Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus, Workshop
Term of Offering: Autumn 2012 - Regular Academic Term
Level/Career: Graduate
Rationale for proposing this offering: Workshop offered to teachers leading to the Master Teacher designation by Ohio Department of Education
Description for this offering: Preparation for the Master Teacher Designation by the Ohio Department of Education

Attachments

- Final Master Teacher Syllabus AU 2012.doc: 6892 Syllabus
  (Syllabus. Owner: Gattshall,Sharon Elouise)
- Final One Time Supplement Wkshp form AU 12.doc: 6892 flex One-time offering form
  (One Time Form Supplement. Owner: Gattshall,Sharon Elouise)

Comments

- Approved by GSC 5/17/12. (by Mercerhill,Jessica Leigh on 05/17/2012 09:37 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Gattshall,Sharon Elouise</td>
<td>05/04/2012 01:09 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>05/17/2012 09:37 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>05/17/2012 09:37 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __20______________
2. Enrollment Capacity __20______________
3. Waitlist Capacity __0______________
4. Final Exam:  
   - [ ] Yes  [ ] No  
   - Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)  
   a. Exam Seat Spacing __N/A______________
5. Special Instructions or Additional Information

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6. Class Search Title (18 character limit)  **Master Teacher Designation Workshop**
7. Display in Class Search:  
   - [ ] Yes  [ ] No
8. Credit Hours __3______________
9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ X ] Independent Study  
   - [ X ] Laboratory  [ X ] Lecture  [ ] Recitation
10. Graded Component (check one):
   - [ ] Clinical  [ ] Field Experience  [ X ] Independent Study  
   - [ ] Laboratory  [ ] Lecture  [ ] Recitation
11. Campus of Offering (check all that apply):
   - [ ] Columbus  [X ] Marion  [ ] Newark  
   - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions Bachelors Degree and Currently Teaching

13. Permission to Enroll in this course: [✓] No Consent needed  [ ] Department Consent
       [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date September 10, 2012 – October 29, 2012

2. Previous quarter(s) of offering and enrollment WI 12, AU 11, SU 11, WI 11, AU 10, SU 10 (75 Students have enrolled)

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site N/A

6. Will course be taught in distance learning format: [ ] Yes  [✓] No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate – 3 Qtr. Hours</td>
<td>Graduate – 3 Sem. Hrs</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>36 Hours</td>
<td>40 Hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Bachelors Degree 7 Yrs Exp</td>
<td>Bachelors Degree 7 Yrs Exp</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>□ Letter □ S/U □ Progress</td>
<td>□ Letter □ S/U □ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>40</td>
<td>Total hours of class meetings: 40</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
8 evenings – 5 hours each evening

Instructor                  Patty Muir                  Rank Instructor
Qualifications (explain any difference in rank/qualification from on-campus instructors)
Instructors, National Board Certified, 30+ years experience in the classroom

Explain differences in teaching arrangements from on-campus offerings
This is a workshop format

Student Services (explain how they will be provided to off-campus students):
Registration                  First Day of Class
Office Hours                  N/A
Academic Advising             N/A

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [X] Lecture
   [ ] Recitation
   [ ] Seminar
   [X] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [X] Distance Learning
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [X] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [x] SAT [ ] SUN

4. Meeting start time: __4:00 p.m.__   5. Meeting end time: __9:00 p.m.__

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Muir</td>
<td>Primary</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technology Capabilities</td>
</tr>
<tr>
<td>2</td>
<td>Tables</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________

9a. Notes print location relative to class listing: [X] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):

- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Lab
- [ ] Lecture
- [ ] Recitation
- [ ] Seminar
- [X] Workshop

2. Instruction Mode. (Choose only ONE):

- [ ] Clinic Field Experience
- [ ] Computer taught
- [ ] Distance Learning
- [ ] Flexibly Scheduled
- [X] In Person
- [ ] Video Taught

3. Meeting Pattern

- [X] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: __8:00 a.m.
5. Meeting end time: __4:00 p.m.

6. Instructors. Provide at least 1 primary instructor.

<table>
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<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
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<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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<td></td>
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<td></td>
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9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   [ ] Clinical          [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study [ ] Seminar
   [ ] Lab               [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience  [ ] Flexibly Scheduled
   [ ] Computer taught         [ ] In Person
   [ ] Distance Learning        [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

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<td>4</td>
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<td>5</td>
<td></td>
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</tbody>
</table>

9. Notes: ________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Ohio Master Teacher – Explore Teaching Excellence
Continuing Education T & L 6892 – 3 Cr. Hr. (G) Workshop
Autumn 2012
(September 10, 2012 – October 29, 2012)
Course Syllabus

Instructor:  Patricia Muir, OSUM Instructor, NBCT: CTE-AYA
            E-mail:  muir.6@osu.edu
            Cell Phone – 740-360-4324
            Home Phone – 740-389-3922
Instructor of Record – Linda T. Parsons, Ph.D., Assistant Professor – parsons.135@osu.edu

To participate in this workshop you must have earned a Bachelors degree and have taught for 7 years.

