**Guidelines for Undergraduate Teaching Interns**

Wells College Teaching Interns (TI) learn about college teaching and support students in their assigned courses. They typically complete a Learning Contract and register to receive course credit. Guidelines for working with TIs are listed below.

**Selection of a TI:**

* TIs previously (not simultaneously) should have taken the same course or an equivalent and earned a grade of B+ or higher.
* If possible, TIs should be expected to attend the lectures or other class meetings.
* Students should have an interest in a career in education, attending graduate/professional school, or in developing a deeper understanding of the subject matter. Students should not be selected as Tis just because they need an internship!

**Suggested functions that TIs may perform:**

* Lead lab or discussion sections.
* Help set up labs, in class activities, or other experiential activities (e.g., field trips, film screenings, etc.).

• Hold regular ‘TI Office Hours’ (e.g., two hours/week) to meet with students individually or as a group

* Facilitate study sessions or tutorials.
* Meet with the course instructor at least once per week to discuss course management; perform administrative functions; consult on and help develop course materials, assignments, and activities; and discuss student/class progress or issues.

• Help develop course materials and set up for in-class or out-of-class activities; consult with instructor on effective materials and activities to help promote course learning.

• Develop and/or maintain online course management tools (e.g., website, Moodle).

• Teach a class session during the semester. (Teaching a sample class session is recommended to provide some opportunities for TIs to have visibility, to experience college classroom teaching and lesson preparation, and to develop competence in their teaching. Note: Instructor must be present for this teaching experience both to provide feedback and because the IT should not be used as a substitute teacher for an absent instructor. This opportunity should be utilized solely as a learning experience for the TI.)

* Assist in grading *objective* assignments/quizzes (Grading is an integral component to teaching and thus, integral to the TI experience. TIs should only grade objective type assignments/tests, however, and only when student identities are obscured, e.g., use of student ID numbers instead of names on assignments/quizzes).

 • Assist in other administrative/managerial activities related to the course (e.g., making copies of materials, preparing lab materials, maintaining attendance records, putting items on course reserve, scanning, etc.).

**Functions that TIs should not perform:**

• Subjective grading of papers, quizzes, and exams.

• Teach lecture sessions on a regular basis (i.e., more than one time per semester).

• Assign grades for individual students; responsibility for final grades or grading on any given assignment, test, etc. lies solely with the instructor.

• Work unrelated to the course.

**Suggestions on how faculty instructors should work with TIs:**

• Faculty instructors should clearly communicate the expectations and responsibilities of the TI both verbally and with a learning contract (the latter especially if the TI is enrolling for course credit) before the beginning of the semester.

• Discuss professionalism, ethical behavior, academic integrity/honesty, maintaining confidentiality, and other issues.

• Discuss the TI’s role in helping students with assignments.

• Meet with the TI regularly throughout the semester.

• Encourage TIs to respond to student questions in a timely manner.

• Inform the TI that confidentiality must be maintained regarding students with whom they work.

• Do both a midterm and end-of-semester evaluation (the Center for Academic and Career Advising will initiate this process) and discuss the results with the TI.

**Earning credit:**

• Below are the approximate number of hours per week to earn various credits for the TI’s activities (attending class, meeting with the faculty instructor, preparation, and other course activities):

* + 2 credits = 80 hours total (approximately 6 hours per week)
	+ 3 credits = 120 hours total (approximately 9 hours per week)