

# **INTERNSHIP HANDBOOK**

**Education Bachelor of Arts  
Fall 2024 / Spring 2025**



Education is not a preparation for life; education is life itself.

- John Dewey

Education Department  
[www.bucknell.edu/education](http://www.bucknell.edu/education)

Note: The contents of this handbook are subject to change without prior notice. Updated 8/17/23

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## **MISSION STATEMENT**

Education at Bucknell empowers students to be critical thinkers and creative intellectual leaders in education and human services related fields. Including both disciplinary knowledge and professional preparation, our programs allow students to explore issues of equity and justice rooted in the historical, philosophical, sociological, and psychological dimensions of education as they inform practices of teaching and learning. Coursework in education thus provides students with opportunities to shape and contribute to the common good as they learn about the diverse social contexts of education. Such experiences foster the personal development of our students, as well as those with whom they will ultimately work.

## **PROGRAM INTRODUCTION AND PHILOSOPHY**

The field of education at Bucknell is viewed as a social science, and programs within the Department reflect that perspective. In education, as in any other social or natural science, effectiveness is measured in terms of the ability of practitioners to solve the problems of the discipline. The programs in professional education at Bucknell, therefore, consist of academic courses that focus on teaching systematic processes aimed at solving whatever educational problems the professional might encounter in the performance of his/her duties. The bachelor of arts degree with a major in education is designed for students who are interested in studying the process and structure of education and schooling, but who are not necessarily interested in pursuing a career in teaching.

Consequently, the faculty believes that their students need a solid background in principles and theories. Emphasis is placed on the use of research, theory, and principles as the basis for addressing various educational problems and dilemmas. This process allows students to consider the background, race, ability, motivation, and many other concerns of the children they will be instructing. Further, our program's emphasis on a theoretical approach will prepare pre-service teacher candidates for the various educational techniques and processes that they will encounter after graduation.

## PROGRAM GOALS

The overarching program goal for Bucknell certification students is to prepare inclusive practitioners to lead the classroom and the field with academic, social-emotional, developmental, and cultural competence. From a departmental perspective, our goals are aligned with the goals of the Pennsylvania Department of Education and with University goals (in parentheses).

### Education Departmental Goals (General)

Informed by a Liberal Arts perspective, students will:

1. Analyze educational policy and practice. Develop reasoning processes to connect theory and practice.
2. Engage in professional and ethical interactions with others.
3. Apply theory, question and research to promote learning and healthy development for all children and adolescents.
4. Perceive themselves as life-long learners and potential leaders who are informed Advocates for children and adolescents in diverse community and educational settings.
5. Use ongoing self-reflection to explore one's personal and professional identity in relation to educational issues.

### Majors in the B.A. Program will be able to:

1. Describe the process and structure of educational organizations. (3, 6)
2. Understand how humans learn and develop. (1, 4, 5)
3. Understand the core concepts and tools of inquiry for evaluating and producing educational research. (2)
4. Become familiar with diverse applications of educational theory. (1, 2, 3, 4, 5, 6, 7)
5. Demonstrate capacity for self-reflection and ethical reasoning. (7)

Numbers in parentheses reflect related [Educational Goals](#) of Bucknell University.

## OVERVIEW OF EDUCATION BACHELOR OF ARTS

The Bachelor of Arts in Education is designed for students who are interested in studying education as an academic field – the process and structure of education in both traditional schooling situations as well as other educational arenas of public life – but who are not necessarily interested in a career in public school teaching. Central to the bachelor of arts is the examination of the relationship between educational institutions (broadly conceived) and society, as well as deep exploration of the nature of learning and learners. The program is designed to prepare students to make original contributions to knowledge in the field through research and creative applications of theory. Students pursue further study in one of the following areas:

- **Growth, Change & Learning:** This concentration is designed for students who have an interest in fostering the academic, emotional and behavioral development of children and adolescents. Emphasis is on theoretical knowledge and practical applications of this knowledge, including implications for teaching and learning, taking into account cognitive, psychosocial and physical changes that occur over time. Students also gain exposure to a variety of theoretical orientations related to learning, including cognitive, behavioral, social, constructivist and humanistic perspectives. Graduates with this concentration may be interested in working within educational organizations, behavioral health or correctional facilities, and various social service agencies. This concentration also prepares students to enter graduate school in fields such as teaching, school psychology, applied behavior analysis and school counseling.
- **Educational Policy & Social Change:** This concentration is designed for students who are interested in studying the foundations of public education and the political environment within which schools operate. This study is both historically and sociologically grounded, with significant attention to identity development, the various ways in which students interact with educational institutions and current developments in educational policy. This concentration aims to prepare students to engage in educational policy analysis and to think critically about educational change. Those pursuing this concentration may be interested in graduate school in social foundations of education, educational policy, or a related subject area, or may be interested in entering work environments that focus on children's issues, educational inequality and educational reform.

## Education Internship Overview

At the culmination of the BA program, each student will complete an 80+hour internship. This internship is uniquely designed in collaboration with the student, your education advisor and director of professional education. The internship should integrate the BA competencies with the student's interests and future plans. All internships must be pre-approved by Professor Lockard.

- Secure an *in-person* internship
  - This is an unpaid internship
  - Our experience has been that in-person placements are more beneficial than remote. That said, you may have strong ties to a non-local organization or you may have difficulty finding an in-person placement. In those circumstances, we will work with you to ensure a meaningful remote experience.
  - An appropriate internship should relate to your concentration strand and must have a clear link to education.
  - The internship should be interactive at least in part, meaning that you will work with others to achieve a shared goal. You will need a specific site supervisor who will regularly check in with you and provide feedback and support.
  - The project should address specific BA program competencies you feel you have not yet fulfilled.
  - Your internship begins at the start of the spring semester and must be completed by the last day of classes. You are expected to complete a minimum of 80 hours.

### Internship Approval Process

1. Give the **Bucknell Education Internship Supervisor Information and Expectations** sheet to your site supervisor
2. With your site supervisor, discuss your major concentration and the competencies you wish to focus on in this internship.
3. Outline projects and tasks to meet these competencies while also contributing to the objectives of the organization
4. Complete the [internship proposal form](#)
5. Once the form is submitted, forward your responses to your site supervisor with a link to the [supervisor form](#)
6. When we have received both your responses and your supervisor's form, we will review
7. We will email you and your supervisor with our approval, or with questions to address
8. Once the internship is approved and clearances are obtained, you may begin accruing hours at the start of spring semester. Please keep a careful log of your hours using the [Internship Timesheet](#).

## Deadlines

**November 15:** Submit internship proposal

**December 15:** All clearances submitted (site-specific)

Maintain COVID test schedule (as required by site and/or university) and symptom checking (as required by placement).

## **BA Internship Contacts**

Contact	Role	Email/phone
Allison Lockard	Associate Professor	<a href="mailto:ajl026@bucknell.edu">ajl026@bucknell.edu</a> 814-777-7492
Heather Cantagallo	Director of Professional Education	<a href="mailto:hc020@bucknell.edu">hc020@bucknell.edu</a> 570-577-1934
Abe Feuerstein	Chair, Education Department	<a href="mailto:abe.feuerstein@bucknell.edu">abe.feuerstein@bucknell.edu</a> 570-577-1404

## B.A. Education Internship Preparation – Suggested Timeline

*Congratulations!* Your educational internship is a pivotal moment in your preparation for life after Bucknell. This is your opportunity to translate theory and concepts into applied experience. That's exciting!

Making the most of your internship will take some planning. Completing these tasks now will set you up for a successful experience this spring. The following stages are a suggestion to help you keep on track. The important thing is to start now, get good advice, and solidify your placement before December!

