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## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Music  
Fiscal Unit/Academic Org School Of Music - D0262  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 6850  
Course Title Individual Mentored Teaching Experience  
Transcript Abbreviation Mentored Teaching  
Course Description This course fulfills the requirement for mentored teaching experience in Music as outlined in the guidelines for the Graduate Certificate in College and University Teaching. Students enrolled in this course will develop their teaching within their chosen area under close faculty mentorship and make progress toward their professional goals.  
Semester Credit Hours/Units Fixed: 2

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Satisfactory/Unsatisfactory  
Repeatable No  
Course Components Independent Study  
Grade Roster Component Independent Study  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Music major and permission of the instructor.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0901  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## 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**

- Students will be able to identify research-informed teaching strategies for their particular area.
- In consultation with their faculty mentor, student will set goals for your teaching this semester.
- Student will develop methods to collect feedback from the students they are teaching. The student and their faculty mentor will read and discuss feedback from those students together.
- Student will develop sample syllabi for two classes you are likely to teach.
- The student will design a plan to assess their students' learning, create assessments, and design a grading rubric.
- The faculty mentor will observe student teaching, by visiting several meetings in the course they are currently teaching and will discuss the faculty mentor's reactions. Observation could be in person or via video.
- Student will observe the faculty mentor's teaching several times over the course of the semester and you will discuss your reactions. Observation could be in person or via video.
- The faculty mentor will read, discuss, and offer feedback on the student's teaching statement or portfolio (and help add new items).
- Students will write a brief reflective essay on the mentoring process and their plans for future growth as a university teacher.

### **Content Topic List**

- This is an individual studies course and will be tailored to the student's specific situation. The course should be offered while the student either has a teaching appointment or opportunities to teach.

### **Sought Concurrence**

No

## Attachments

- MUSIC 6850- Mentored Teaching Experience Rev 12 23 24.docx: Proposed syllabus  
*(Syllabus. Owner: Banks, Eva-Marie)*

## Comments

- This has been corrected. *(by Banks, Eva-Marie on 01/09/2025 07:55 AM)*
- The syllabus says the course number is 6850 but the form in curriculum.osu.edu says the number is 6850.09. Why this discrepancy? Also, since there are no other decimals for the number 6850, it seems odd to create 6850.09. Many thanks for addressing this. *(by Vankeerbergen, Bernadette Chantal on 01/08/2025 08:53 PM)*

**COURSE REQUEST**  
6850 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/16/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Banks, Eva-Marie	12/23/2024 10:58 AM	Submitted for Approval
Approved	COSTA-GIOMI, EUGENIA	12/23/2024 11:39 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/08/2025 08:53 PM	College Approval
Submitted	Banks, Eva-Marie	01/09/2025 07:56 AM	Submitted for Approval
Approved	COSTA-GIOMI, EUGENIA	01/09/2025 08:24 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/16/2025 10:40 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/16/2025 10:40 AM	ASCCAO Approval

## **Individual Mentored Teaching Experience Syllabus**

**Course Format:** Individual Study

**Course Number:** MUSIC 6850

**Credits:** 2

**Grading:** S/U

**Instructors:** varied

**Instructor Contact information:**

**Meeting Time:** 55 minutes per week, scheduled TBA, plus an additional 15 hours of teaching observation and demonstration over the course of the term.

**Meeting Location:** TBA

### **Course description.**

This course fulfills the requirement for mentored teaching experience in Music as outlined in the guidelines for the Graduate Certificate in College and University Teaching. Students enrolled in this course will develop their teaching within their chosen area under close faculty mentorship and make progress toward their professional goals.

Graduate Certificate in College and University Teaching:

<https://ehe.osu.edu/graduate-certificates/college-and-university-teaching>

Mentored Teaching Experience Guidelines: <https://ehe.osu.edu/graduate-certificates/college-and-university-teaching/mentored-teaching-experience>

### **Course objectives:**

- You will identify research-informed teaching strategies for your particular area.
- In consultation with your faculty mentor, you will set goals for your teaching this semester. This could involve the implementation of a new technique or method, repeated practice and refinement of a technique, or a response to self-assessment, faculty assessment, or student assessment.
- You will develop methods to collect feedback from the students you are teaching. You and your faculty mentor will read and discuss feedback from your students together.
- You will develop sample syllabi for two classes you are likely to teach.
- You will design a plan to assess your students' learning, create assessments, and design a grading rubric.
- The faculty mentor will observe your teaching, by visiting several meetings in the course you are currently teaching and you will discuss the faculty mentor's reactions. Observation could be in person or via video.

