
Syllabus and Course Guidelines
HIED 6/76594
Higher Education Administration
Internship in College Teaching
Kent State University

Source: This document is based in large part on the prior KSU Syllabus and Course Guidelines created by Dr. Susan Iverson.

Internship in College Teaching Internship Supervisor:

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The Internship in College Teaching is designed to provide qualified individuals with an opportunity to develop as university teachers, to gain teaching experience, and to document their teaching and professional growth through a mentored program that fosters reflection, self-evaluation, assessment, and revision. The internship experience is offered as a 3-credit hour course (HIED 6/76594 Internship in College Teaching), which includes the mentored teaching experience and development of a professional teaching portfolio. The Internship may be completed at Kent State University or another institution of higher education.

Internship Objectives

- Develop teaching skills through involvement with design and delivery of a 3 credit hour college course;
- Reflect, with input from a faculty mentor, on appropriate strategies to help students learn effectively;
- Evaluate teaching effectiveness and creatively revise their approaches for improvement; and
- Document their development as teacher-scholars through preparation of a well-designed teaching portfolio.

Internship participants are expected to apply the knowledge and skills gained in their discipline and in their Graduate Certificate in College Teaching courses. These include ability to:

- Use instructional strategies, materials, and experiences that foster high-level student learning at a level appropriate to course goals and students.

- Use formative and summative feedback from students, peers, and mentors to continually assess and refine their practice.
- Use appropriate assessment tools to monitor and document student learning.
- Apply knowledge of student learning, development, and diversity to instruction.

Internship participants are expected to meet all instructional, professional, and ethical standards and faculty expectations for their collaborating institution.

Structure

The individual completing the internship must:

- Either have full responsibility for a course or sufficient access to and involvement with course design and delivery (instructional activities, assessment, evaluation, assignment of grades) for a complete course term (semester, quarter, or other session). The course must be offered at an accredited college or university and must be a 3+ credit course (although courses with fewer credit hours may be considered).
- Engage in formative and summative assessment activities.
- Develop and submit a professional Teaching Portfolio

Grade for Internship

The final responsibility for grade assignment resides in the KSU Instructor/Supervisor. No credit will be awarded for HIED 6/76594 until an acceptable Teaching Portfolio covering the teaching experience has been submitted. (Note: Because of differing schedules across academic institutions, this may mean that a grade of “in progress” will be temporarily assigned until participants have completed all teaching assignments at their collaborating institution.)

Prerequisites

- Acceptance into the Graduate Certificate in College Teaching
 - Successful completion of 3 credits toward the Certificate; moreover, it is preferred that students will have completed EDAD 6/76660, Faculty Roles and Responsibilities
 - Completion of the Application/Mentor Agreement for the College Teaching Internship
 - Availability of appropriate internship teaching position
- When permission to enroll in HIED 6/76594 is granted, the participating Student will need to identify an appropriate Faculty Mentor at the host institution. The Faculty Mentor and Student will sign the Application & Mentor Agreement documenting expectations.*

Three primary internship participants:

- Internship Student
- Faculty Mentor
- Kent State University Instructor/Internship Supervisor.

Internship Student: The Internship Student is a graduate student enrolled in the Certificate in College Teaching program at KSU and registered for HIED 6/76594. He or she has primary responsibility for constructing the internship experience, completing the internship, and providing evidence of having met the learning objectives required for academic credit.

Responsibilities:

- Adherence to institutional policies and procedures, including reviewing college catalog and faculty handbook;
- Fulfill all instructional responsibilities with a high degree of professionalism;
- Follow accepted guidelines and professional standards in their communications and relationships with students, faculty, administrators, and others;
- Become familiar with institutional goals, culture, and functioning, including various activities such as:
 - Visiting the library, media lab, instructional support centers, and technology facilities;
 - Attend relevant campus meetings (e.g., program/department faculty meetings) as appropriate and permitted;
- Meet deadlines
- Take initiative to seek feedback and support from mentors, other faculty, and the KSU Internship Supervisor. Meet with Faculty Mentor to discuss mid-term Observation of Teaching Evaluation. Co-construct (with Faculty Mentor) an informal end-of-semester assessment of your teaching to be completed by students in your course.
- Keep the Faculty Mentor and the Internship Supervisor aware of any issues that arise as part of their assignment;
- Communicate with the Faculty Mentor and Internship Supervisor and ensure that observations and other feedback mechanisms take place;
- Reflect on student and mentor feedback and make adjustments as appropriate;
- Complete and submit a professional teaching portfolio which is inclusive of required documents as listed in the course syllabus. **This portfolio will be submitted electronically to the Internship Supervisor by Friday of the last week of classes.**

Faculty Mentor: The Faculty Mentor is an experienced instructor employed at a college or university. He or she is responsible for working collaboratively with the Student to design the Internship experience, supervising and mentoring the Student throughout the term, and providing to the Student and KSU Instructor/Supervisor

both verbal and written constructive feedback and evaluation of the Student's performance.

