

HRS 8962 - Mentored Instruction

Fall 2026 Syllabus, Section 01, CRN 42299,

Credit hours: 3

Instructor

Kenneth Learman

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Public Instructor Information

Instructor Title: Professor

Instructor Professional Qualifications:

Ph. D., Rehabilitation Science, University of Pittsburgh

M.Ed., Health Education, The Pennsylvania State University

B.S., Physical Therapy, SUNY Buffalo

Instructor Office Location: Cushwa Hall B324

Instructor Office Phone: 330-941-7125

Course Description

8962. Mentored Instruction. This course is taken on an individual basis with an assigned faculty member during which the student assists in all teaching aspects of the undergraduate or entry-level course selected by the student. Individualized mentoring in the teaching-learning process is the focus of the course. Student will assist in course planning, syllabi construction, student facilitation, and student assessment. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Optional	No required Readings		

Several textbooks that may be helpful are:

How Learning Works. (2010) Ambrose S. et al. San Francisco, CA. John Wiley & Sons ISBN-13: 978-0470484104

What the Best College Teachers Do. (2004) Bain K. President and Fellows of Harvard College. ISBN-13: 978-0674013254

The Art of Changing the Brain. (2002) Zull JE. Sterling, VA. Stylus Publishing ISBN-13: 9781579220549

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Proposed Topic	Due/To Prepare for Class
8/24	Week 1: Identify the course topic requiring alteration Determine what content currently needs some modification or updating Identify if SLOs for the course need to be updated	Mutually agreed upon plan of what classes will be developed and taught by the student with due dates provided at that time.
8/31	Create/adjust/keep SLOs Create educational materials for the course Create teaching strategies	Create SLOs
9/14	Assessment plan Identify assessments (formative/summative) that can be used to determine learning Identify assessments that can be used to determine effectiveness of the educational program	Assessment plan
10/19	Collect outcomes data on the course and the effectiveness of the course	Assessment outcome data

10/26	Create a formal proposal to thoroughly study the question identified by this teaching experience that is large enough to be meaningful Controls for threats to validity Shows strong understanding of research design and appropriate statistics	Create a research project based on your findings
11/2	Write educational comprehensive exam question	Comprehensive Exam for teaching
11/23		Comprehensive Exam for teaching is due

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.