

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**PEDAGOGY IN SOCIAL WORK**

<b>Course Number:</b>	SW 398T	<b>Instructor's name:</b>	Diana DiNitto
<b>Unique Number:</b>	65060	<b>Office Number:</b>	SSW 3.130B
<b>Semester:</b>	Fall, 2005	<b>Office Phone:</b>	471-9227
<b>Meeting Time/Place:</b>	Tues 11:30 -2:30 SSW 2.132	<b>E-mail:</b>	ddinitto@mail.utexas.edu
		<b>Office Hours:</b>	From Aug. 30 to Nov. 1: Tues. 2:00-5:00; from Nov. 8 to Dec. 6: 10:30-11:30 & 2:30-4:30; & by appt. all semester

### **I. Standardized Course Description**

This is a required course for all doctoral students in the School of Social Work. The course is also required for individuals without previous teaching experience at an accredited college or university who wish to teach undergraduate courses in the School of Social Work. The course focuses on social work curriculum policy and curriculum issues, course development and content, teaching techniques, and classroom management. The course emphasizes skill as well as conceptual content and theory.

### **II. Standardized Course Objectives**

By the end of the course, students will be able to:

1. Critique general philosophies of higher education and conceptualize a beginning personal philosophy of teaching and education at the college level;
2. Demonstrate an understanding of the Council on Social Work Education's Educational Policy and Accreditation Standards statement by discussing its implications for a social work curriculum;
3. Demonstrate an understanding of how social work curriculum components can be integrated to prepare students for social work practice;
4. Review and design class materials, examination questions and grading schemes for use in beginning social work courses that incorporate levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation) as well as skills and values;
5. Identify and assess approaches to integrating values, diversity, and research content into social work courses;
6. Demonstrate an understanding of the student/teacher relationship in a social work program;
7. Identify and assess teaching methods that facilitate an open, creative atmosphere that promotes learning (e.g., lively discussions, active participation, group participation);
8. Identify common problems that arise in social work classes and assess alternatives for handling them.

### III. Teaching Methods

This course will incorporate a variety of teaching methods, including lecture, discussion, exercises, guest speakers, student presentations, and practice teaching.

### IV. Required Reading

*Please obtain:*

Text assigned by Prof. Robert Duke for his portion of the course

McKeachie, W. J., & Svinicki, M. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston, MA: Houghton Mifflin.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving testing and grading*. Newbury Park, CA: Sage.

Lewis, K. G. (Ed.). (1992). *Teaching pedagogy to teaching assistants: A handbook for 398T instructors* (3<sup>rd</sup> ed.). UT Austin: Center for Teaching Effectiveness. Available at Speedway Printing in Dobie Mall. Ask for packet "398T Handout Sampler" under name of Karron G. Lewis, Ph.D.

*The following is available on line:*

Council on Social Work Education Educational Policy and Accreditation Standards:  
[www.cswe.org](http://www.cswe.org)

*The following materials are available on line at the UT Austin School of Social Work website*

UT School of Social Work on line re-accreditation document review

(available by typing *128.83.80.200/accreditation* in web browser)

UT School of Social Work BSW and MSSW Program Handbooks

UT School of Social Work Field Instructor Manual

### V. Course Requirements and Grading

In addition to class attendance and participation, there are three options for completing course assignments.

**Option 1:** Do each of the following:

- A. Do the teaching mentorship described in Appendix A of this syllabus. In addition to observing several class sessions and meeting with the course instructor periodically, select at least three tasks from the list of suggestions (items 4 through 8 on the description of the mentorship) in conjunction with your mentor. You and your mentor may also think of other activities; if so, please see the 398T instructor for approval of a substitution. Provide a paper of approximately 5 pages

at the end of the semester describing your mentoring experience and include information on the three (or more) tasks you selected (some of them may overlap with the components of the teaching portfolio described below). The mentorship is contingent on identifying a suitable course and an instructor willing to serve as a mentor. Meet with the 398T instructor to determine if an appropriate course is available and for approval of your assignments. Worth 45% of the final grade.