Responsibilities:

- Complete the Application/Mentor Agreement form with the internship student
- Provide the Internship Student with an appropriate orientation to the institution, course, and students.
- Conduct observations and provide feedback.
- Provide a mid-term Observation of Teaching Evaluation (form will be provided), and meet with Internship Student to discuss the mid-term Observation of Teaching Evaluation. This form will then be given to the Internship Student as well as emailed to the Internship Supervisor.
- Co-construct (with Internship Student) an informal end-of-semester assessment of the Internship Student's teaching to be completed by students in the course and submitted to Faculty Mentor. This feedback should be summarized in the final written evaluation of the Internship Student
- Provide (via email) the Internship Supervisor and Internship Student a final written evaluation of the Internship Student (form provided).

KSU Instructor/Internship Supervisor: The Internship Supervisor is the faculty member of record for the for-credit course and is employed by KSU. He or she reviews and approves the Application and Mentor Agreement as indicative of a potentially successful internship. The Internship Supervisor receives all documentation from the Student and Faculty Mentor throughout the term and monitors progress. It is the Internship Supervisor's responsibility, in consultation with the Faculty Mentor, to assign and submit a final grade by the university grading deadline. The Internship Supervisor is also available to both the Student and the Faculty Mentor for discussion and support throughout the term. The Internship Student and the Internship Supervisor will schedule a 30 minute dialogue session (near the middle of the term) to discuss the student's teaching internship to date and discuss personal expectations for the remainder of the semester.

Responsibilities:

- Support participants in their identification of an appropriate internship experience;
- Work with Internship Students and Mentors in ensuring that internship expectations are explicit and agreed upon by all parties.
- Work with Internship Students and Mentors to ensure that the internship experience goes as smoothly as possible.
- Work with Internship Students to ensure a strong professional Teaching Portfolio on the internship experience has been created.
- In consultation with the Faculty Mentor and Internship Student, assign a final grade upon completion of all course requirements.

Course Instruction: The individual completing the internship must either have full responsibility for a course (meaning, listed as ‘instructor of record’) or sufficient access to and involvement with course design and delivery (instructional activities, assessment, evaluation, assignment of grades) for a complete course term (semester, quarter, or other session). The course must be 3-credit hours, and may be either face-to-face, online, or hybrid.

Faculty Mentoring: The Internship Student must have an articulated agreement with an individual who serves as a Faculty Mentor. *The Student must submit to the Internship Supervisor (Judy Lightner jlightn9@kent.edu) a completed Application & Mentor Agreement (available on course Blackboard site) by the end of week 1 of the Kent State University semester.*

Teaching Development Activities: Students are encouraged to take an active role in their own teaching development.

1. Attend university-wide teaching development activities (i.e., teaching workshops, teaching conferences). The Kent State University Center for Teaching and Learning (CTL) also offers programs and events throughout the semester. www.kent.edu/ctl
2. Visit instructional support resources (i.e., library, media lab, technology facilities, CTL).
3. Participate in discipline- or department-specific activities (i.e., faculty meeting, colloquia gatherings of teaching staffs in large courses, and program development committee meetings).
4. Review/Familiarize self with college catalog, faculty handbook, academic policies, and related documents.

Supervisor Dialogue: The Internship Student and the KSU Instructor/Internship Supervisor (Judy Lightner) will schedule a dialogue session (near the middle of the term) to discuss the student’s teaching internship to date and discuss personal expectations for the remainder of the semester. *The Internship Student will contact the Internship Supervisor early in the semester to schedule this dialogue.*

Journal: Students must maintain a journal of reflections on teaching experiences to be included in the teaching portfolio.

- The journal should begin with a reflective statement of your goals and expectations for the teaching experience. Beyond a description of pedagogic goals, the statement should address personal expectations for yourself and for your students.
- Subsequent journal entries, minimally 250-300 words *weekly*, should record your perceptions and feelings about the classroom experience over the semester.