- You will observe the faculty mentor’s teaching several times over the course of the semester and you will discuss your reactions. Observation could be in person or via video.
- The faculty mentor will read, discuss, and offer feedback on your teaching statement or portfolio (and help add new items).
- You will write a brief reflective essay on the mentoring process and your plans for future growth as a university teacher.

## **Course logistics**

While the specific course trajectory will be tailored to the needs and circumstances of the individual student through a learning contract, the class will be structured around weekly 55-minute meetings between student and mentor, mutual teaching observations, and the development or expansion of the student’s teaching portfolio (which may include sample syllabi, assessments, and student evaluations). Typically, this course will be taken in the same term that a student holds a graduate teaching associateship. If the student does not hold a graduate teaching associateship, the faculty member should ensure that the student has alternative opportunities to develop their teaching.

As this is a 2 credit-hour class, the expectation is that students will put in on average 6 hours of work per week, following section 3335-8-24 of the faculty rules. The student and mentor will meet for at least 55 minutes each week for a total of 15 weeks. In addition, the student will observe faculty instruction, be observed by faculty, or participate in programming offered by the Drake Center for Teaching and Learning for an additional 15 hours totalled over the course of the term. The specific schedule of observations will be determined by a learning contract submitted in the first week that reflects the teaching assignments of both students and faculty as well as Drake Center programming.

### **Grading:**

Students will receive a grade of “Satisfactory” upon successful completion of the items in their learning contract attached to this syllabus. Any submission that is deemed less than successful by the faculty mentor may be resubmitted by the student up to the final day of classes.

“Successful” Evidence of growth toward content mastery and ability to apply knowledge to teaching

“Developing” Insufficient growth toward content mastery and/or inability to apply knowledge to teaching

### **Resources:**

GTA Toolkit: <https://drakeinstitute.osu.edu/gta-support/gta-toolkit>

Classroom Assessment Techniques: <https://drakeinstitute.osu.edu/instructor-support/classroom-assessment-techniques>

Midterm survey and/or other means of collecting teaching effectiveness: <https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development/documenting-teaching-effectiveness>

Constructing a Syllabus: <https://drakeinstitute.osu.edu/instructor-support/construcingasyllabus>

Syllabus Elements: <https://ascas.osu.edu/submission/development/submission-materials/syllabus-elements>

Inclusive Teaching: <https://drakeinstitute.osu.edu/instructor-support/inclusive-teaching>

Reading List: <https://drakeinstitute.osu.edu/reading-list>

Conferences and Journals: <https://drakeinstitute.osu.edu/resources/conferences-and-journals>

On creating a teaching portfolio: <https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development>

### **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 examinations. Instructors shall report all instances of alleged academic misconduct to the committee (**Faculty Rule 3335-5-48.7 (B)**). For additional information, see the **Code of Student Conduct**.

### **Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the

notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **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](http://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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Title IX**

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 at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Diversity**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and



employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbssc.osu.edu>)

### MUSIC 6850: Mentored Teaching Experience Learning Contract

Please fill out this contract in consultation with your instructor.

1. What is your teaching assignment this semester? List course name/numbers, faculty supervisor, and number of students taught. How many hours a week do you teach?
2. What are your goals for your growth as a teacher this semester? How will you track your progress, and what evidence of growth will you submit?
3. What course meetings or studio lessons taught by faculty will you observe this semester?
4. Where can you find research on teaching your subject area? How will you apply this research to your mentored teaching experience?
5. Please indicate when the following meetings will occur and the number of hours (note: this list can be modified by the instructor and student in order to tailor this course to their teaching assignment, but it must total 30 hours for a two-credit course)

Meeting Type	Dates and times	Number of contact hours per semester
Weekly meetings (55 min)		15
Drake Center Programming		(variable)
Faculty observations of student		(variable)
Student observations of faculty		(variable)
<b>Total contact hours:</b>		<b>30</b>

6. Please indicate when you will submit the following assignments (note: this list can be modified by the instructor and student in order to tailor this course to their teaching assignment)

Portfolio Item	Due Date
Learning Contract	Second week of term
Teaching Statement	

Syllabus #1	
Syllabus #2	
Student Evaluation of Instruction	
Assessment(s) of student learning	
Grading strategy or rubric	
Teaching Journal/Reflection	

I understand that I will receive a grade of “Satisfactory” upon successful completion of the items in the learning contract attached to this syllabus. Any submission or observation that is deemed less than successful by the faculty mentor may be resubmitted or reevaluated by the student up to the final day of classes.

“Successful” Evidence of growth toward content mastery and ability to apply knowledge to teaching

“Developing” Insufficient growth toward content mastery and/or inability to apply knowledge to teaching

Student Signature:

Faculty Signature:

Teaching Supervisor (if different from the faculty member teaching MUSIC 6850):