

Term Information

Effective Term Spring 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Decimalization to 5001.01 is needed because our unit is creating a BIO 5001.02.

What is the rationale for the proposed change(s)?

Biology 5001.02 is being added as a version of Biology 5001 to accommodate students who are interested in attaining a Graduate Academic Certificate, which will replace the Graduate Interdisciplinary Specialization in College and University Teaching. A requirement of the Graduate Academic Certificate is that all of the courses be graded, not S/U. We will retain an S/U version of 5001 (Biology 5001.01) that is the same as the current Biology 5001 for students who are interested in teaching professional development, but not the certificate. We developed the grading scale to insure that students in both Biology 5001.01 and 5001.02 complete the same amount of professional development activities to pass the courses. In Biology 5001.02, that would be a B-. In order to earn an A, the students in Biology 5001.02 must complete a portfolio reflecting on the work they did during the term and how it fits with their ongoing professional development.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None noted.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Contingent upon approval of BIO 5001.02.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Biology
Fiscal Unit/Academic Org	Introductory Biology - D0326
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5001.01
<i>Previous Value</i>	<i>5001</i>
Course Title	Topics in Biology Teaching
Transcript Abbreviation	Topics Biol Tchng
Course Description	Students actively participate in workshops and other activities, including the development of new instructional materials and SOTL projects, that enhance their preparedness for college teaching.
Semester Credit Hours/Units	Fixed: 1

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Sometimes

Does any section of this course have a distance education component?	No
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	15
Max Completions Allowed	15
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.9999
Subsidy Level	Doctoral Course
Intended Rank	Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Course Goals: (a) To provide developmentally appropriate professional development activities that support GTA teaching and improvement, and (b) to future a community of GTAs that values the importance of teaching.• Learning Outcome 1: By the end of the term, successful students will have deepened their knowledge, skills, or values associated with evidence-based teaching strategies.• Learning Outcome 2: By the end of the term, successful students will have gained expertise within a community of practice through shared interest, participation in the community, or development of shared pedagogical repertoire.
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[Previous Value](#)

COURSE CHANGE REQUEST
5001.01 - Status: PENDING

Last Updated: Haddad,Deborah Moore
08/01/2019

Content Topic List

- Diversity & Learning Styles
- University Policies & Procedures
- Student-Centered Teaching & Learning
- Scholarship of Teaching & Learning
- Reflective Practices to Improve Teaching
- Classroom Technology
- Digital Resources

Sought Concurrence

No

Attachments

- Biology 5001.01 Syllabus AU19.pdf: BIO 5001.01 Syllabus
(Syllabus. Owner: Misicka,Matthew Alan)

Comments

- 08/01/19: I added the .01 to the course number above. *(by Haddad,Deborah Moore on 08/01/2019 01:06 PM)*
- Besides the decimalization, this course remains unchanged from the current BIO 5001. *(by Misicka,Matthew Alan on 08/01/2019 12:23 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Misicka,Matthew Alan	08/01/2019 12:39 PM	Submitted for Approval
Approved	Misicka,Matthew Alan	08/01/2019 12:40 PM	Unit Approval
Approved	Haddad,Deborah Moore	08/01/2019 01:06 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/01/2019 01:06 PM	ASCCAO Approval

Syllabus
Biology 5001.01
Topics in Biology Teaching (1 credit hour), Autumn 2019

Instructor: Judith S. Ridgway, Assistant Director of CLSE
Office: 240D Jennings Hall, 1735 Neil Avenue
E-Mail: ridgway.14@osu.edu Telephone: 292-0837
Office Hours: By Appointment Fax: 292-4390

Course Coordinator: Erica Szeyller
255D Jennings Hall, 1735 Neil Avenue
E-Mail: szeyller.1@osu.edu Telephone: 688-5495
Office Hours: By Appointment Fax: 292-4390

Readings and texts will vary with student activities

Course Description:

The purpose of this course is to provide ongoing professional development individualized to meet the needs of each Center for Life Sciences Education (CLSE) TA. During the course, TAs will attend or facilitate teaching events/workshops at UITL, ODEE, or CLSE and participate in other activities that enhance their preparedness for college teaching. Biology students in the Graduate Interdisciplinary Specialization will be able to apply this each instance of this course as an elective up to the maximum of 3 credits.