**Draft of paper due November 22.**

- B.** Develop a teaching portfolio drawing from the experience in your teaching mentorship. It will be worth 45% of the final grade and will include items 1, 2, 3, plus 4 OR 5 (or both 4 and 5 if you wish), and 6 below:
- 1.** A model syllabus for a selected core social work course that is part of a generalist practice curriculum (e.g., research, practice, policy, human behavior and the social environment). Utilize the format for syllabi adopted by the UT Austin School of Social Work or another model. Many syllabi are available for your review (see, for example, the UT Austin School of Social Work electronic classroom). The syllabus you develop should reflect your perspective and approach to teaching this content. Meet with the instructor to discuss the topic for your syllabus. **Draft due November 8.**
  - 2.** A one-page statement describing how the model syllabus fits into the core generalist practice curriculum and is consistent with the CSWE Educational Policy and Accreditation Standards (EPAS). **Draft due November 8.**
  - 3.** An annotated bibliography of the core textbooks (approximately 5), supplemental texts (2 or 3), major (classic or current) journal articles (2 to 4), other readings and materials (1 or 2 if relevant), and websites (3 or 4) for the model course. You may wish to review the *Journal of Social Work Education* and *Teaching in Social Work* for relevant articles and book reviews in the last 10 years. You can include classic books and articles from any time period. This annotated bibliography should form the basis for the readings you select for your model syllabus. **Draft due November 8.**
  - 4.** A well-developed handout delineating a major class assignment (paper, group project, audiovisual presentation, etc.). It can include on line work, a community-based activity, or other components. Describe how the assignment is aimed at developing knowledge for each of Bloom's (revised) major dimensions of knowledge. In addition to instructions for the assignment, provide a rationale and learning objectives for the assignment written for students who will be completing the assignment. **Draft due November 15.**
  - 5.** A sample quiz or exam with questions that address each of Bloom's dimensions of learning. Include a combination of 10 multiple choice, true or false, and short answer questions. Also include two essay questions. Provide instructions for completing the quiz/exam, and describe how the quiz/exam will be graded. **Draft due November 15.**
  - 6.** A two-page statement of your philosophy of teaching social work in higher education. **Draft due November 22.**
- C.** A one-page, single-spaced review of a book on the philosophy of teaching in higher education. Include a brief (about one-third page) description of the content with about two-thirds of the review being your critical commentary. See bibliography at the end of this syllabus for book suggestions or choose another book. In either case, check with the instructor so that class members do not

duplicate books. You will have 10 minutes of class time for your review—5 minutes to present a brief “elevator” talk and 5 minutes for class questions and discussion. **Worth 10% of the final grade. Due November 22.** Bring enough copies of the review to class for each class member or e mail to members at least 24 hours in advance of class for classmates to print and bring to class.

**Option 2:** Do each of the following:

- A.** During the semester attend a series of three related sessions and two electives required to receive a certificate from Advancing Students’ Professional Excellence through Certificates in Teaching Series (ASPECTS), a program provided by the University of Texas at Austin Center for Teaching Effectiveness (CTE). Also, write the paper required to earn the certificate. For registration or more information about ASPECTS go to: <http://www.utexas.edu/academic/diia/gsi/aspects/index.php>. **Worth 20% of the final grade. Draft of paper due November 8.**
- B.** Develop a micro-teaching presentation on a core concept or aspect of social work education for a foundation course (e.g., a presentation on one or more ethical principles for a practice course; a presentation on the concept of social insurance and social insurance programs for a social policy course; a presentation on a developmental theory for a human behavior and the social environment course; a presentation on a theory of direct practice or a direct practice technique or a method of social administration or community organization for a practice course). In addition to illustrating a core social work education concept, your presentation should utilize one major teaching technique and one or more other techniques as supplements. For example, the major technique can be lecture and you can supplement it with questioning students and/or a class exercise. You can give this presentation “live” during the pedagogy class (if you do, limit your presentation to 30 minutes) or you can give it in a BSW course if this can be arranged, tape it, and show the tape in the pedagogy course (if you give it in a BSW class, it can be longer than 30 minutes, but we will view only about 20 minutes of it in class). This presentation may also rely on online or computer-assisted learning. Provide a detailed outline and handout(s) to accompany the presentation. Develop a form for evaluating the presentation or use an existing one and have the audience evaluate the presentation. **Worth 25% of the final grade. Draft outline and handouts due November 15. In class presentation on November 29.**
- C.** Develop the teaching portfolio described in Option 1.B. **Note deadlines for drafts. Worth 45% of the final grade.**
- D.** Do the book review described in Option 1.C. **Worth 10% of the final grade. Due November 22.**

