

2019

INTERNSHIP HANDBOOK



CENTRAL MICHIGAN UNIVERSITY
Department of Mathematics

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Central Michigan University
Department of Mathematics

Handbook for Internships

Course #: MTH 766

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NOTE: THE FORMS ARE ALSO AVAILABLE ON THE MATHEMATICS DEPARTMENT WEB SITE.

This handbook was created in accordance with the “2015 Domestic Agreements: Handbook of Procedures & Guidelines; for Internships, Clinical Placements and Field Experiences” prepared by the Office of Academic Effectiveness at

https://www.cmich.edu/office_provost/AcademicAffairs/Agreements/Documents/Handbook%20of%20Procedures%20-%209.2015.pdf

Created & Approved in December 2017

Students sign up for MTH 766 to take the teaching internship course.

1 What is a teaching internship?

The teaching internship is designed to give practical experience in the teaching of undergraduate mathematics or statistics courses 200 level or above, excluding 500 level courses. For courses lower than 200 level, MTH 133, MTH 151, MTH 152 and MTH 175 can also be requested. This is a required component for all Ph.D. students in the department of mathematics.

2 Prerequisite

Successful completion of all required qualifying exams, and passed MTH 761.

3 Guidelines for Student Intern

- Students are required to intern in at least one course and no more than two courses.
- 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 cannot intern in two courses with substantial overlap of content, such as STA 282QR and STA 382QR.
- The class size of the course for the teaching internship should not be more than 40.

4 Recommended Practices for Faculty Member

- Only graduate faculty in the Department of Mathematics can be an internship faculty member.
- It is recommended that the faculty member have 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 only one course, which is either three (3) or four (4) credit hours per academic year.
- The courses must be selected from courses offered during the Fall and Spring semesters.

5 Procedure to be followed by Student Intern and Faculty Member

An e-mail will be sent to inform all PhD students to complete and submit an online application form in early March (for fall semester internship) and in September/October (for spring semester internship). After completing the prerequisites, students are required to take the following procedure to make the request.

- (i) The student finds the course s/he plans to teach as an internship course, consults with his/her academic advisor about the choice and receives his/her agreement.
- (ii) The student talks to the course instructor to receive his/her agreement to participate in the teaching internship. The student must be aware of the guidelines described above when looking for the internship faculty member.
- (iii) The student completes the online application form, which must also be approved by the faculty member, and then submits the form to the Graduate Coordinator.
- (iv) The Graduate Committee reviews and approves the request, which is then given to the

Department Chair for final approval. The final list should be given to the Office Professional for inclusion on the schedule.

- (v) During the internship semester, the student intern is required to regularly document teaching related practices. This should provide regular opportunity for documented reflection. These documents are part of the portfolio to be submitted to the faculty member and Department. The items of the portfolio are detailed in **Appendix B**.
- (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 C**. This assessment must be shared with the intern prior to the next class meeting. The intern is required to submit these assessments in 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 be submitted by the Student Intern to Office Professional of the Department who will archive the portfolio each semester on the Graduate Committee Portal. Regular faculty members of the Department can review the portfolio.
- (viii) The Internship Faculty member will submit the completed Teaching Internship Assessment Form, found in Appendix E to the Graduate Coordinator for use in our program assessment report.

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 faculty member based on the following documents:

- The observation assessment documents: The intern will collect the observation assessments made by the faculty member during the semester, and scan these documents as part of the portfolio package.
- Portfolio: Upon completion of each internship experience, the student will submit a portfolio to the faculty member and a copy to department office during the final exam week.

The final grade will be determined by the faculty member based on the semester observation by the faculty member and the portfolio submitted by the student intern. If needed, the faculty member may consult with a Mathematics Education Area member (preferably the MTH 761 instructor) to evaluate the portfolio.

Appendix A: Instruction for creating an e-Journal on the Blackboard course shell for Teaching Internships

You are required to create weekly e-Journal entries on the course, MTH 766, Blackboard site for your Internship courses. The collection of these weekly e-Journal entries are part of the portfolio each intern must complete and submit to the internship faculty member for the teaching internship course.

Steps to create the internship weekly e-Journal entries using Blackboard tool 'Journal'.

