

The Apprenticeship in College Teaching Program combines opportunities for group inquiry into important pedagogical questions with individual reflection on teaching practices. Successful completion of the program involves attending at least seven ACT seminars, participating in two classroom observations, and compiling a teaching portfolio. Although it is possible to fulfill all ACT requirements in a single year, participants can take as long as they need to complete the program. Full program requirements are below.

## Registration

Registration for the ACT Program is open to all Boston College graduate students, whether or not they will have any classroom responsibilities while at BC. Registration is on a rolling basis, and so participants may enroll at any time. Students interested in participating in the ACT Program should:

- Submit the online ACT registration form by clicking on the “Register” tab above.
- **Attend a required brief orientation** with the Director of Faculty Programs to discuss their goals for the ACT program and to answer any questions.

## Seminars

**ACT Seminars** are meant to introduce participants to key pedagogical questions to guide their practice as well as to concrete suggestions that they can take into the classroom. Participants are expected to attend seven seminars (five required and two elective) and may take them in any order.

- Required seminars: Designing/Redesigning Your Syllabus, Classroom Management, Grading Fairly, Teaching Observations, and Teaching Portfolios.
- Elective seminars focus on topics such as Leading Better Class Discussions, Strategies for Effective Lecturing, Teaching Students with Disabilities, and Active Learning.

Required seminars are offered at least once per semester and elective seminars typically rotate through a two-year cycle. You can track your completion of ACT seminars on the **ACT Canvas site**. If you have suggestions for an elective seminar topic, please share them with us at [centerforteaching@bc.edu](mailto:centerforteaching@bc.edu).

## Classroom Observations

Classroom observations serve to provide participants opportunities for formative reflection on their development as instructors. Participants are expected to provide written reflections on two observations (one as observer and one as observed):

- As observer: Conduct and write a reflection about your observation of a faculty member’s class (your reflection should summarize what you observed and

make connections between your observation and your own classroom practices).

- As observed: Invite a faculty member to conduct and write up a brief observation of your teaching (the faculty member's write-up does not need to be formal; it only needs to summarize the key points of your post-observation discussion).

Participants teaching in departments that already require TAs/TFs to be observed are welcome to have a faculty member submit a write-up about that observation experience. Participants who do not have classroom responsibilities are encouraged to work with mentors in their department to arrange for a suitable alternative (e.g. giving a guest lecture in a faculty member's class). If you are having trouble arranging for someone to observe you teach, please contact the **Director of Faculty Programs** to discuss your options.

Submit your observations using the forms under the "Submissions" tab above.

## Teaching Portfolio

The Teaching Portfolio is meant to invite participants to synthesize and critically reflect on what they've learned about themselves as teachers during their participation in the ACT program. The portfolio can also serve as a starting point for developing teaching materials for the academic job market. All participants have the option of creating an online portfolio.

See the **ACT Teaching Portfolio rubric** for detailed information about how portfolios will be evaluated. In general, portfolios should include:

- Table of contents
- Summary of teaching experience
- Statement of teaching philosophy (see the **ACT Teaching Philosophy rubric** for detailed information about how the philosophy will be evaluated)
- Sample materials to illustrate your teaching philosophy
- Evidence of teaching effectiveness
- Summary of professional development activities

Submit your Teaching Portfolio using the form under the "Submissions" tab above. You can expect to hear from the **Director of Faculty Programs** within two weeks of submitting your portfolio with any requests for revision.

## Program Completion

Once you have completed all requirements of the program (including the submission of a portfolio that **meets program expectations**), the **Director of Faculty Programs** will contact you about scheduling an Exit Interview to conclude your participation in the program. You will then receive an invitation to the annual Donald J. White Teaching Excellence Award Reception, scheduled for May 4, 2016, where we also award that

year's ACT Certificates. If you would like to finish the program in time to attend this year's reception, please submit your completed Teaching Portfolio by April 4, 2016.