- Students should draw upon a selected book (see pages 7-9) as a touchstone for reflective writing about teaching. **This selected book (and others if preferred) will be “threaded”/referenced throughout the journal entries .**
- The final journal entry should be a retrospective essay: re-read your initial statement and evaluate your growth and development as an instructor, and project how you will continue to grow as an instructor.
- ***The complete journal is one element of the teaching portfolio.***

Teaching Portfolio: A portfolio is defined as “an organized collection of complex, performance-based evidence that indicates one’s growth, goals, and current knowledge and skills needed to be competent in a role or area of expertise.”¹ Certain items are required to be included in the portfolio (listed below), while other items are highly recommended for inclusion (also listed below). The preparation of a teaching portfolio allows students to creatively draw together their experiences and to reflect on their philosophies of teaching. This portfolio may be presented in the form of one electronic document or constructed using an online portfolio template. (For example, previous students have used Weebly.)

The teaching portfolio (submitted electronically to the Internship Supervisor by Friday of the last week of classes) must include:

- Teaching philosophy statement
- Course syllabus (for the course that you are teaching)
- Teaching journal (with references to selected book or books)
- Resume or CV
- Mid-term teaching observation evaluation form from Faculty Mentor

Other artifacts that may be included in the portfolio:

- Representative samples of lesson plans, quizzes, examinations, assignments and handouts prepared by the Internship Student
- Summary record of all teaching activities
- Any student evaluations of your teaching (this **does not** refer to course-end Student Surveys of Instruction)
- Any other relevant material, such as reflections on participation in teaching development activities.

Students are encouraged to consult with the Faculty Mentor and/or the Internship Supervisor in the development of the portfolio. The contents should be organized with a professional appearance and compiled electronically.

Summary of course required documents:

- Application/Mentor Agreement
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- Mid-Semester Dialogue
- Portfolio, which will include the following:
 - Teaching Philosophy (include in Portfolio)
 - Course Syllabus for course you are teaching (include in Portfolio)
 - Resume/CV
 - Mid-Term Mentor Evaluation/Teaching Observation
 - Journal (with book references throughout)
 - Other supporting documents (optional, see above)
- Final Mentor evaluation

Book list for chosen book(s) to be referenced throughout journal:

Ambrose, S.A. & Bridges, M.W. (2010). *How learning works: Seven research-based Principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Bean, J.C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: Jossey-Bass.

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.

Brown, P.C., Roediger III, H.L., McDaniel, M.A. (2014). *Make it stick: The science of successful learning*. Cambridge, Massachusetts :The Belknap Press of Harvard University Press.

Chavez, A.F. and Longerbeam, S.D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and individualized cultural frameworks in college teaching*. Sterling, VA: Stylus.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

Lang, J.(2016). *Small teaching: Everyday lessons from the science of learning*. San Francisco, CA: Jossey-Bass.

Major, C.H., Harris, M.S., and Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path the success*. New York, NY: Roulledge.

Nilson, L.B. (2016). *Teaching at its best: A research-based resource for college Instructors*. (4th ed.). San Francisco: Jossey-Bass.

Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.

Online Teaching

Boettcher, J.V. & Conrad, R-M. (2016). *The online teaching survival guide (2nd ed.)*. San Francisco, Jossey-Bass.

Palloff, R.M. & Pratt, K. (2011). *The excellent online instructor: Strategies for professional development*. San Francisco: Jossey-Bass.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. San Francisco: Jossey-Bass.

Additional Suggested Resources:

Allitt, P. (2005). *I'm the Teacher, You're the Student: A Semester in the University Classroom*. Philadelphia, PA: University of Pennsylvania.

Angelo, T.A. and Cross, K.P. (1993) *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.

Bates, A.W. & Poole, G. (2003). *Effective Teaching With Technology in Higher Education: Foundations for Success*. San Francisco, CA: Jossey-Bass.

Bok, D. C. (2006). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton, NJ: Princeton University Press.

Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Princeton University Press, The Carnegie Foundation for the Advancement of Teaching.

Brookfield, S. D. & Preskill, S. (1999). *Discussion As A Way of Teaching: Tools, and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass.

Fink, D. L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass.

Gillespie and Robertson, A Guide to Faculty Development

Hooks, b. (2003) *Teaching Community: A Pedagogy of Hope*. Routledge.

McKeachie, W. (2006) *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 12th ed. Houghton Mifflin.

Michaelsen, L. K., Knight, A. B. & Fink, D. L. (2004). *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, VA: Stylus Pub.

Seldin, P. (1993). *The Successful Use of Teaching Portfolios*. Bolton, MA: Anker Publishing.

Seldin, P. and Associates. (1995). *Improving College Teaching*. Anker Publishing.

Stevens, D. D. (2005). *Introduction to Rubrics: An Assessment Tool To Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publications.