**Option 3.** This option is for those who do not plan on careers in higher education.

- A.** Do the assignment described in Option 2.A. on ASPECTS. **Worth 20% of the final grade. Draft due November 8.**

**B. Develop an outline for a yearlong continuing education (CE) program** for entry-level social workers in your area of expertise (e.g., child protective services, adoptions, chemical dependency, mental health, or co-occurring disorders treatment, nursing home services, home health care, research, planning, community organizing, etc.). Assume that there will be one CE activity per month (the amount of time for each monthly session may be the same or vary). List each of the 12 sessions, and for **four** of the sessions, describe the learning goals and measurable objectives, provide a substantial description and outline of the content, methods for relaying the content, including lecture, experimental exercises, online learning, etc., and methods for determining whether the content was learned and effectively applied in practice. Include two examples of tools or procedures you would use for assessing each of Bloom's (revised) major dimensions of knowledge. Also include a tool for assessing workers' satisfaction with two or three of the sessions. Include a two-page statement of your philosophy of adult learning and continuing professional education. Be creative in your attempts to develop a CE program that will develop to the fullest extent each entry-level social worker's potential for work in the field. **Worth 45% of the final grade. Draft of outline due November 8. Draft of four sessions, including assessment tools and learning philosophy, due November 22.**

**C. Develop a continuing education presentation based on one of the four sessions** you described in assignment B. Utilize one primary learning technique (e.g., lecture, group exercises, collaborative learning) and one or more supplementary techniques. This presentation may also rely on online or computer-assisted learning. Present no more than 30 minutes of this session "live" in class, or provide it in an actual work setting, tape it, and show approximately 20 minutes of it in class. Provide a detailed outline and handout(s) to accompany your presentation. Develop a form for evaluating the presentation or use an existing one and have the audience evaluate the presentation. **Worth 25% of the final grade. Draft of written materials due November 15. In class presentation on November 29.**

**D. Do the book review described in Option 1.C. Worth 10% of the final grade. Due November 22.**

**Criteria for Evaluating Student Assignments.** Assignments will be evaluated based on evidence of careful, systematic, reasoned thought, which shows (a) use of a body of theoretical knowledge, (b) an understanding of social work issues and curricula, and (c) your ability to analyze and apply appropriate teaching methods to social work curricula. The following grading criteria will be used as appropriate to the specific assignment:

1. Is the assignment complete, thorough, and theoretically grounded?
2. Is the work well written, well organized, and clearly presented?
3. Does the work reflect a solid understanding of the profession of social work, social work curricula, and well-considered teaching methods?
4. Does the work reflect awareness of adult learning theory and levels of knowledge, skills, and values?
5. Is the work free from spelling, punctuation, and grammatical errors? Has the work been carefully proofread prior to submission?
6. Is there evidence of originality and creative thinking? (con't.)

7. Is APA format used, including non-sexist language, and are references cited appropriately?

**Grades will be assigned as follows:**

- 90-100=A Work is exceptional with regard to all criteria.  
80-89=B Work is good with regard to all criteria.  
70-79=C Work is adequate with regard to all criteria.  
60-69=D Work is inadequate with regard to some criteria.  
50-59=F Work is inadequate with regard to most or all criteria.

