



BACHELOR OF EDUCATIONAL STUDIES INTERNSHIP HANDBOOK

University of Missouri-St. Louis

University of Missouri – St. Louis

College of Education
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Contact Information

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Bachelors of Educational Studies

College of Education, University of
Missouri-St. Louis

Note to Internship Site Supervisors:

If you are experiencing a concern with your intern student or have a question about internship requirements, please contact Pamela Blair-Bruce, BES Supervisor, at (314) 401-7580 or blairbrucep@umsl.edu

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Bachelor of Educational Studies (BES)

The BES degree is designed to prepare program graduates for leadership careers in educational settings with diverse clientele that are outside the traditional classroom. Flexibility is built into the program, allowing students to choose an area of emphasis and tailor their studies to align with their career aspirations. The BES program brings together coursework from the College of Education and other disciplines from across the University, offering a unique blend of education, management, technology and focused content to prepare graduates to work in a variety of non-profit, public and private enterprises with educational missions. Students completing the program will have:

- An earned Bachelor degree with both general education, content and career oriented courses.
- An approved academic minor relevant to the student's goals.
- Successfully completed internship experiences at a select group of sites related to their career interests.

Emphasis Areas

Four strands of study provide focused coursework to prepare students for education-related careers in their chosen fields and to meet the requirements for the types of agencies where they will work. The BES emphasis areas are as follows:

- **Early Childhood** - Students gain skill and insights that can be applied as innovative educators, as managers and directors, as program planners, and as curriculum developers. Students will find employment opportunities in both public and private institutions with missions that focus on the youngest learners or in any organization interested in young children and their learning.
- **Park and Museum Programs** - BES students in the Park and Museum Programs emphasis will be prepared for employment opportunities in organizations such as museums, science centers, children's museums, national parks, and a variety of cultural institutions.
- **Youth and Adult Leadership** - UMSL's BES program with an emphasis in Youth and Adult Leadership is designed to prepare professionals who will help not-for-profit institutions and non-governmental organizations in fulfilling the educational aspects of their missions.
- **Exercise Science and Wellness** - The Exercise Science and Wellness emphasis in the Bachelor of Educational Studies program prepares graduates to seek careers that promote health, wellness, and fitness to all ages in non- school settings.
- **Social Entrepreneurship** – The Social Entrepreneurship emphasis reflects changes in the field of informal education, including greater awareness of and responsiveness to the importance of social entrepreneurship in addressing social problems, an expanded emphasis on applying entrepreneurial thinking and practices to bridge in-school, out-of-school, and life-long learning, and social innovations related to technology application, agency partnerships, and organizational development.

The Internship Experiences

The key to the BES program is the authentic experiences students have during their internships. The BES internship sites are select cultural institutions, service organizations, parks, museums, early childhood and child care facilities, afterschool youth centers, sport facilities and non-profit organizations with education centered missions. Sites are recognized for the quality of their educational programs and meet the criteria set by the College of Education. Successful internships give students valuable information in making decisions about the direction of future studies or employment.

There are **two internship experiences** – one an introductory experience at a mid-point of study and the other a culmination of the degree program. All internship assignments are expected to have experiences with an educational emphasis. Students and site supervisors work together to create a work schedule, tasks and responsibilities as outlined by the individual agency and the student's course requirements.

Introductory Internship

During the course of the semester (15 weeks) a student is onsite for a minimum of 120 hours, the equivalent of one day a week. The focus of this internship is an education- related work experience and an opportunity to:

- Demonstrate positive professional behaviors in the workplace
- Familiarize themselves with the work environment and the types of educational activities offered, along with the skills and knowledge required to be successful
- Participate in an authentic work experience and undertake projects as appropriate
- Understand and apply their learning in the internship setting and to a set of core assignments focused on learning

Capstone Internship

This internship is the culminating experience for BES students. The experience mirrors the authentic work experience of staff at the assigned site. Students are at the site for one semester (15 weeks) to complete a minimum of 480 hours, working the same hours as staff. NOTE: In some cases this may be the equivalent of two halftime assignments over two semesters. The focus of this internship is an education- related work experience and an opportunity to:

