Speech, Language, and Hearing Sciences

UNDERGRADUATE PRECEPTOR CONTRACT

Please complete this form, obtain signatures of approval and return the form to an SLHS advisor, who will then register you. This form is for department records and is used to assign a grade at the end of the semester. All adjustments to the form must be made in person and initialed before any enrollment changes can be completed. The student should have a specific course/professor in mind when requesting a preceptorship.

Student Name ________________________________

Student ID ________________________________

Student UA Email ________________________________

Class (circle one) Sophomore Junior Senior

Major __________________________________________________________ GPA: ____________________

SLHS (circle one) 391 491 491H

Number of Units ________ (3 unit preceptorships require completion of a special project)

Semester (circle one) Fall Spring Summer Year: __________

Course Number ____________________ Section Number: ____________ Prior Course Grade: A B

Instructor Name: ____________________________________________________________________

Terms:

1. I agree to prepare diligently so as to be able to assist students with understanding the course material. This may include review of the textbook or additional resources and completing class assignments on an accelerated schedule. I understand that it is critical that I understand the course material and that this will be one measure of the fulfillment of my preceptor contract.

2. I will treat those involved with the course with courtesy and respect.

3. I understand that students may not seek or want assistance, and they are free to make this decision.

4. I understand that my role is not to provide answers but to help students find their own solutions to problems.

5. I understand that sometimes I will not know how to address a student’s question. For situations beyond my level of expertise, I will ensure that the student has the opportunity to speak with a teaching assistant (TA) or the instructor.

6. I understand that the instructor and TAs are committed to making the preceptorship an educational and rewarding experience for me. I will reciprocate by using every opportunity to make my experience as a preceptor a positive learning experience.

7. I understand that as preceptor, I may be asked to support in-class activities and presentations.

8. I understand that as a preceptor, I may be asked to participate in grading as assigned by the instructor and after completing FERPA training.

9. I understand that each unit of credit corresponds to three hours of activity per week.

Required Duties: check all that apply

**One Unit requires:**

- Attend all lectures/labs and participate as arranged with the instructor
- Attend weekly meetings with the instructor and/or TA
- Other ________________________________

**Two Units requires above plus:**

- Hold office hours (minimum of 2 hours per week) in the location approved by the instructor
- Other ________________________________

**Three Units requires above plus:**

- Special Projects or additional duties (specify below)
- Other ________________________________
Title of Special Project

Description of Special Project: (continue on the back of the page or attach a project plan).

Examples of Special Projects*
Content development – Preceptors can assist in curricular development for example by creating review guides for exams, student-centered in-class activities, discussion activities or non-graded additional practice problems.

Media support – Projects in this area can involve developing and producing technological support, assisting an instructor with the use of technology in the classroom (e.g., clicker support) or authoring problems (directed by the instructor) in the online homework system used for the course.

Additional tutorial support – Preceptors can hold formal weekly review sessions that are organized with consultation with the instructor (in addition to their office hours).

Educational research – Preceptors can perform a SLHS education research project directed by the instructor. This can range from survey studies to interview work. Studies that are not anonymous must have prior IRB approval (see the instructor).

*special project ideas are not limited to the above list

Project Summary

A written summary of your special project activities and outcomes must be submitted to the instructor no later than the last day of class each semester. This is a requirement for posting of grades for those registered for three units.

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REQUIRED SIGNATURES

STUDENT_____________________________ DATE __________

INSTRUCTOR____________________________ DATE __________

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Purpose of the Preceptorship

Preceptors are highly motivated students who have previously successfully completed the course (grade of A or B) and wish to serve in a unique role to provide support both in and out of the classroom. Preceptors are not expected to serve as content experts, but they function instead as student mentors and guides and as instructional assistants.

Policies for Preceptorships

Updated with policies & guidelines approved by Faculty Senate, 9/16/09, with link to Honors Guidelines, 5/19/09

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<th>391 and 491: Preceptorship</th>
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<td>(Credit varies) Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Grades available: S, P, F</td>
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<th>491H: Honors Preceptorship</th>
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<tr>
<td><a href="http://www.honors.arizona.edu/faculty_and_advisors/contracts.html">See Honors College Guidelines for Preceptorship,</a></td>
</tr>
<tr>
<td>(Credit varies) Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Grades available: Grades available: A, B, C, D, E</td>
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1. Determination of credit: The University and Board of Regents require a minimum of 45 hours of course work for each unit of credit awarded.

2. The number of credits of Preceptorship must lie within the approved credit range listed in the catalog course description.

3. For an undergraduate Preceptorship course of three units, the instructor and student must provide a project plan detailing the scope of the project.
   a. All proposal forms and project plans must be signed by the instructor and the student and filed in the department or program office within a week after the term commences.
   b. At the end of the term, or whenever the student completes the project, the instructor or project advisor must complete a record of the outcome that explains the grade submitted. The record of outcome form with the instructor’s signature should be filed in the department or program office when the course grade is submitted.

4. If registration for a Preceptorship course occurs after the twenty-first day of the regular semester, after the first two days of Winter Session or Pre-session, or after the first week of a Summer Session, the department head (or designee) must sign the Change of Schedule form, in addition to the instructor.

