

UNIVERSITY OF PITTSBURGH

Department of Health and Human Development

HPA 1141: Teaching Experience 1 & 2 Dance Minor

Instructor:	Laura Fonzi, MS	Email: lfonzi@pitt.edu
Office:	Suite 104, Room 109	Office Hours: By Appt.
Class Time:	By Assignment - 2 days/week	Location: By Assignment

GENERAL COURSE DESCRIPTION:

This 1 credit course will provide students the opportunity to take on a leadership role and/or diversify their experiences in teaching dance and group instruction.

SPECIFIC LEARNING OBJECTIVES:

After completion of this course, the student should have acquired:

- A. An introduction to working within an online or in-person dance and/or fitness professional setting.
- B. Experience observing and assisting a professional.
 - 1. Designing and teaching dance or fitness classes.
 - 2. Development and/or instruction of new skills or classes.
- C. An opportunity to self-reflect on how active shadowing has helped with decisions related to one's professional path.
- D. An opportunity to engage in new skills to enhance the professional prospects and resume content.

COURSE REQUIREMENTS:

- A. Students must complete the 2 hour per week experience for 11 weeks.
 - Students must remain in their assignment through the end of the term.
 - Hours cannot be completed ahead of time, & students are required to participate each week.
 - For excused absences only, the student must make-up the classes within 1 week of

absence to earn credit. Watching the recording of the class online and providing feedback is an acceptable option for make-ups when possible.

NOTE: Given the unique nature of COVID-19, Laura Fonzi and other faculty will work with all students to fulfill these requirements in a feasible manner. The ability for students to engage in virtual opportunities and flexibility with engagement will be provided. Students are asked to communicate regularly with Laura Fonzi and their supervisor/mentor so she can facilitate options that work for all parties and their comfort levels.

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B. Duties and Experiences

- Each student will have required duties and tasks that must be completed
 - Other optional assignments are available to take part in depending on area of interest.
- Students may be asked to complete a number of programmatic tasks as assigned by a Mentor.
 - This may include but not limited to writing lesson plans, researching evidence-based exercises, shadowing, etc. prior to experiences.
 - Assist Mentors in several different services offered online, virtually, or at the facilities depending on assignment and preference
 - These will vary based on the area of interest/assigned experience.

Students and mentors will work together to come up with a course project that will enhance the course and experience.

EVALUATION AND GRADING:

TOTAL POSSIBLE POINTS: 200

195-200= A+

180-195= A

160-179= B

140-159= C

120-139= D

119 or below F

RESPONSIBILITIES AND ASSIGNMENTS:

1. **Top 2 Preferences:** Due Friday, August 20th.

2. Write your Teaching Experience Introduction Email to your Mentor: Due Friday, August 28th.

A. Introduce yourself

B. Thank the mentor for the opportunity

C. Provide the day, date, and time that you will be working with him or her

D. Briefly describe your area of interest this semester and why you chose it

E. Briefly describe your professional goals and how it relates to this experience

3. Goals, Duties and Expectations Assignment:

- After your first week of observation, discuss with your Mentor two things:

-3 goals for the experience this semester

-Create a personal project that you can work on over the course of the next 11 weeks to enhance the class, the student experience, or to assist the GSA mentor.

- **DUE: September 30th by 5:00pm** (An assignment will be available to complete this on Canvas)

4. Attend your Teaching Experience Each Week (Up to 10 points per week = Up to 110 points)

• Students will be evaluated by their mentor and will earn up to 5 points per session based on the following:

ENGAGEMENT PRODUCTIVITY (0-5 POINTS) The effort that the student places on engaging with participants and the mentor. The effort that is made by the student to engage in activities that help them grow as an exercise leader in conjunction with their mentor.

3 points • Student goes out of their way to actively engage with the experience

- Student initiates conversations with mentor and brings questions forward.

- Student works at a high level to make progress towards the goals set at the top of the semester with his/her mentor.

- Student was highly responsive to the requests of the mentor for the week.

2 points • Student engages in the experience when prompted.