- Apply the knowledge and skills gained through the BES to a specific work environment
- Relate learning opportunities at the site to student's coursework, learning research and related literature
- Mirror the experience of an actual staff person at a site
- Understand how the site institution functions – how decisions are made, how communication flows and how the educational activities relate to the organizational structure and mission
- Develop a personal set of skills and experiences that can be beneficial to future employment
- Undertake and complete projects and assignments that are mutually beneficial to both the intern and the organization

Responsibilities

The students and the site supervisors, along with staff in the College of Education at UMSL, work together to create a work schedule, tasks and responsibilities as required by the agency and outlined in the course syllabus.

University Responsibilities

- Maintain a College and University commitment to collaboration with the internship sites
- Provide professional staff to support internship sites for the successful implementation of students' internship experiences
- Insure that students meet agreed upon qualifications required for internship experiences
- Respond promptly to any issues or concerns regarding students and the internship experience. All concerns should be directed to Pamela Blair-Bruce at blairbrucep@umsl.edu or (314) 401-7580.

Student Responsibilities

- Contact the site supervisor to arrange a date and time for an in-person interview and on that day provide a copy of the *BES Internship Agreement and Plan* to complete and sign.
- Conduct themselves as professionals at all times, serving as representatives of UMSL and the BES program
- Adhere to both the guidelines of the course syllabus and the guidelines of the internship site
- Participate fully, completing all task assigned in their internship plan
- Complete all course requirements, providing thorough reflection, feedback and documentation of their internship experience
- Complete evaluation process with site supervisor at mid-term point and end-of-term consisting of:
 - Complete and Review Time Log (Appendix A) with site supervisor
 - Complete a self-reflection essay

Internship Site Responsibilities

- Provide a supervisor at a leadership level for onsite supervision and to serve as direct liaison with the College of Education and faculty
- Meet with intern to discuss the objectives of the internship opportunity, including written job description, goals for the intern's learning, meaningful experiences and day/times schedule
- Assign students purposeful tasks to serve both the site and the student, with adequate instructions to carry out successfully
- Provide a safe and productive work area, facilitating students' opportunities to gain impactful course-related experiences
- Sign and review mid-term and end-of-term Time Log (Appendix B) with arrival and departure times
- Based upon the agreed work and performance plan, provide consistent and immediate feedback with regards to the intern's performance, and complete mid-term and end-of-term Site Supervisor Evaluation of the intern's successes and/or challenges sent by email to the Internship Site Supervisor
- Encourage interns to actively participate in the culture of the organization, including organizational meetings, professional development, on-site training, and staff routines as appropriate

Internship Timeline

WHEN	TASK	TO BE COMPLETED BY
Pre-semester	<p>Correspondence Initial placement request letter including:</p> <ul style="list-style-type: none"> • Educator candidate application • Transcript • BES Internship Handbook • BES Internship Agreement and Plan 	Erika Rose
One month into semester	Initial introductory email sent to all sites.	Pamela Blair-Bruce
Mid-semester	Mid-Semester Site Supervisor Evaluation invitation will be sent via email to Internship Site Supervisor	Pamela Blair-Bruce
Mid-semester	<p>Site supervisor will accept the emailed MyCOE invitation and complete Mid-Semester Site Supervisor Evaluation. Follow these steps:</p> <ul style="list-style-type: none"> • Email Subject: Clinical Experience Rater Invitation (Find this email!) • Click on the link in the email and authenticate your identity using Google. (If you don't have a Gmail account, you will need to create one.) • Click on "Assessment Manager" and you will see your assigned educator candidate names. <p>For all future access:</p> <ul style="list-style-type: none"> • Go to mycoe.umsl.edu • Click on the "External User Login". 	Internship Site Supervisor
On-going	If needed, instructor will follow-up with sites based on mid-term Site Supervisor Evaluation	Pamela Blair-Bruce
One week before end-of-semester	<p>End-of-Semester Site Supervisor Evaluation completed in MyCOE</p> <ul style="list-style-type: none"> • Return to mycoe.umsl.edu and log in under "External User Login" • Click on "Assessment Manager" and you will see your educator candidates 	Internship Site Supervisor
On-going	If needed, instructor will follow-up with sites based on mid-term Site Supervisor Evaluation	Pamela Blair-Bruce
Finals week	Educator candidate completes Final Presentation and turns in Time Log.	Educator candidate