5. If a grade of Incomplete is awarded for a Preceptorship course at the end of the term, another Project Advisor must be identified who agrees to evaluate the student’s work, should the original Project Advisor become unavailable.

Guidelines for Preceptorship

1. The student should have a specific proposal or project in mind when requesting a Preceptorship course. Notify the course instructor about your interest in becoming a preceptor and obtain the application packet.
2. FERPA training must be completed online with completion certificate attached to this form. You will not be enrolled without the successful completion of this training.[http://www.registrar.arizona.edu/ferpacourse/default.htm](http://www.registrar.arizona.edu/ferpacourse/default.htm)
3. A student may not be a preceptor in more than one course per semester.
4. Undergraduates should be granted no more than two semesters of preceptorship in their major field, with the possibility of an additional semester, contingent upon quality of classroom performance.
5. The enrollment fee for Preceptorship credit is calculated at the same rate as for other credit courses.
6. Students should enroll within the first three weeks of the Fall and Spring Semesters or immediately after the beginning of Winter or Summer Sessions. Students must complete the required 45 hours of course work per credit unit before the last day of the term. The last day to register for Preceptorship in Fall and Spring Semesters without incurring a late charge is the same as for all other courses; see [http://www.bursar.arizona.edu/students/fees/census](http://www.bursar.arizona.edu/students/fees/census) and [http://www.bursar.arizona.edu/students/fees/late_charge.asp](http://www.bursar.arizona.edu/students/fees/late_charge.asp).
7. University Honors students requesting Honors Preceptorship and the faculty who agree to supervise them should consult the Guidelines for Honors Preceptorship at:[http://www.honors.arizona.edu/faculty_and_advisors/preceptors.html](http://www.honors.arizona.edu/faculty_and_advisors/preceptors.html) as endorsed by the Undergraduate Council, 4/7/2009.

10/29/2012
Honors preceptorships should reflect a depth and intensity of work that exceeds the scope of a non-Honors preceptorship, as indicated by receipt of a regular letter grade upon completion. Whether assisting during a lab course, running study sessions, or supporting a professor directly, Honors preceptors should be required to exceed the standard preceptor duties, primarily by the addition of an intellectual, academic or research component. In addition to the preceptor’s standard duties, Honors preceptorships might include the following components:

- An assignment that includes both research into and analysis of information relevant to the preceptoring duties
- An assignment in self-reflection, which might include a portfolio or journal
- An in-depth study into a specific area of the discipline upon which the course is based, requiring the Honors student to engage more intensely with the material than the non-Honors preceptors
- Engagement in the study of theory appropriate to the discipline
- Assessment of the learning outcomes from the assignments listed above would occur through an individual presentation to the class where the preceptorship is conducted, a panel presentation by several preceptors to the class, or a report submitted to the instructor
- Additional research or reading from which the student writes a 5–7 page paper that relates to the preceptorship experiences
- Regular meetings with the faculty member in charge of the course in order to assist students in self-reflection and self-assessment

**Preceptor Responsibilities**

The preceptor works with the course instructor to ensure that students have adequate opportunities to develop, hone and demonstrate competence specific to that course. The preceptor’s interaction with other students should facilitate student development. In assuming some responsibility for student development, the preceptor should facilitate those tasks and/or activities identified by the instructor as relevant to the course. Both in and outside of the classroom, preceptors should serve as a role model for other students. The preceptor should maintain frequent communication with the course instructor. As an instructional assistant, preceptors should participate in planning and coordinating class experiences to meet the course objectives, should comply with program policies and procedures (e.g., abiding by FERPA confidentiality regulations with respect to students and grades), and attend applicable preceptor training classes or workshops. Comments and/or recommendations from preceptors to improve or enhance the experience are encouraged.

**In-Class Assistance:**

Preceptors serve as additional classroom managers and mentors. Many instructors have preceptors sit throughout the lecture hall to model good classroom behavior and obtain feedback on what students do and do not understand course material.

With guidance from their supervising instructor, preceptors are also able to lead small group discussions and laboratory experiments within courses. Some instructors find that preceptors offer an efficient means for administering these activities. Preceptors are encouraged to work with their instructors with in-class activities on either course material or specific skills necessary for success in the class (i.e., writing, math, time management).

**Out-of-Class Assistance:**

Preceptors are able to increase the resources for help with course material. They often hold office hours or one-on-one tutoring sessions with students in order to help them with course concepts or assignments. Since they are not the instructor, but rather guides, they can offer a type of assistance different from that of the instructor. Preceptors do not necessarily know the answers, but their expertise as students allows them to offer personal strategies for learning the material and their own process for reaching the answer. In this respect, they also serve as mentors and help other students with skills applicable to future courses.

Preceptors also often hold exam review sessions outside of class. These review sessions should be held like a study group where students and preceptors answer their own questions, but with extra guidance from the instructor or TA.

Finally, preceptors can also hold workshops to help students who may be deficient in certain skills (e.g., math, reading, writing, time management), which in turn helps even out the skill levels in many first and second-year courses.