Guidelines for Practicum in College Teaching

The following provides some general guidelines for how a student and instructor can navigate the practicum experience. The exact structure can be determined by the needs of the student and the requirements of the program. Instructions are also included for how to register for the practicum course (rules differ for participants in Education vs. other departments):

1. Student and mentor should create/set goals and objectives for the practicum experience. What would the student like to gain? What are some of the important things the mentor feels is a necessary aspect of the experience? It possible that student and mentor would first independently create goals and then both would share expectations for the experience.

2. Student and mentor should discuss syllabus construction for the course. Student may independently create a syllabus or outline of topics to be studied in the course even if it is not implemented. This will allow for important feedback from mentor on what he or she does in the creation of their own syllabi.

3. Student and mentor should discuss textbook selection for course. Student-mentor should discuss the process that the mentor goes through in selecting the instructional tools for the course including readability, comprehensiveness or specificity of tools, how or if student feedback influences choices, etc.

4. Student and mentor should discuss what portions of the course the student is responsible for teaching or presenting. How many classes the student would teach, topics or topic area that the student is responsible for, etc.

5. Student and mentor should also discuss other responsibilities student might have as part of the practicum experience, including but not limited to: creating learning activities or homework assignments, holding office hours or times to meet with enrolled students outside of class; co-development of test questions & grading; reading/ pre-grading paper assignments, etc.

6. Student and mentor should set aside time after observed classes to process. During mentor-based processing, students should have questions or comments about interactions between mentor and class, mentor’s thought process in handling certain subjects, handling certain students, presentational strategies, teaching technique etc. During student-based processing, mentor should provide feedback on student content (i.e. topic area, discussion of sensitive subjects, etc.) and also on student’s presentational strategies, interaction with class, thought processes, etc. During these discussions both student and mentor can reflect on areas of confidence and competence.

7. At end of practicum student-mentor may discuss goals/objectives achieved and content or process areas to be improved.
Instructions for Registering for Practicum

1. If the instructor that you plan to practicum with is in the College of Education, you can register for 07C/E/P/S/U: 380: “Practicum in College Teaching” and that instructor’s registration section code for 1-3 semester hours. This can be done during regular open registration periods.

2. If the instructor that you plan to practicum with is NOT in the College of Education, you must register for 650:380; **However** you must identify your practicum mentor by the midpoint of the semester PRIOR to the semester you plan to enroll in the practicum and complete the following steps exactly:
   a. Once you have identified your instructor you must notify the OGTE, and have your name & mentor’s name placed on a list that will go to the Graduate College.
   b. The Graduate College will then notify you of your proper section number. You will register for 650:380 and the section code provided by the Graduate College for your mentor. Section numbers do not carry over, so students registering to work with a certain instructor must go through this process each time.