METROPOLITAN STATE UNIVERSITY OF DENVER

 Office of Academic and Student Affairs

 **REGULAR COURSE SYLLABUS**

**School of: CLAS**

**Department:** **BIO**

**Prefix & Course Number:**       **Crosslisted With\*:**

**Course Title**: Teaching Assistant in Biology

**Banner course title (30 characters):**

**Check All That Apply:** Required for Major:       Required for Minor:       Specified Elective:

 Required for Concentration:       Elective:       Service Course:

To receive Title IV financial aid funds, all institutions of higher education must comply with the federal definition of a credit hour. The Higher Learning Commission requires institutions to maintain policies and procedures for verifying compliance with this definition.

***Federal Credit Hour Definition:*** *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*

**Credit Hours**:

**Face-to-Face or Equivalent Hours per course:**

Lecture Lab       Internship       Practicum       Other (please specify type and hours):

**Additional Student Work Hours per course:**

**Schedule Type**:       **Grade Mode**:

**Variable topics umbrella course: No**       **Yes**       If Yes, number of credit hours allowed

**Specified repeatable course: No**       **Yes**

**Prerequisite(s):**

**Corequisite(s)**:

**Prerequisite(s) or Corequisite(s):**

**Banner Enforced:**

**Prerequisite(s)**:

**Corequisite(s)**:

**Prerequisite(s) or Corequisite(s):**

**Registration restrictions: Level**       **Class**       **Program/Major**       **Student attribute**

**Catalog Course Description:**

Teaching assistants will participate in classroom/laboratory activities to support student learning in a Biology course under the direct supervision of an instructor. Students may only register as a teaching assistant in Biology after satisfactory completion of the course for which they apply and they must meet with a specific professor who teaches that course. Course may be repeated for up to a maximum of 4 hours, which may be applied toward a major or minor in Biology. A maximum of 4 credits of independent study/internships/practicum/undergraduate research may be applied toward a major or minor in Biology

**Specific Variable Topics Course Description (if applicable, umbrella course description included above):**

**Required Reading and Other Materials will be equivalent to:**

(example: Smith, J.R. (2004). *Book of Examples*. New York, NY: McGraw-Hill)

**Specific, *Measurable* Student Behavioral Learning Objectives:**

Upon completion of this course the student should be able to (format: 1, a, i, ii, etc.):

1. Demonstrate effective listening and communication strategies in an academic setting.
2. Model appropriate classroom/laboratory safety and hygiene practices.
3. Develop greater mastery of biological principles through instruction.
4. Apply different teaching and learning strategies to support student success.
5. Demonstrate a working knowledge of laboratory techniques, equipment and/or specimens used to study biological systems.
6. Understand FERPA guidelines and follow standards to maintain student privacy.

**Detailed Outline of Course Content** (Major Topics and Subtopics) **or Outline of Field Experience/Internship (experience, responsibilities and supervision)** (format: I, A, 1, a, etc.):

1. Defining Teaching Best Practices
	1. Pedagogical skills & knowledge
	2. Translate scholarship of teaching into best teaching practices
2. Preparing to aid in teaching
	1. Establish course-specific learning objectives
	2. Guide teaching by learning objectives
	3. Develop course materials
3. Expectations for Students
	1. Working with students who struggle
	2. Promoting critical thinking
	3. Creating optimal learning environments
4. Developing Student Relationships
	1. Develop student rapport
	2. Communicate expectations to students through active listening and effective communication skills
	3. Apply ethics of teaching inside and outside the classroom
	4. Work with diverse students
5. Evaluating Student Performance
	1. Adhere to FERPA guidelines
	2. Help in the development of assessments

**Evaluation of Student Performance** (format: 1, a, i, ii, etc.):

1. Prompt attendance at all scheduled class periods and meetings.
2. Participate in advance planning and arrive prepared to assist instructor with all coursework.
3. Proactively interact with students.
4. Show growth and development as a teaching assistant.