Goals of the Course

- a. To provide developmentally appropriate professional development activities that support GTA teaching improvement
- b. To nurture a community of GTAs that values the importance of teaching

Learning Outcomes

By the end of the term, students will have:

- Deepened their knowledge, skills, or values associated with evidence-based teaching strategies.
- Gained expertise within a community of practice through shared interest, participation in the community, or development of shared pedagogical repertoire.

Content

- Knowing our students (diversity/learning styles)
- University policies and procedures
- Evidence-based teaching strategies
- Scholarship of Teaching and Learning
- Reflective practice leading to improved teaching

Distribution of Homework and Class work

Students will select from the range of activities to meet their professional development needs. It is important that students choose activities that will be the most meaningful to them. Although there are workshops offered throughout the semester, there are many other ways that students can earn points. It is important to consider all of the options to maximize the learning experience in Topics in Biology Teaching. Students are encouraged to discuss their plans with the instructor if they are unsure of how different activities can meet their needs. In order to satisfactorily complete the course, students will fulfill a contract in which they complete activities to accrue at least 15 points.

All students are required to have a brief meeting with Judy Ridgway by September 11th. This meeting will be a discussion of the student's professional development goals and the activities that will support those goals. Sign-up for this meeting by emailing [Judy Ridgway](mailto:Judy.Ridgway). Students are encouraged to schedule a second meeting at the end of the semester to discuss which goals were met.

	Activity	Competencies	Points
	Early Semester Meeting with Judy Ridgway (REQUIRED) Submit completed worksheet	A1 B1	1
	End of Semester Meeting with Judy Ridgway (Optional)	A1 B1	1
PARTICIPATE	Participate in CLSE Journal Group	A1 B2 C1	2
	Participate in CLSE Seminar	A1 A2 B2 C1	1
	Attend teaching workshops at CLSE, UITL, or ODEE (If you attend outside of CLSE, please let the instructor or course coordinator know so they can award the points.)	A1 A2 B2 C1C3 C5	(1) ¹
	Participate in Teaching Assistant Collaborative Organization (TACO) meeting	A1 A2	1
	Participate in a book group	A1 A2 B2 C1	8
	Annotate 2 resources in the Scientific Teaching Resource Portal	A2	1
	Mentor Training	A2 C2	2
	Meet with a mentor TA (Meet once at the beginning of the semester and then at least 4 more times throughout the semester, and maintain email contact weekly.)	A1 A2 C2	(4) ⁷
		Lead a CLSE Workshop	A1 A2 B2 C1 C3 C5
LEAD	Lead and/or develop materials for the Teaching Assistant Collaborative Organization (TACO)	A1 A2 C1 C2 C5	(2-5) ²
	Lead CLSE Journal Group or Seminar	A1 B2 C1	(4-7) ²
	Serve as a mentor to a novice TA (Meet once at the beginning of the semester and then at least 4 more times throughout the semester, and maintain email contact weekly. Provide guidance /resources to the novice TA.)	A1 A2 C2	(8) ⁷
		Completed Lesson Plan using Template	C2 C3 C6
CREATE	Develop and lead a CLSE Workshop	A1 A2 B2 C1 C5	(4-7) ¹
	Write an entire exam (approximately 50 questions) aligning the questions with learning outcomes (course and GEC) and identifying Bloom's Taxonomy level. (Submit 10 questions by the end of week 3.)	C2 C3 C4	10
	Write 5 'clicker' questions that are aligned with course learning outcomes and are categorized into a Bloom's Taxonomy level.	C2 C3 C4	(1) ¹
	Develop a new make-up lab	C2 C3 C4 C5	(1-6) ¹
	Take an active role in the redesign of a course by developing a new laboratory or recitation activity	C2 C3 C4 C5	(1-6) ³
	Write your teaching philosophy- There is great guidance at http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html	A1 C2 B1	(3) ¹
	Work with a faculty member on a Scholarship of Teaching and Learning project	A2 C1	(1-6) ¹
	Submit 1 plans for recitation to the Scientific Teaching Resource Portal online database (complete all descriptors)	A2 C2	1
	Design your own activity	C2 C3 C4 C5	(1-15) ⁴
REFLECT	Reflection on Lesson Planning Experience	C6	2
	Write a 1-page reflection on how to apply what was learned in workshop or event. Prompts are usually provided in the workshop information (calendar on Carmen) to guide your reflection	A1 C6	2
	Complete an online simulation with reflection paper	C3	3
	Read an article about biology education and write a reflection paper with a summary and a description of what you have learned. If you can apply it to your own practice, describe how.	A1 C1 C5 C6	3
	Video yourself teaching and write an improvement plan	C3 C6	2
	Observe 2 other TAs teaching and write a short reflection about what you learned from the observation	C2 C3 C6	3
	Write a reflection about your growth during the year – be sure to indicate which 5001 competencies that you developed in and why	A1 C6	2
FEEDBACK	Have an Instructional Consultant from UITL conduct a Small Group Instructional Diagnosis (SGID) done on one of your classes and write a reflection of the process, what you have learned and the changes you are going to make ucat@osu.edu 292-0837	C6	4
	Use Feedback on Your Instruction (FYI) to construct a questionnaire, administer the questionnaire to class, analyze the results, and write a reflection	C6	4
	Perform microteaching (A session where a TA leads & receives group feedback on a personally-developed, 15-minute, outcomes-based activity.)	A2 C2 C3 C4 C5 C6	5
INNOVATE	Propose your own way to develop as an instructor!		

