

College Teaching Internship

Almost all graduates of this program will assume positions that require teaching undergraduate and/or graduate students in higher education institutions and/or inservice training and supervision to working professionals. Thus, the purpose of this requirement is to ensure graduates will be proficient in college teaching. This requirement is also intended to enhance graduates' marketability for academic positions.

Some Guidelines

- Students must have the primary instructor role for a semester-long course. This should include responsibility for planning and managing the course (e.g. syllabus, presentation of most materials, assignments, student feedback, grading, and other miscellaneous activities related to college teaching). Students enrolled in the course should see the doctoral student as the primary course instructor.
- Since students will usually be teaching courses that have been extensively developed by faculty members, it is not reasonable to expect them to independently create a whole new course (at least not from scratch).
- Students may demonstrate course development skills in a variety of ways such as developing new course content, course units/modules, assessment tools, interactive activities and hybrid courses.
- In meeting this requirement, students will be required to engage in some web-based technological support system (such as Blackboard).
- The faculty member who is responsible for the course (and for whom it is part of load) is expected to attend at least 75% of the class sessions.
- It is understood that in exceptional circumstances a student may be permitted to meet the college teaching requirement more independently. On these occasions, there are two issues to be considered. First, there is the question of whether the student has the experience and expertise to bypass the usual more intensive supervised teaching process. This decision is to be made by the student's advisory committee. Second, there is the question of whether those responsible for the program that is to receive the course are satisfied that it will meet their quality expectations. This decision is to be made by the appropriate Department Head in consultation with the relevant program faculty.

See the [College Teaching Responsibility Form](#) on the [Forms page](#).

Evaluation

The faculty member responsible for the course will have primary responsibility to evaluate the student's teaching. Students will be evaluated at least twice during the semester-long course. Further, at the end of the semester, students will create a 1-3 page reflection paper about their teaching experience through which they will attempt to demonstrate their proficiency in college teaching. This paper should include data from course evaluations, their thoughts about the course and their teaching performance, and an explanation of how they would alter the course or the

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- 2) *Place original form in doctoral student portfolio.*

course delivery based on the feedback from student evaluations, from assessment instruments they used, and from the evaluative feedback of their faculty supervisor.

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**Disability Disciplines
Doctoral Competency Approval Form:
College Teaching Internship--SPED 7340**

Student:	Date:
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Course taught:

Approval:

Name	Signature	Date Approved
Faculty Supervisor (if different from advisor)		
Advisor		

Comments:

Note: Faculty evaluation should be based on (a) at least two class observations, (b) examination of print/virtual materials that demonstrate course development, (c) the student's 1-3 page reflection paper, and (d) other information that is relevant.

Attach reflection paper.

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