Purpose of the Workshop:  The Ohio Educator Standards Board has created a new opportunity for Ohio teachers to earn a Master Teacher designation based on evidence of exemplary levels of practice aligned with Ohio’s Educator Standards.  The Master Teacher Program is a means for Ohio educators to enhance professional growth, based on high standards and quality professional development.  This workshop has been established to give eligible Master Teacher candidates an overview of the process, as they explore the components involved in becoming a Master Teacher.  The process connects standards to effective teaching and student achievement. Participation in the Master Teacher initiative could be viewed as a possible step toward the pursuit of National Board Certification.

Objectives and Student Learning Outcomes:
Through participation in and completion of this workshop students will be able to:
1. Demonstrate an understanding of the Ohio Master Teacher designation, including major concepts and requirements involved in the process.
2. Explore components of effective teaching based on The Ohio Educator Standards.
3. Establish networks for collaboration, sharing and connecting with other teachers through grade levels and certification areas.
4. Examine their current teaching practices and situations, and gain insights into their strengths and weaknesses as an educator.
5. Develop new strategies and ideas for working with students, parents, colleagues and the community.
6. Gain a renewed commitment to students and their learning.
Course Requirements and Grading: The workshop is a Graduate level, 3-credit hour, S/U course.

Course Assignments: Class Attendance and Participation
Notebook and Dividers – Master Teacher Information, Standards, and readings.
Selected Writings/Readings/Assignments

Each student will submit narratives (rough drafts) developing their evidence toward the final Master Teacher paper submission. The subject for the entries include: The Teacher as a Leader, The Teacher as a Collaborator, Focus on Students and the Environment and Focus on Content, Assessment and Instruction.

Work will be assessed through the Ohio Teacher Standards and the Master Teacher Rubric. Evidence must be clear showing how they incorporate the Ohio Teacher Standards in their classroom and through their teaching to improve student learning.

Readings:
“Understanding Student’s Strengths and Struggles – Donna Marie San Antonio – 2008
“What do Teachers Bring to the Table” – Gordon Donaldson - 2007

Grading Scale –

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>D-</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

S/U graded courses: Recommended 83% for graduate level

Criteria for Successful Completion: 90% attendance
Completion of notebook, readings, and assignments
Submission of writings which will be used as work toward your final Master Teacher Narrative.

Required Text: STANDARDS FOR OHIO EDUCATORS by the Ohio Department Of Education and the Educator Standards Board

Other readings will be provided by the instructor. These readings will include individual Certification Standards and Entry Requirements.

General Policies of The Ohio State University
Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If your instructor suspects that a student has committed academic misconduct in their course, they are obligated by University Rules to report these suspicions to the committee on Academic Misconduct. If COAM determines that a student has violated the University’s Code of Student Conduct (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at (614) 292-3307 (V) or (614) 292-0901 (TDD) in room 150 Pomerene Hall (or in the Student Services Building on the Marion campus) to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems – According to University Policies, available from the Division of Student Affairs, if you have a problem with a class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, speak with the OSU Marion ombudsperson or associate dean. Specific procedures are outlined in Faculty Rule 3335-7-23.

Statement on Diversity – The College of Education and Human Ecology 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. 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.
<table>
<thead>
<tr>
<th>Day and Hours</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Sept. 10, 2012 (4:00 – 9:00) | Master Teacher Overview  
|                         | Standard 1 – The Student  
|                         | Child Development  
|                         | Multiple Intelligences  
|                         | Student Diversity  
|                         | Student Surveys  
|                         | Differentiation |
| Sept 17, 2012 (4:00 – 9:00) | Standard 5 – The Learning Environment  
|                         | An Invitation to Learning  
|                         | Standard 7 – The Teacher as a Leader  
|                         | A Look at Teacher as Leaders |
| Sept. 24, 2012 (4:00 – 9:00) | Standard 7 – The Teacher as a Leader  
|                         | Standard 6 – The Teacher as a Collaborator  
|                         | Relationships – The Key to Success |
| Oct. 1, 2012 (4:00 – 9:00) | Standards 2, 3, & 4 – Content Knowledge, Instruction and Assessment  
|                         | Best Practices in the Classroom |
| Oct. 8, 2012 (4:00 – 9:00) | Standard 7 – Professional Responsibility  
|                         | Teacher Growth and Development |
| Oct. 15, 2012 (4:00 – 9:00) | Writing Workshop |
| Oct. 22, 2012 (4:00 – 9:00) | Action Plans |
| Oct. 29, 2012 (4:00 – 9:00) | Submission of Documents  
|                         | Document Review |