

2024

INTERNSHIP HANDBOOK



CENTRAL MICHIGAN UNIVERSITY
Department of Mathematics

October 2024

Central Michigan University
Department of Mathematics

Handbook for Internships

Course #: MTH 766

Table of Contents

1. WHAT IS A TEACHING INTERNSHIP?	3
2. PREREQUISITES	3
3. GUIDELINES FOR THE STUDENT INTERN	3
4. RECOMMENDED PRACTICES FOR THE FACULTY MEMBER	3
5. PROCEDURE TO BE FOLLOWED BY THE STUDENT INTERN AND THE FACULTY MEMBER.....	3
6. EVALUATION CRITERIA	4
APPENDIX A: GUIDELINES FOR THE PORTFOLIO FOR TEACHING INTERNSHIP.....	5
APPENDIX B: INTERNSHIP FACULTY MEMBER EXAMPLE OBSERVATION ASSESSMENT	6

1. What is a teaching internship?

The teaching internship is designed to give practical experience in the teaching of undergraduate mathematics courses 200 level or above, excluding 500 level courses. For courses lower than 200 level, MTH 133, MTH 150, and MTH 175 can also be requested. This is a required component for all Ph.D. students in the Department of Mathematics.

2. Prerequisites

Successful completion of all required qualifying exams and a passing grade in MTH 761.

3. Guidelines for the Student Intern

- Students are required to intern in two courses (6 credit hours of MTH 766).
- Students cannot intern in two courses during one semester.
- Students who plan to intern in two courses are required to select two different courses supervised by two different faculty members.
- Students may not intern during the summer term.
- Students may not intern in two courses with substantial overlap of content.
- The class size of the course for the teaching internship should not be more than 40.

4. Recommended Practices for the Faculty Member

- Only a graduate faculty member in the Department of Mathematics can be an internship faculty member.
- It is expected that the faculty member has taught the course at CMU before working with a graduate student intern. If this is not the case, the faculty member should address their experience in the internship application.
- In order to balance the teaching assignments among regular faculty, it is recommended that each regular faculty member serve as a teaching internship faculty member for at most one course per year, which is either three (3) or four (4) credit hours.
- The courses must be selected from courses offered during the Fall and Spring semesters.

5. Procedure to be followed by the Student Intern and the Faculty Member

An email will be sent to inform all Ph.D. students to complete and submit an online application form in early March (for a Fall semester internship) and in September (for a Spring semester internship). After completing the prerequisites, students are required to follow the following procedure to make the request.

- (i) The student finds the course they plan to teach as an internship course, consults with their academic advisor about the choice, and receives the academic advisor's agreement.
- (ii) The student asks the course instructor if they would agree to participate in the teaching internship. The student must be aware of the guidelines described above when looking for the internship faculty member.

The student completes the Internship Request Form (available on the Portal, MS Teams, and/or from the Graduate Coordinator), which must also be completed by the faculty member, and then submits the form to the Graduate Coordinator. The Graduate Committee reviews and approves the request, which is then given to the Department Chair for final approval. The final approval should be given to the Executive Secretary for inclusion on the schedule.

- (iii) The student registers for MTH 766.
- (iv) During the internship semester, the student intern is required to document teaching-related practices in a Journal each week. This should provide regular opportunity for documented reflection. The Journal can be in a Word or LaTeX format, a Blackboard journal, or a format in which the student can easily share their entries with the faculty member. It should include any file that is relevant (e.g. a sample quiz/grading scheme, worksheet, etc.). The intern is encouraged to regularly share their Journal entries with the faculty member for feedback.
- (v) The Journal is part of the Portfolio to be submitted to the faculty member and Department. The items to be included in the Portfolio are detailed in **Appendix A**.
- (vi) During the internship semester, regular written feedback is to be given to the Student Intern by the Faculty Member for most of the class meetings. A sample comment form example is given in **Appendix B** (it is also available on the Portal/MS Teams). This assessment must be shared with the intern prior to the next class meeting. The intern is required to submit these assessments as part of the Portfolio.
- (vii) During the final exam week, the intern is required to submit the Portfolio to the internship faculty member. An electronic copy of the Portfolio will also be submitted by the intern to the Executive Secretary of the Department who will archive the Portfolio each semester on the Portal. Regular faculty members of the Department can review the Portfolio.
- (viii) The internship faculty member will submit the completed Teaching Internship Assessment Form to the Graduate Coordinator. The form can be found on the Portal/MS Teams or obtained from the Graduate Coordinator. This is used in our program assessment report.
- (ix) After the faculty member completes and submits the Teaching Internship Assessment Form, they must assign a grade of "Credit" or "No Credit" for MTH 766 for the student by the deadline for submitting grades for courses. This should be based on the Portfolio, the Teaching Internship Assessment Form, and the intern's performance throughout the semester.
- (x) If the intern has not submitted a Portfolio by the end of the final exam week, but has otherwise progressed successfully during their internship, then the faculty member should assign a grade of I or Z (depending on the circumstances: see the Bulletin for descriptions of these). If the intern has neither submitted a Portfolio nor progressed successfully during their internship, then the faculty member should assign "No Credit" as the intern's grade.

6. Evaluation Criteria

The internship is viewed as a capstone experience for the teaching methods acquired during MTH 761. The final grade is Credit/No Credit, and it is determined by the internship faculty member based on the following documents:

- The observation assessment documents: The intern will collect the observation assessments made by the internship faculty member during the semester and include these documents as part of the Portfolio package.
- Portfolio: Upon completion of each internship experience, the student will submit the Portfolio to the internship faculty member and a copy to the Executive Secretary department office during the final exam week. Details of what is to be included in the Portfolio appear in **Appendix A**.

If needed, the faculty member may consult with a Mathematics Education faculty member (preferably the MTH 761 instructor) to evaluate the Portfolio.

Appendix A: Guidelines for the Portfolio for Teaching Internship

It is intended that the creation of the Portfolio will provide the student with an opportunity to reflect upon the teaching experience. The Portfolio may also aid the student in career advancement beyond the doctoral degree. The following items that reflect the teaching methods discussed in MTH 761 are the minimum requirements to be included in the Portfolio.

- a. A copy of the syllabus from the course being used for the internship.
- b. The Journal: this should be created **as one file** using Word, LaTeX, a Blackboard Journal, or some other method that can be shared digitally, and include weekly entries that:
 1. Comment on, with examples and justification, the pedagogical method(s) being used in the class.
 2. Periodically include samples of lesson plans on topics explored with non-lecture pedagogy, such as the use of technology.
 3. Briefly discuss what happened when the lesson plan was implemented in the classroom, the successes and failures of the lesson plan and why these occurred, and what the intern would do differently if they were to teach the lesson again.
 4. Briefly discuss the expectations held of students in the course and a comparison to how the students met or did not meet these expectations.
 5. Assessment strategies used, with redacted copies of student work from each type.
 6. The Observation Assessment Documents made by the faculty member, and the intern's response to these.

Appendix B: Internship Faculty Member Example Observation Assessment

Date:

1. Lesson Organization
2. Lesson Presentation
3. Observed Strengths
4. Suggestions for Improvement
5. Assessments and Grading
6. Other (attach any other written discussions from the faculty member)