### Stage 1: Brainstorm

**Start:** Now

**Due:** Sept 30 Senior Year

**Outcome:** A list of at least 3 *possible* placements

**Process/Notes:** You don't need to know if your ideas are totally viable yet. When brainstorming your list of potential internships, some placements may be obvious choices. Perhaps you already know the age group, setting, or field you want to explore. Allow yourself to get creative at this stage, however. Your internship might provide an opportunity to try out a lurking specter of an idea or a side interest that you have always wanted to pursue. If it is clearly relatable to education and your concentration, it's on the table to discuss! Reach out to friends and peers who have completed a BA internship in the past as a way to get ideas about the possibilities. You may also schedule an appointment with Heather Cantagallo to discuss internship options if you are having difficulty brainstorming on your own.

### Stage 2: Paring down the Options

**Due:** Oct 15

**Outcome:** 1 or 2 options to pursue seriously.

**Process/Notes:** Start to thoroughly research some of your possibilities. What are some potential sites? Who are the contacts there? Who could serve as your supervisor? What can you learn about the sites on-line or through others? What obstacles, challenges, or questions do you need to address? To meet this outcome, you will need to have completed enough research to know where you could/would like to go, who to contact, and what your goal might be for that placement.

### Stage 3: Making Contact/Solidifying your Internship

**Due:** Oct 31



**Outcome:** Contact with potential sites, possible match

**Process/Notes:** During the first two weeks of October, ***schedule an appointment with the director*** (sign up using her Google calendar). Heather can help you identify additional sites if needed, discuss how to make contact with potential supervisors, as well as organize logistics. Then you can start making contact and solidifying your internship! During advising week, you will be able to share your plans with your advisor for further feedback.

**GOAL – CONFIRMED INTERNSHIP PLACEMENT no later than November 15**

This includes having completed internship proposal forms. Use the links below.

**Education Internship Proposal - Student:** <https://forms.gle/4NYou7zZ8Bdtw7yL9>

**Education Internship Proposal - Supervisor:** <https://forms.gle/Tnemp6TLi1bEY4hJ8>

**Stage 4: Logistics and Clearances**

**Start:** As soon as you confirm your placement

**Due:** December 15

**Outcome:** Prepared and ready to start your internship

**Process/Notes:** You will need to know what ***clearances*** are necessary for your placement. These vary, and sometimes take a long time to process. The sooner you begin the better! You may have other paperwork or tasks to complete depending on your site. Also consider scheduling, transportation, and other impacts. You will be busy – and time management and self-care will be essential! We are here to help – please reach out.

**Logistics checklist:**

- ☐ Schedule of when you'll be onsite
- ☐ Transportation plan
- ☐ Clearances and any other paperwork (ex. Letter of good standing, transcript, etc.)
- ☐ Initial communication with supervisor asking for them to complete Internship Proposal Form - Supervisor
- ☐ Ask the supervisor about dress code, parking, etc.
- ☐ Communication plan for absences, schedule changes