A Credit (passing) grade is required on the work for Dr. Duke's portion of the course to receive a grade for the course. **Failure to earn a Credit (passing) grade in Dr. Duke's portion of the course will result in a grade of F for SW398T.**

**VI. Class Policies**

1. Attendance at all classes and completion of all assignments are expected in both Prof. Duke's and Prof. DiNitto's sessions. Students are expected to actively participate in the learning process, including substantive class participation, by demonstrating mastery of course content, including reading material and written and experiential assignments.
2. Assignments should be submitted on time. Except in the event of unforeseen emergencies, students will lose 5 points for each day that an assignment is late. If you have an emergency that prevents you from turning in an assignment on time, speak to the instructor as soon as possible.
3. While scholastic dishonesty is not anticipated, students should be familiar with the University's policies on scholastic dishonesty, as identified in *General Information of the University of Texas at Austin*. Failure to give due credit to authors (i.e., plagiarism) on any assignment will result in a grade of zero for that assignment. Scholastic dishonesty in this course may result in a grade of F in the course and a report to the Doctoral Committee and Graduate School.
4. Services for students with disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.

## VI. Course Schedule

Date	Description	Text/Readings
Sept. 6	Introductions Overview and discussion of course Students and instructor's course goals Class exercise: What makes a good teacher? A brief history of social work education CSWE's Curriculum Policy and Accreditation Standards (EPAS)	Lewis, Chs. 1, 2, 9, 15 McKeachie & Svinicki, Chs.1, 2, 3, 12, 23, 24 Frumkin, M. & Lloyd, G.A. (1995). Social work education. In R. L. Edwards (Ed.), <i>Encyclopedia of Social Work</i> (19 <sup>th</sup> ed., pp. 2238-2246). Washington, DC: NASW Press. In LRC. EPAS available at <a href="http://www.cswe.org">http://www.cswe.org</a> (bring copy to class)
Sept. 8- Nov. 3	Attend Prof. Duke's class sessions on Tues. and Thurs. mornings from 9:30-11:00 and complete his assignments.  I am available to meet with you individually and in groups during this time.	Prof. Duke will assign
Nov. 8	Faculty presentations on core curriculum areas and teaching methods in social work Guest speakers: Practice: Profs. Marilyn Armour & Lori Holleran HBSE: Profs. Roberta Greene & Beth Pomeroy Policy: Profs. Yolanda Padilla & Miguel Ferguson Research: Profs. Allen Rubin & Laura Lein Social work education organizations <b>Due:</b> <b>Drafts of model syllabus, EPAS consistency statement, and annotated bibliography</b> <b>Draft of ASPECTS paper</b> <b>Draft outline of CE program</b>	McKeachie & Svinicki, Chs. 4, 5, 6, 15, 16, 19, 20, 22 Lewis, Chs. 5, 6, 7, 11, 13 Become familiar with these organizations: CSWE <a href="http://www.cswe.org/">http://www.cswe.org/</a> National Association of Deans and Directors (NADD) <a href="http://cosw.sc.edu/swan/nadd/">http://cosw.sc.edu/swan/nadd/</a> Association of Baccalaureate Social Work Program Directors (BPD) <a href="http://www.bpdonline.org/">http://www.bpdonline.org/</a> Group for the Advancement of Doctoral Education in Social Work (GADE) <a href="http://web.uconn.edu/gade/">http://web.uconn.edu/gade/</a> International Association of Schools of Social Work <a href="http://www.iassw.soton.ac.uk/Generic/default.asp?lang=en">http://www.iassw.soton.ac.uk/Generic/default.asp?lang=en</a>