Core Internship Assignments Outlined in the Course Syllabus

Introductory Internship

Assignment 1 - Description of Your Work

In describing your work, consider a number of questions that you will address in your description. What is your job? What does it entail? Who assigns you work? What are your challenges? What is your largest success so far and why was it a success? This is a “thought” activity and should be the equivalent of a 3 pagepaper.

Assignment 2 - Program Documentation

- Describe the program you presented.
- Give an overview including any planning document and notes that you used to present your program.
- Describe the results of the program
- Provide an evaluation of the program
- Describe the changes you will make when you do the program again or when you do your next program.

Assignment 3 – Site Supervisor Progress Evaluations, Self-Reflection, and Time Log

- Mid-term and end-of-term Site Supervisor Evaluation
 - Prior to mid-term, the BES Clinical Educator will send out an email invitation to the Internship Site Supervisor to complete the Mid-Term Site Supervisor Evaluation. This will be completed again for the End-of-Term Site Supervisor Evaluation. It is the student’s responsibility to make sure this gets completed by their site supervisor, and upon completion, to set up a meeting with the site supervisor to discuss and assess their progress.
- Mid-term and end-of-term Self-Reflection
 - Students will reflect on their internship and present a typewritten description that addresses the following questions: What has been your most valuable learning experience during your internship so far? Describe the challenges that you have encountered and how you have handled these challenges. Describe areas of strength and areas in need of improvement that you recognize in yourself so far. What are goals that you have for the remainder of your internship or for your Capstone internship?
- Mid-term and end-of-term Time Log (Appendix A)
 - Keep an accurate log of the hours you have worked in the internship from the day of arrival to the day internship is completed. You may use the form provided by your course instructor. This log must be verified by your supervisor at mid-term and end of semester and turned into your course instructor promptly.

Assignment 4 - Final Presentation

Present in a 5-10 minute video, PowerPoint, Prezi or presentation software a summary of your experiences at your internship agency. This is a reflective presentation so besides simply presenting what you did, you must reflect on the experience and its impact on you

Capstone Internship

Assignment 1 - Learning in the Institution

How does learning take place or is it supported by this agency? How does that relate to the mission of the organization? What is the institutional philosophy that supports the learning style and delivery (this may need to be discovered by direct observation if not spelled out?)

Assignment 2 - Consider the Literature

Review the literature and research that relates to learning in a similar environment. Select at least one article. How is the research manifest within the organization and its programs?

Assignment 3 - Educational Leadership

Select an individual at the agency who is engaged in some way with the educational mission of the organization. Interview the individual. What kind of leadership skills do they bring to the success of the organization's educational mission? What kinds of readings, learning experiences, and courses would they suggest?

Assignment 4 - Organizational Flow

How are decisions made in the organization? How are decisions about education activities and programs made and by the department or organization as a whole? How does information flow in the agency? If someone needs to find out specific information, how would they do that?

Assignment 5 – Site Supervisor Progress Evaluations, Self-Reflection, and Time Log

- Mid-term and end-of-term Site Supervisor Evaluation
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- Mid-term and end-of-term Self-Reflection
 - Students will reflect on their internship and present a typewritten description that addresses the following questions: What has been your most valuable learning experience during your internship so far? Describe the challenges that you have encountered and how you have handled these challenges. Describe areas of strength and areas in need of improvement that you recognize in yourself so far. What are goals that you have for the remainder of your internship or for your Capstone internship?
- Mid-term and end-of-term Time Log (Appendix A)
 - Keep an accurate log of the hours you have worked in the internship from the day of arrival to the day internship is completed. You may use the form provided by your course instructor. This log must be verified by your supervisor at mid-term and end of semester and turned into your course instructor promptly.