*Superscripts on following page

¹ 1 point for every 1-1.5 hours

² Points determined by course coordinator or instructor

³ 1 point for each 5 questions. This can be repeated.

⁴ Points determined by the course coordinator

⁵ points determined by the faculty member

⁶ 1st draft 3 points, each additional draft 1 point

⁷ Points may be variable depending on the amount of time put into the mentor/mentee relationship

Grading

Accrue at least 15 points – Satisfactory

Accrue less than 15 points – Unsatisfactory

Please submit all work by 5:00 pm on Thursday December 12, 2019.

Accommodation of Special Needs: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the course coordinator as soon as possible of their needs. Please do this within the first week of the semester. Only the course coordinator is authorized to sign SLDS forms. Please fill out those parts of the proctor sheet forms that are to be completed by the student before bringing the form for signature. This will help us ensure that your individual needs will be met appropriately and fairly. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, slds@osu.edu.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with coursework. Instructors report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. We will adhere to this policy.

- Unless otherwise specified for a particular assignment, all submitted work should be a student's own unique effort. Collaborative efforts are not permitted unless expressly sanctioned for a particular assignment.
- Using others' verbatim words without the use of quotation marks *and* citation is plagiarism. Paraphrased work requires citation to denote the use of others' ideas. Copying other's words without quotation while using citations is still considered plagiarism.
- Misrepresentation of course work, including attendance and time spent on activities, is prohibited.

Sexual Harassment: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. You may also report any concerns about questionable or unwanted behavior to the Course Coordinator.

Diversity and Inclusion: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Safe Ride Service: Safe Ride (614-292-3322) is a service provided to university students, faculty, and staff who would like safe transportation across campus. Rides are scheduled on a first-come first-serve basis. Phone lines open at 7pm and rides are available until 3am. For more information and service boundaries, please visit <https://dps.osu.edu/safe-ride>.