- Mentor initiates conversations with student, then student engages.
- Student works at a moderate level to make progress towards the goals set at the top of the semester with his/her mentor.
- Student was moderately responsive to the requests of the mentor for the week.

1 point • Student does not engage in the experience • Mentor initiates conversations with student, but the student does not engage. • Student works at a low level to make progress towards the goals set at the top of the semester with his/her mentor. • Student was not responsive to the requests of the mentor for the week.

0 points • Student does not attend HFP Experience

Professional Logistics- The effort that is made by the student to arrive on-time, remain the duration of the experience, engage professional and respectfully with mentor, and be in professional attire.

1 point • Student arrives on-time (is not late). • Student stays the entire duration of the assigned HFP experience. • Student presents themselves professionally for the HFP experience (attire, attitude, body language).

1 point • Student engages respectfully and professionally with their mentor the entire duration of the weekly experience.

5. Attend LIVE ZOOM meetings. (10 points each).

6. Turn in final project summary. (40 points). Details will be provided on Canvas.

PROFESSIONAL CONDUCT DURING YOUR PRACTICUM EXPERIENCE

1. PROFESSIONALS ARE COUNTING ON YOU! - This experience should be treated like a job. The student is considered a part of the Pitt community and staff.

2. ATTENDANCE: • Be at every shift – you are graded based on attendance, participation, and professionalism. i. Studying for exams, sleeping in, being behind on school work, etc.; are NOT acceptable reasons for missing your shift. ii. Time management is key to being a successful professional and navigating this experience.

• If you are sick, you must do the following to be considered eligible for a make-up:

1. Contact Laura Fonzi and your Mentor immediately and let them know to ensure that everyone is aware of the short staffing for that period.

2. Document your absence:

ii. Get Medical documentation from a visit to your health care provider or University Student Health. This must document that:

a. You were unable to attend your experience due to illness

b. The date that the Teaching Experience was missed

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3. BE ON TIME! - In the case of being late, contact your Mentor to inform him/her of the situation before being late.

4. BE PROFESSIONAL AND MATURE- YOU ARE AMBASSADORS OF THE PROGRAM!

5. TAKE INITIATIVE!

5. **CELL PHONES – Under no circumstances are you permitted to be on or using your cell phone at any time during your experience. You will receive 1 warning on cell phone usage from your Mentor.**

UNIVERSITY DISABILITY STATEMENT

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648- 7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

DEPARTMENT GRIEVANCE PROCEDURE

If a student feels that they have been treated unfairly by the instructor with regard to their grade or other aspects of their course participation there are a series of steps that should be taken in an attempt to resolve this matter. These include the following:

1. The student should first inform the instructor of the course of the issue in an attempt to resolve this matter. If the course is taught by a Teaching Assistant, Graduate Student, or Part-Time instructor, their faculty supervisor should also be informed of this matter. The student should bring this issue to the attention of the instructor in a timely matter and should maintain a record of interactions that occurred with the instructor regarding the matter in question. The course instructor should take necessary steps to address the concern raised by the student in a timely matter and should maintain a record of the interactions that occurred with the student regarding this matter.

2. If, after reasonable attempts to resolve the matter, the matter is not resolved in a manner that is deemed to be acceptable to the student, the student retains the right to file a grievance. This grievance is to be filed with the Department Chair in the form of a written document that can be submitted via email or campus mail. This document should include the following:

- a. Student's name
 - b. Student contact information (email, address, telephone number)
 - c. Information on the course for which the grievance applies (course title, course number, instructor name).
 - d. A copy of the course syllabus that was provided to the student by the instructor
 - e. Detailed description of the grievance and additional information the student feels is pertinent to this matter. After receiving this information, the Department Chair will inform the student if additional information is needed, as appropriate will discuss this matter with the student and the instructor, and will issue a decision in a timely manner.
3. If the student is not willing to accept the decision of the Department Chair, the student will be informed that they can request an additional review of this matter through the Office of the Dean of the School of Education. If the student decides to pursue this, the student should contact the Associate Dean for Student Affairs & certification in the School of Education University of Pittsburgh.