1. **Create your Internship Portfolio Link on the Blackboard site, if it is not created:**

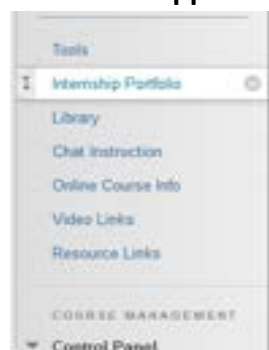
Place your cursor on the "+" sign and click on "Tool Link"



2. **Enter 'Internship Portfolio' as Name, choose 'Journals' as Type. Check 'Available to Users, and click "Submit".**



3. **The 'Internship Portfolio' Link appears on the left panel:**



4. **Click on the Internship Portfolio link:**

Journals

A Journal is self-reflective tool for Students. Only the Student and the Instructor are able to add Comments to Journal Entries. However, Journals can be made Public by the Instructor so all enrolled users can read all Entries made to the Journal topic. Group Journal Entries can be read by all Group members and the Instructor. [More Help](#)

Create Journal

5. Click on “Create Journal” to create a weekly e-Journal Entry.

Indicates a required field.

Cancel Submit

JOURNAL INFORMATION

Name

Instructions
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac)

Paragraph Arial 12pt

This is the internship portfolio for xxxxxxxx at yyyyyy company.

Page: 1 of 1000 Words: 10

JOURNAL AVAILABILITY

Journal Availability Yes No

JOURNAL DATE AND TIME RESTRICTIONS

Limit Availability

Display After

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

JOURNAL SETTINGS

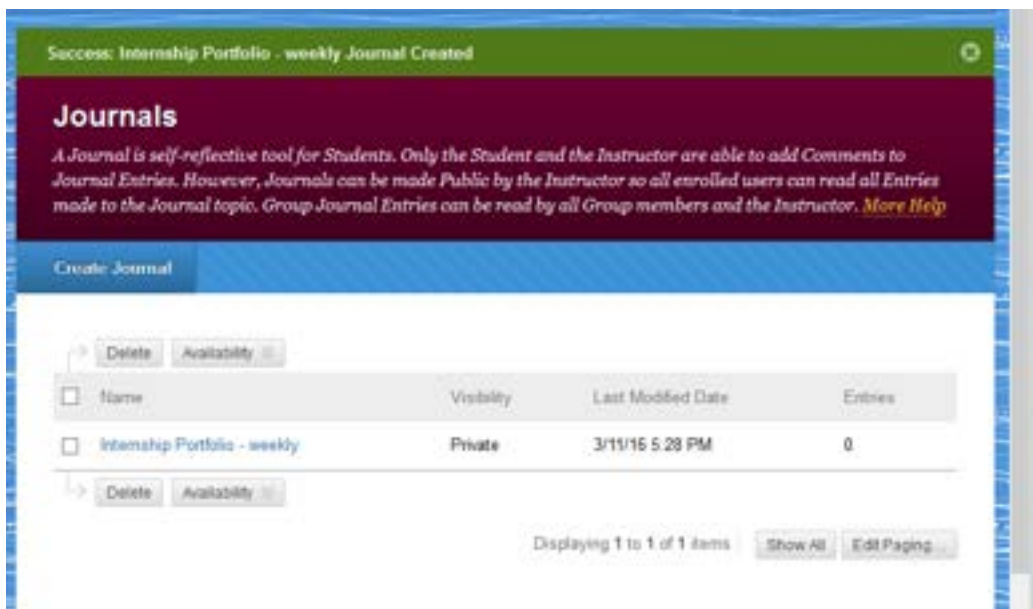
Index Entries

Monthly
Indexing will organize entries by the chosen time frame.