**Start Internship:** You should begin your internship during the first week of the spring semester.

## INTERNSHIP AT A GLANCE

September of Senior Year	<ul style="list-style-type: none"> <li>• Brainstorm ideas for your internship</li> <li>• Review handbook</li> <li>• Attend BA internship luncheon</li> </ul>
October	<ul style="list-style-type: none"> <li>• Meet with Director of Professional Education</li> <li>• Pair down options and begin to reach out to sites</li> <li>• Solidify plan and submit proposal (Google form) by 10/31</li> </ul>
November	<ul style="list-style-type: none"> <li>• Confirm internship placement by 11/15</li> <li>• Supervisor submits form by 11/15</li> </ul>
December	<ul style="list-style-type: none"> <li>• Meet with the site supervisor to discuss logistics (appropriate attire, parking, entering the building, schedule, start date, contact information, etc.)</li> <li>• Obtain and submit all required clearances by 12/15</li> </ul>
January	<ul style="list-style-type: none"> <li>• Begin internship the first week of classes</li> <li>• Submit internship placement weekly work schedule</li> <li>• Attend EDUC425 course seminar (3 hour seminar/weekly)</li> <li>• Begin portfolio (this is introduced in your course seminar)</li> </ul>
February	<ul style="list-style-type: none"> <li>• Attend EDUC425 course seminar (3 hour seminar/weekly)</li> <li>• Work on portfolio</li> </ul>
March	<ul style="list-style-type: none"> <li>• Attend EDUC425 course seminar (3 hour seminar/weekly)</li> <li>• Work on portfolio</li> </ul>
April	<ul style="list-style-type: none"> <li>• Attend EDUC425 course seminar (3 hour seminar/weekly)</li> <li>• Finish BA portfolio</li> <li>• Present portfolio at Bucknell Social Science portfolio event</li> <li>• Finish up at site; communicate clear in advance with supervisor your last day of internship</li> <li>• Submit your evaluation of your internship site</li> <li>• Supervisor submits evaluation of you as an intern</li> <li>• Turn in signed log documenting 80 hours completed</li> <li>• Submit mileage form for reimbursement</li> </ul>
May	<ul style="list-style-type: none"> <li>• Send a thank you note to your internship site and site supervisor</li> <li>• Evaluation forms</li> </ul>

## CLEARANCE INFORMATION

Clearances are a critical part of the field experience process and must be on file with the Education Department prior to the start of the semester. Not all internships require clearances and some sites may have different requirements. It is your responsibility to confirm requirements with the site. Candidates must be aware that they may not be able to obtain clearances for many violations or crimes; in that case they will not be allowed into schools and potentially other sites.

Please see the Clearance Summary in Appendix H. All required clearances must be uploaded prior to the first day on the internship site.

Clearances are important personal documents, and it is your responsibility to manage them. You must retain digital copies in a secure and accessible format for your use. You must keep this portfolio in a safe and accessible location in order to present clearances to placement sites upon request.

Mandated Reporter training is also required of many internship students:

- (<https://www.reportabusepa.pitt.edu>)
- The three-hour training is self-paced, and can be done in multiple sessions
- Save the certificate provided at the completion of training. Upload a copy into the clearance Google form and retain a copy (both digital and physical) with your other clearances.

## **RESPONSIBILITIES OF BUCKNELL STUDENTS IN THE INTERNSHIP PROCESS**

Student responsibilities include:

1. Read the Bucknell University Education Department BA Internship Handbook
2. Develop and deepen professional skills including: clear, consistent, and prompt communication; professional demeanor, dress, and language; honesty and integrity; openness to feedback.
3. Obtain all clearances (if applicable) prior to the first day of the course with the corresponding placement.
5. After receiving confirmation of placement assignment, students will contact the Mentor to:
  - a. Confirm the placement
  - b. Confirm starting date
  - c. Verify expected arrival and dismissal times
  - d. Discuss pertinent schedules, policies, and procedures (ex. Parking, dress code)
  - e. Thank the Mentor for the opportunity
6. Students are responsible for their own transportation to and from placements. See Appendices E and F for more information about transportation.
7. Students should communicate openly and regularly with the Mentor, asking clarification where needed and seeking to understand the reasons behind what is observed in the classroom or at the school.
8. Students must maintain a timesheet (see Appendix B) for the internship. Obtain the supervising signature at the conclusion of the internship.
9. At the end of the semester students must complete a Field Experience Evaluation and write a thank-you note to the Mentor.

**Complete the Field Experience Evaluation:**

<https://forms.gle/VFEPRaW1McuEY2ex5>

## BUCKNELL SUPERVISOR ROLES AND RESPONSIBILITIES

In a general sense, the job of the Bucknell supervisor is to:

- Enhance the quality of what is learned by the intern by helping him/her to assume increasing responsibility for educational decision-making.
  - The intern needs experience and guidance in exercising independent judgment, carrying out the plans, and assessing the results. As the experience progresses, and with the guidance of the Bucknell supervisor and the mentor, the student teacher begins to assume more responsibilities.
- Urge students to solve problems creatively.
  - Help student teachers analyze problem situations, pose alternatives and help the student to choose among these, and evaluate the course of action that was selected.
  - Encourage students to consider and weigh alternative approaches to problems rather than give them a single rule or method of response.
- Evaluate each student's needs.
  - Recognize students' variability in background, academic ability and interests.
  - Help students capitalize on their strengths and remedy deficiencies, starting "where the student is" and moving with him/her as far as possible.
- Complete administrative tasks associated with the internship.