Nov. 15	<p>Faculty presentations on core curriculum areas and teaching methods (con't.)</p> <p>Guest speakers: Field: Prof. Shirley Haulotte Values, ethics, diversity, populations-at-risk, social and economic justice: Profs. Dawn Fowler &amp; Darlene Grant</p> <p>Learning styles and learning theory Guest speaker: Dr. Ruth Fagan-Wilen</p> <p><b>Due:</b> <b>Drafts of major class assignment and sample quiz or exam</b> <b>Draft of micro-teaching presentation outline and written materials</b> <b>Draft of continuing education presentation materials</b></p>	<p>McKeachie &amp; Svinicki, Chs. 13, 17, 18, 21</p> <p>Lewis, Chs. 4, 10, 12, 14</p> <p>Chessler, M. A. (no date). Perceptions of faculty behavior by students of color. Available on-line: <a href="http://www.crlt.umich.edu">www.crlt.umich.edu</a> (go to multicultural teaching occasional papers)</p>
Nov. 22	<p>Philosophy of higher education</p> <p>Course planning, development, and management (encouraging attendance, classroom disruption, plagiarism, etc.)</p> <p>Assessing student performance: testing and grading</p> <p><b>Due:</b> <b>Draft of book review</b> <b>Draft of mentorship experience paper</b> <b>Draft of teaching philosophy statement</b> <b>Draft of 4 sessions of CE program</b></p>	<p>Lewis, Chs. 3, 8</p> <p>McKeachie &amp; Svinicki, Chs. 7, 8, 9, 10, 11, 14</p> <p>Ory &amp; Ryan book</p> <p>Each student will choose a book on the philosophy of higher education</p>
Nov. 29	<p>“Gatekeeping” in social work education</p> <p>Guest speakers: Prof. Jane Kretzschmar &amp; Dr. Charlene Urwin</p> <p>Faculty ethics</p> <p><b>Due:</b> <b>Micro-teaching presentations</b> <b>Continuing education presentations</b></p>	<p>Urwin, C., Van Soest, D. &amp; Kretzschmar, J. (In press). Key principles for developing gate-keeping standards for working with students with problems. <i>Journal of Teaching in Social Work</i>. At class Blackboard site, Documents section.</p> <p>McKeachie &amp; Svinicki, Ch. 25</p> <p>Thompson, B. (2002). If I Quiz Them, They Will Come. <i>Chronicle of Higher Education</i>, June 21. In LRC.</p> <p>Vernon, R. (2001). Plagiarism on the Web. <i>Journal of Social Work Education</i>, 37, 193-196. In LRC.</p>
Dec. 6	<p>This is your life as a college/university teacher (being a teacher while being a scholar and providing service)</p> <p>The future of social work education</p> <p>Guest speaker: Dean Barbara White</p> <p>Course Evaluation</p> <p>Celebration of teaching excellence</p> <p><b>Due: All final work</b></p>	<p>McKeachie &amp; Svinicki, Ch. 26</p> <p>Michael, R. (2002, July 12). Dreams failed and fulfilled. <i>Chronicle of Higher Education</i>, p. B5. In LRC.</p>

## VII. Evaluation of Instructor

Students will be asked to complete the official Course Instructor Survey (CIS) of the University of Texas at Austin, School of Social Work. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

## VIII. Bibliography

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*, Abridged edition. New York: Longman.

Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey Bass.

Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.

Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.

Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey Bass.

### Journals on Higher Education (General)

*AAHE Bulletin (American Association for Higher Education)*

*Adult Education*

*Adult leadership*

*ASHE-ERIC Higher Education Report Series*

*Change*

*Chronicle of Higher Education, The College Teaching*

*Community and Junior College Journal*

*Community-Junior College Research Quarterly*

*Educational Leadership*

*Education Record*

*Educational Technology*

*Higher Education Abstracts*

*Initiatives*

*Innovative Higher Education*

*Journal of Adult Education*

*Journal of Classroom Interaction*

*Journal of College Student Development*

*Journal of Creative Behavior*

*Journal of Educational Research*

*Journal of Experimental research*

*Journal of General Education*

*Journal of Higher Education*

*Journal of Instructional Development*

*Journal of the National Academic*

*Advising Association*

*Journal of Negro Education*

*Journal of Staff, Program, and*

*Organizational Development*

*The Kappan – Phi Delta Kappan*

*New Directions for Teaching and*

*Learning*

*National Teaching & Learning Forum*

(con't.)

*Personnel and Guidance Journal*

*Research in Higher Education*

*Resources in Education (ERIC  
Clearinghouse abstracts)*  
*Review of Educational Research*  
*Review of Higher Education*  
*Review of Research in Education*  
*Simulation & Games*  
*Simulation/Gaming/News*

*Studies in Higher Education*  
*Teachers College Record*  
*Teaching Excellence*  
*Telescan*  
*The Teaching Professor*  
*Training and Development Journal*  
*Women in Higher Education*

Journals on Higher Education in Social Work

*Journal of Social Work Education*

*Journal of Teaching in Social Work*

Other

In addition to the books, articles, and other materials listed on this syllabus, Lewis (1992) provides a wealth of resources.

