Syllabus
CTPS 6126
Classroom Teaching Practicum – Experience

Faculty
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This course is designed to prepare postdoctoral scholars to teach science courses in the undergraduate setting, under the guidance of a faculty mentor at a local undergraduate college or school. The entire course consists of two phases. In the first phase (teaching observation), CTPS 6125, the postdoc instructor completes 12 hours of classroom observation and evaluation. In the second phase (teaching and laboratory/field trip experience), CTPS 6126, the postdoc instructor completes 12 hours of classroom preparation, teaches a segment of a scientific course, provides a laboratory teaching activity, possibly in the postdoc’s own lab, and writes a self-evaluation of the teaching experience.

Objectives
After completing both phases of the course, postdoc instructors should be prepared to:
• Apply various teaching techniques conducive to helping students develop and-or enhance learning skills.
• Enhance skills that will help encourage curiosity, excitement about scientific discoveries, and discussion among the students in a classroom or laboratory setting.
• Apply methodologies for evaluating students’ knowledge and preparation.
• Demonstrate the ability to encourage participation by everyone in the group.
• Develop and discuss a personal teaching philosophy

Prerequisites
Permission of the postdoc’s mentor and the course director; successful completion of CTPS6125, Undergraduate Teaching – Observation, or verified classroom teaching experience in lieu of CTPS6125.

Required Texts
None

CTPS 6126 – Second phase (teaching and laboratory experience)
During this, the second phase of the program, postdoctoral instructors will be assigned to teach one full lecture and one laboratory practice. The lecture topic will be agreed upon by on-campus faculty, course directors and postdoctoral scientist, based upon his/her expertise.

Postdoctoral instructors will be expected to work with the on-campus faculty to develop a lesson plan for the selected segment of the course, draft related quiz and examination questions, and be prepared to grade the students’ work (including exams). The postdoc instructors will be evaluated by the students and faculty member, and provide a written self-evaluation.

The laboratory practice may be a field trip experience where the undergraduate students visit the postdoc’s research laboratory at UTMB. The postdoctoral instructor will explain his/her research activities to the students (having a demonstration during this visit is highly recommended).
Upon completion of the second phase, postdoctoral instructors will submit a written self-evaluation assignment to the course directors.

**Grading**
This course consists of emulating best practices of teaching methodologies observed during CTPS 6125, teaching and grading at least one selected segment of a science course, using the students’ evaluations in plans to improve and writing a reflective self-evaluation of the teaching experience.

- Preparation & Delivery 25%
- Student evaluations of the postdoctoral instructor 25%
- Faculty evaluation of the postdoctoral instructor 25%
- Self-evaluation of teaching experience 25%

Satisfactory grade requires a score of 80% or higher.

**Course Evaluation**
As part of the overall course grade, the students in the classroom will be required to complete an evaluation of the postdoctoral instructor. The supervising faculty member may use the student evaluations to inform his/her assessment of the postdoctoral instructor. The postdoctoral instructor will complete a self-evaluation of the teaching experience. Templates will be provided during meetings with the supervising faculty member or course directors.

**Class Policies:**

**Absences**
The teaching and laboratory demonstration are the key elements of this phase, thus, a zero-tolerance policy is in place for that part of the course; any other absences must be discussed in advance with one of the course directors.

**Disability/Special Accommodations Statement:** It is the policy of the University of Texas Medical Branch (UTMB) at Galveston to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, and activities of UTMB-Galveston solely on the basis of the disability.

The University of Texas Medical Branch is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities, a complete copy of the “Student with Disabilities: Guidelines for Compliance” may be obtained from the Office of Equal Opportunity and Diversity.

**UTMB Honor Pledge**
On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion and respect in all my academic and professional endeavors.

**Student Conduct and Discipline**
*Student Conduct and Discipline* policy in the *Institutional Handbook of Policies and Procedures (IHOP)*, Section 7.1.3 ([http://www.utmb.edu/policy/ihop/search/07-01-03.pdf](http://www.utmb.edu/policy/ihop/search/07-01-03.pdf)). “General Responsibilities: It is the responsibility of every student, faculty member and administrative official to initiate a disciplinary complaint when scholastic dishonesty or other misconduct is involved” UTMB *IHOP* Section 7.1.3.

*Student Conduct and Discipline: General Responsibilities.*