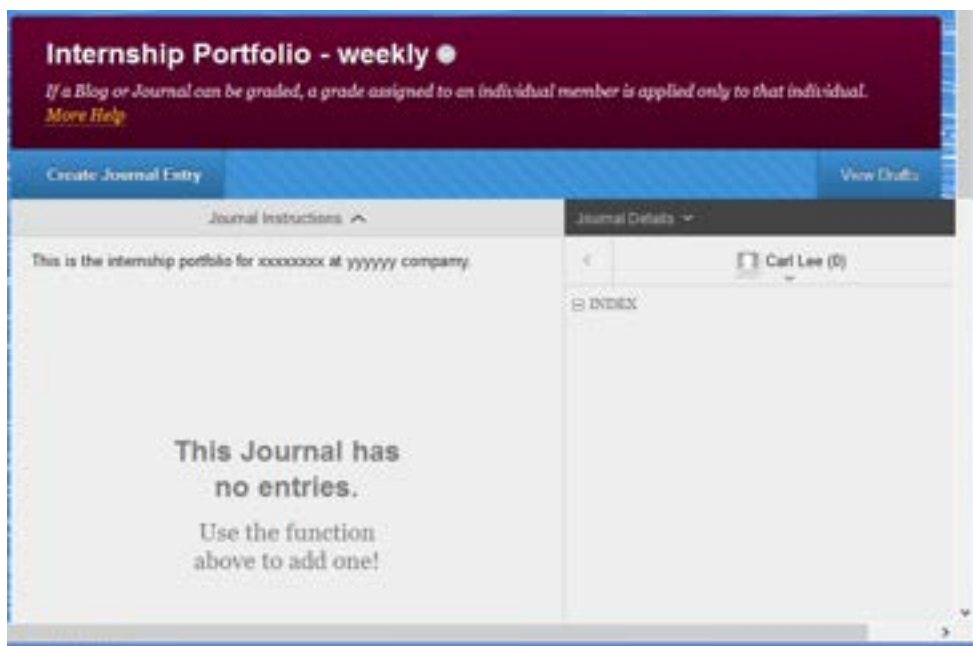
Weekly

Allow Users to Edit and Delete Entries

6. After submitting the above table, you will see:

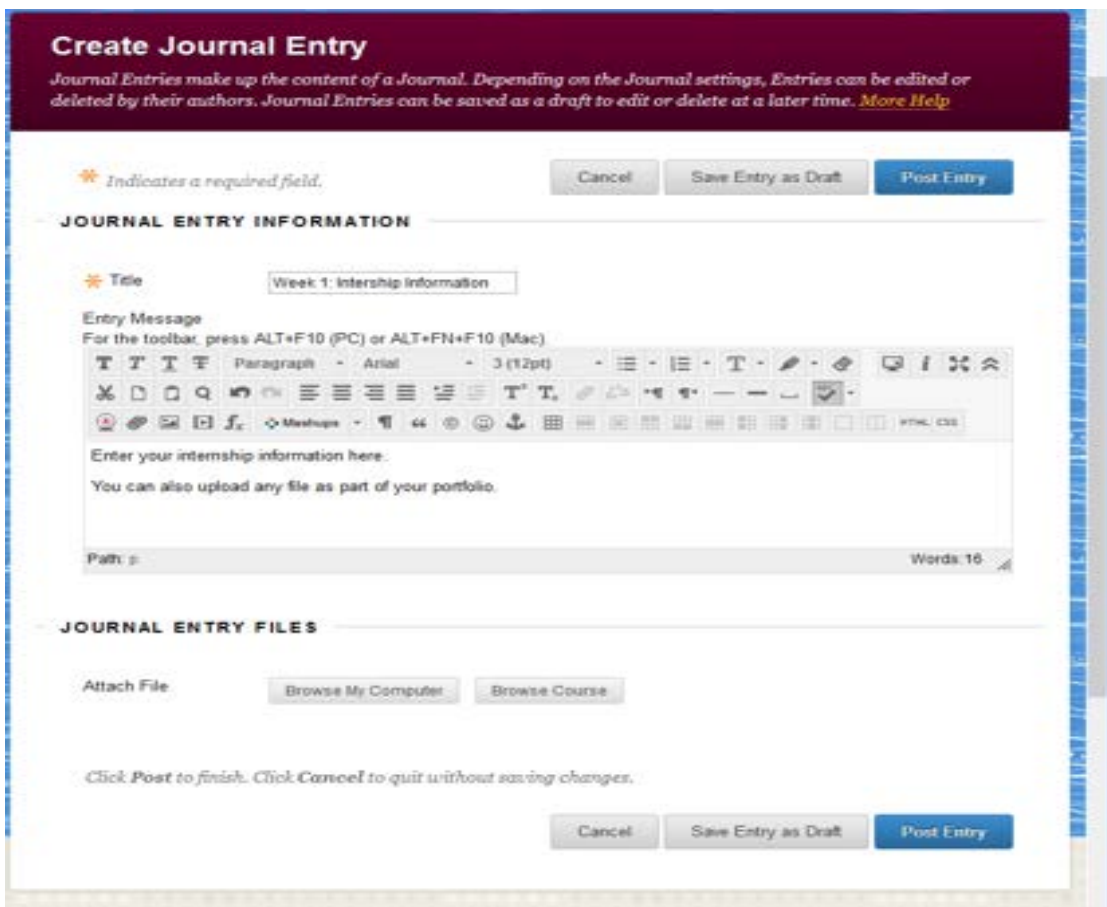


- Click on “Internship Portfolio-weekly”:

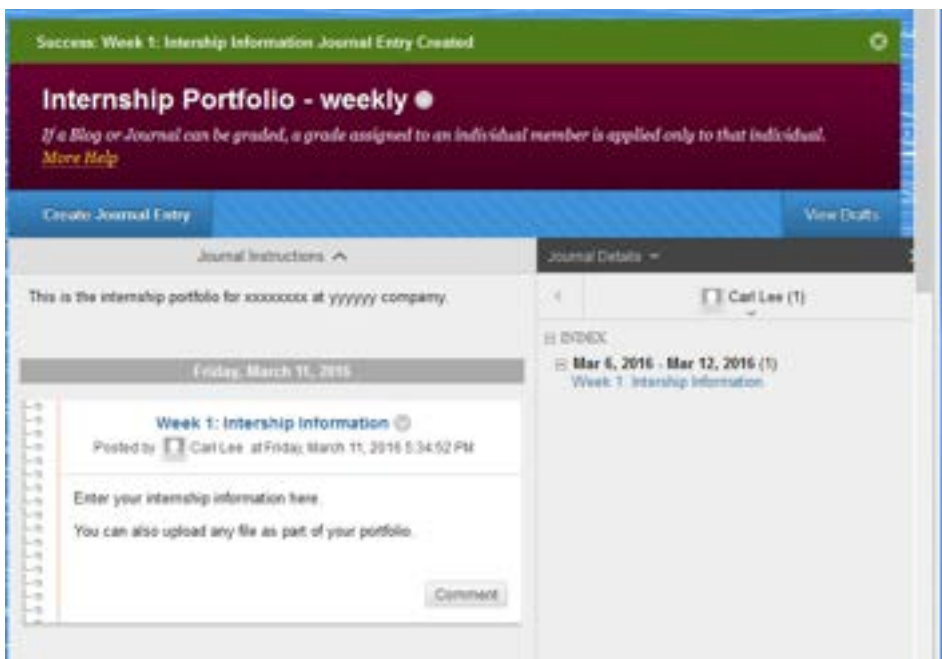


- Click on “Create Journal Entry” to start creating the first week e-Journal entry: **Internship Information**

In this first week entry, describe the internship time period, internship company/agency, internship field supervisor, internship duties, and anything else you want to document.