Assignment 6 - Final Assignment(s)

- Present at a final seminar at UMSL your experiences during your internship. You should use some of the ideas & material you completed in Assignments 1-4
- Turn in a time log of your work; include dates & time worked.
- Turn in a list of significant projects completed.

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We want you to know how much we appreciate and value your time, dedication and commitment to our BES internship students. As always, we invite you to contact us with any questions or concerns. We look forward to a successful partnership as we continue to prepare our students for rewarding careers in the field of informal education.

Sincerely,

Theresa Cable
Director
Bachelor of Educational Studies (BES)

Erika Rose
Student Support
Office of Clinical Experiences and School Partnerships

College of Education Clinical Experience Placement and Dismissal Policy

The following actions will be taken in cases in which community agencies or school districts request the removal of a College of Education educator candidate during any clinical experience, including agency and school placements, BES internship placements, and certification practicum placements.

1. The agency or school partner must submit a request to the Clinical Experience Office for the candidate's dismissal, including an explanation for the dismissal.
2. The educator candidate will receive an email from the College of Education Care and Concern Team, requesting a meeting to discuss the dismissal. ***If the educator candidate has been dismissed due to content inadequacy or dispositional issues, the Care and Concern Team will decide if it constitutes a dismissal under this policy, and whether or not to provide the 2nd placement allowed for, given a dismissal.***
3. The committee will decide if the practicum candidate may continue in the program by re-enrolling in following the semester, or if the candidate will be removed from the College of Education permanently, based on the [Student Standard of Conduct](#). The College of Education Care and Concern Team will determine if a referral to the [University Care Team](#) is necessary, and if so, will complete the [UMSL Care Referral Form](#).
4. The candidate ***will likely be required to drop*** the associated course for which he or she was dismissed. Refer to [The Undergraduate Study Page](#) or the [The Graduate Study Page](#) to determine when a course may be dropped with no grade, or when a grade of EX (excused), EX-F (excused but failing) will be issued at the time of dismissal. Please note that dropping or withdrawing from a course may adversely impact scholarships, financial aid, or progress toward certification/graduation.
5. If an educator candidate receives a non-passing grade of B- or lower in BES Internship 1 or BES Capstone Internship, or a non- passing grade of C - in Practicum 1 or Practicum 2, then that shall be considered one of the two allowable placements.
6. Due to the nature of agency and district partnerships, if an educator candidate decides to withdraw from BES Internship 1, BES Capstone Internship, Practicum 1 or Practicum 2, he or she must immediately contact Stephanie Koscielski, Sr. Director of Clinical Experience at koscielskis@umsl.edu to request a meeting with the Care and Concern Team prior to withdrawing from the course. Failure to make the request will result in only one more allowable placement, of the two total allowable placements. The Care and Concern Team will determine if it is in the best interest of the educator candidate to withdraw from the placement, and whether the placement that is being dropped will count as one of the two allowable placements. Additional information on dropping courses can be found at the [Registration Add/Drop/Withdraw page](#).
7. If the educator candidate is given the second placement, and is once again (a total of two times ***during their entire program***) asked by an agency or school district to be dismissed, the educator candidate will not receive a third placement, and therefore will not be able to complete the UMSL College of Education Certification or BES programs, and must drop the course in accordance with the University's drop schedule. (See #3, above.)

8. The educator candidate may appeal the committee's decision made in step #2 to the Department Chairpersons, Dr. April Register at registera@umsl.edu for teacher certification or Dr. Susan Kashubeck-West at kashubeckwests@umsystem.edu for Bachelor of Education Studies candidates.

9. The educator candidate may appeal the department chairperson's decision to Dr. Shawn Woodhouse, the Associate Dean of Student Services at woodhouses@umsl.edu.