
TBA	TBA	POE Discussions with Course Director <ul style="list-style-type: none"> ○ Individually arranged 	Bill Hendricson

*Tentative, subject to change before first day of class

** Faculty observers are members of the UT Health San Antonio Distinguished Teaching Academy