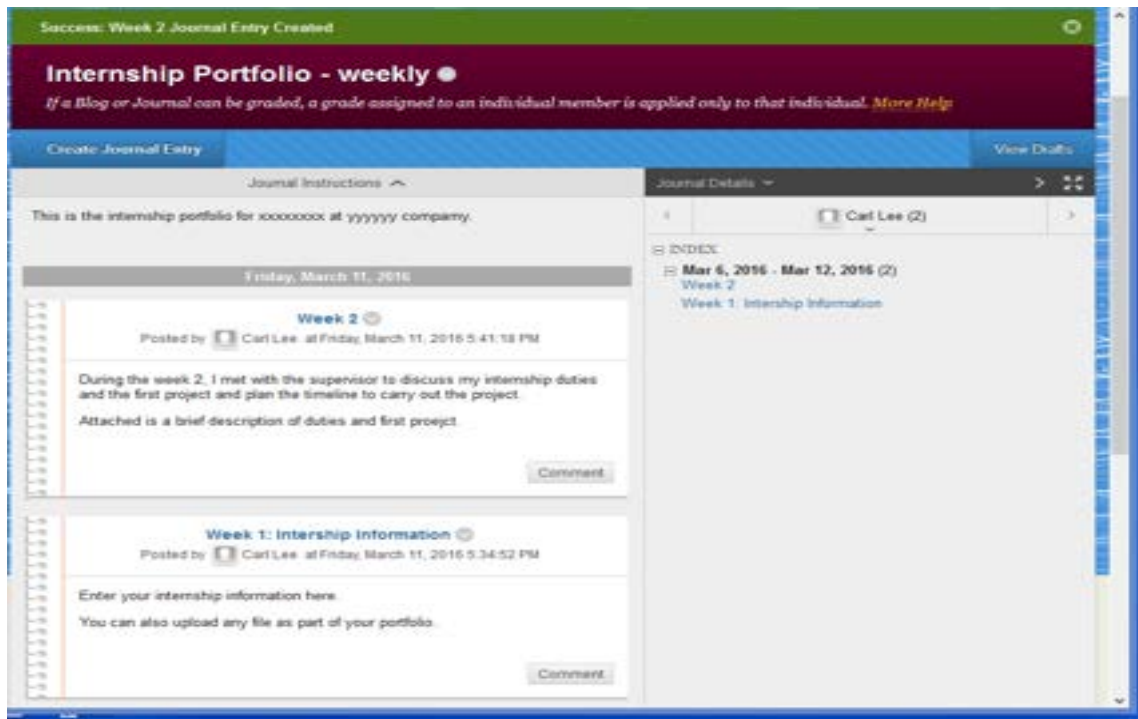


9. After clicking on “Post Entry”, your portfolio is kept on the Blackboard:



10. At the end of each week, create a new weekly e-Journal entry with an appropriate entry name as you wish. Then, document the work, outcomes, lesson learned, etc. You can attach any file that you would like to keep as the record for each weekly e-Journal entry.

11. An example of 1st and 2nd weeks portfolio's weekly journal created:



12. **At the end of the Internship**, prepare your Final Internship Report, which will consist of your weekly e-Journal entries, a summary of major projects/activities and accomplishments, and lesson learned (see Final Internship Report Guidelines). Submit an e-copy of your Final Internship Report by e-mail to the Faculty Internship Coordinator during the final week of the internship.

Appendix B: Guidelines for documenting portfolio for teaching internship

It is intended that 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. A summary of different pedagogical methods used in the class; giving examples of each type.
- c. A sample of lesson plans on topics explored with technology or other non-lecture pedagogy; a brief discussion of what happened when the lesson plan was implemented in the classroom; a discussion of the successes and failures of the lesson plan and why they occurred; and a discussion of what the graduate student would do differently if they taught this lesson again.
- d. A brief discussion of expectations held about the students in the course and a comparison to how the students met or did not meet the instructor's expectations during the semester.
- e. A discussion of various assessment strategies used, and anonymous copies of student work from each type to be included.
- f. The observation assessment documents made by the faculty member during the semester.

Appendix C: Teaching Internship Faculty Member Comment Form (An example)

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)

Appendix D: Teaching Internship Assessment Form Evaluation of Intern and Internship Portfolio by the Internship Faculty Member

Teaching Internship Assessment Form

Evaluation of Intern and Internship Portfolio by the Internship Faculty Member

Student Name: _____ Student ID: _____

Semester: _____ Year: _____

Course: _____ Course Reference Number: _____

Internship Faculty Member: _____ Date Evaluated: _____

Please evaluate the intern according to your observations and supervision of their work as an intern. Thank you for your time and cooperation.

<u>Check only if applicable</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
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SLO 2: Effective Pedagogy: Content Knowledge

Demonstrated appropriate mathematical/statistical knowledge	_____	_____
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Demonstrated appropriate pedagogical content knowledge	_____	_____
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SLO 3: Effective Pedagogy: Communication

Communicated effectively orally	_____	_____
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Communicated effectively in writing	_____	_____
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SLO 4: Effective Pedagogy: Technology

Demonstrated appropriate use of technology	_____	_____
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Overall quality of work	_____	_____
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<u>Internship Portfolio:</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
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Portfolio contains all required elements listed in Appendix B of the internship handbook:

_____	_____
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The internship portfolio you received:

_____	_____
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