## **Appendix A**

### **Teaching Mentorship for SW 398T: Pedagogy in Social Work**

#### **Fall Term 2005**

Students taking SW 398T during the Fall Term 2005 will have an opportunity to participate in a teaching mentorship contingent on availability. The purpose of the mentorship is to help prepare doctoral students for a career in college or university teaching. Unlike a Teaching Assistantship in which the student is paid to assist a faculty member with tasks determined by the course instructor, the apprenticeship is entirely a learning experience based on the student's needs and interests. As adult learners, students taking SW 398T are expected to devote sufficient hours to meet their own learning objectives for the mentorship. Students should plan on being present for at least 5 sessions of courses that meet once a week, at least 8 or 9 sessions of courses that meet twice a week, and approximately 12 sessions of courses that meet 3 times a week. Students should also meet with their mentor several times during the semester. Students should prepare a list of their learning objectives for the mentorship to be discussed with the 398T instructor and the mentor.

The SW 398T course instructor will assist the doctoral student in identifying a course appropriate to the student's learning objectives. The course may be at UT Austin or at another social work education program. The course should preferably be an undergraduate foundation course in one of the basic content areas of social work education (social work practice, human behavior and the social environment [includes courses on diversity], social welfare policy and services, social work research, field education). Depending on the student's previous college or university teaching experience, it might also be a specialized elective course. The course should be one taught by a regular (full-time), experienced faculty member. Instructors should carefully consider whether they can allot sufficient time to the mentorship, including meetings with the student.

Students taking SW 398T should have most of the following experiences during the mentorship:

1. Discuss with the course instructor his or her general teaching philosophy and teaching style and approach to teaching the course selected.
2. If the match between student and instructor is made early enough, the student may be able to assist the instructor with construction or modification of the course syllabus. If not, the student should review and discuss the syllabus with the instructor, and become familiar with the syllabus before the course begins.
3. While observing class sessions, make notes as part of the basis for our class discussions. Observations may be made about the instructor's teaching style (including the type and range of teaching methods used and the instructor's communication style with students); instructor-student interactions before, during,

and after class; student interactions during the class; how the instructor “manages” the class (e.g., attendance, student participation in class, student conflicts during the class); and the types of teaching methods, interaction styles, etc., that the student would like to emulate in her or his own teaching.

4. Be involved in the preparation of student assignments or discuss the rationale and content of the assignments with the instructor. (In most cases the instructor will have developed the students’ assignments before the mentorship is arranged.)
5. When possible, review several papers or other assignments submitted by students, and provide the course instructor with your comments about these assignments and the grade you would assign. Think carefully about how you would provide comments/feedback to students. Share and discuss your comments with the course instructor. It is up to the instructor if he or she wishes to incorporate your comments in those provided to the students. In all cases, the course instructor, not the SW 398T student, should assign grades.
6. Participate in constructing tests for the course if the instructor uses tests as part of course assessment procedures.
7. Help construct and facilitate class discussions or other exercises.
8. Prepare at least one “micro” course presentation of 30 to 45 minutes and present it to the class. Ask the course instructor and students in the course to provide feedback on the presentation(s). Develop a form for this evaluation or use an existing one. It is fine if this overlaps with work for Dr. Duke’s sessions.
9. Identify additional readings, web resources, videos, and other teaching and learning opportunities (e.g., lectures offered on campus) of relevance to the course.
10. Become familiar with the use of Blackboard or other course technology the instructor may use, and think about whether or how you would adopt this type(s) of technology in your own classroom.

The SW 398T course instructor is available to discuss the mentorship with students and instructors throughout the semester in order to make this a prime learning opportunity for students as well as a rewarding experience for faculty who are generous enough to offer their time to help students become excellent teachers.