Syllabus
HIED 6/76594
Higher Education Administration & Student Personnel
Internship in College Teaching
Kent State University

Internship Coordinator:
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The Internship is designed for a student to gain significant experience in course design, developing assignments, evaluating student work, and reflecting on teaching experiences. Toward that end, the following is expected:

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 should be 3-credit hours (unless otherwise approved), and may be either face-to-face, online, or hybrid.

Faculty Mentoring: The Internship Student must have access to an individual who agrees to serve as a Faculty Mentor. The Student must submit a completed Application & Mentor Agreement by the end of week 1 of the KSU semester. The Faculty Mentor will be asked to provide mid-term and end-of-term feedback on the Student’s teaching. Students are encouraged to:
1. Attend university-wide teaching development activities (i.e., Faculty Development events; workshops on grading, writing, and technology; teaching conferences).
2. Visit instructional support resources (i.e., library, media lab, technology facilities).
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.

Observation of Teaching: In addition to the Faculty Mentor, the Intern must arrange for an outside individual to observe his/her teaching. Written comments from the outside observer must be included in the student’s portfolio.
Journal: Student 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 250-500 words weekly, should record your perceptions and feelings about the classroom experience over the course of the term.
- Students should draw upon a selected text (see choices below) as a touchstone for reflective writing about teaching. Additionally, students must prepare a two page (single spaced) review of the selected text.
- 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 due by Friday of the last week of classes.

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.”

It may include student evaluations, syllabi, individual lesson plans and assignments, evaluated student work, handouts, and a statement of the individual's teaching goals and philosophy. The preparation of a teaching portfolio allows students to draw together their experiences and to reflect on their philosophies of teaching. Minimally, one’s teaching portfolio (due by Friday of the last week of classes) must include:
- Teaching philosophy statement
- Course syllabus
- Teaching journal
- Resume or CV
- Teaching observation(s)

Other artifacts for inclusion in one’s portfolio:
- Representative samples of lesson plans, quizzes, examinations, assignments and handouts prepared by the Intern
- Summary record of all teaching activities
- Material about/from by students that reflects their learning
- Any evaluations (of course, of students’ learning, other)
- Letter/feedback from Faculty Mentor
- Outside observer’s comments about Student’s teaching
- Any other relevant material.

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

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Text: select one of the following (or other approved by instructor):


Suggested Resources:


Source: This handout is based in large part on the prior KSU Syllabus created by Dr. Susan Iverson.