## SITE SUPERVISOR ROLES AND RESPONSIBILITIES

### General Information:

- This is an unpaid internship totaling at least 80 hrs.
- An appropriate internship should relate to the intern's concentration strand and must have a clear link to education.
- The internship must be interactive at least in part, meaning that the intern will work with others to achieve a shared goal.
- The project should address specific Bucknell Education program competencies the intern has chosen as items of focus.
- As part of the supervision process, interns will meet with their on-site supervisor bi-weekly at minimum to discuss the internship, their progress towards shared goals, and

their overall experience. Students also process their internship experience as part of the seminar course they are completing with their campus supervisor.

### **Supervisor Expectations:**

- Meet with the prospective intern to determine viable projects
- Complete Supervisor Google Form
- Create and maintain a bi-weekly meeting schedule with the intern for progress check-ins, feedback, and coaching
- Periodically check-in with University faculty to discuss how the student is doing on internship
- Complete an evaluation of the student at the conclusion of the internship

Student Internship Evaluation - please complete the google doc

<https://forms.gle/iRXcR2vStKzABdr16>

### **Internship Approval Process:**

1. The intern will discuss their major concentration and focus competencies with you to find mutually beneficial project opportunities.
2. The intern completes the [internship proposal form](#), forwarding their responses to you with a link to the [supervisor form](#).
3. When we have received both completed forms we will review
4. We will email both intern and supervisor with our approval, or with questions to address
5. Once the internship is approved, the intern may begin accruing hours.

### **Education B.A. Competencies:**

Students who complete the B.A. in Education will:

- Understand the process and structure of educational organizations
- Understand theories of how humans learn and develop
- Understand the core concepts and tools of inquiry for evaluating and producing educational research
- Understand diverse applications of educational theory
- Demonstrate capacity for self-reflection and ethical reasoning

### **INTERNSHIP: ADDITIONAL EXPECTATIONS**

Bucknell certification candidates are expected to become an integral part of the internship site. They are expected to attempt to make a real contribution to the educational programs in which they participate. They should, therefore, assume and accept any and all responsibilities that are commensurate with their roles as interns.

## **ABSENCES**

Occasionally, you will have legitimate reasons for missing a day of your internship such as illness, job interviews, or family emergencies. Apart from these circumstances, you are expected to be present daily at your assigned locations.

Absences for job interviews or other non-health related matters should be cleared with the Bucknell supervisor and mentor at least two weeks prior to your anticipated absence.

Absence for an illness requires documentation from Student Health Services.

In the event of unanticipated absences due to illness or family emergency, you are expected to call both the Bucknell supervisor and the supervisor early in the morning (prior to the beginning of the school day) to inform them.

## **TRANSPORTATION**

Candidates are responsible for arranging their own transportation to and from the student teaching placement. Drivers may be reimbursed for mileage at the rate established by the University. See Appendix F.

## **MEALS**

Since you may be off campus during the day, you will need to consider arranging for your lunch. Meals may be purchased at the respective schools or, if you have a meal plan, you can make arrangements with Dining Services to take lunch with you.

## **TERMINATION OF INTERNSHIP**

A candidate may be removed from a placement for a number of reasons including but not limited to the following: excessive absences, failure to make adequate progress, failure to follow the recommendations of the Bucknell supervisor, failure to follow the recommendation of the supervisor, lack of preparation, and failure to follow organization rules or procedures. In the event that a university student is removed from the internship, there is no guarantee that the student will graduate on time.

## GRADING

Please refer to the EDUC 425 syllabus for grading information.

## PORTFOLIO ASSIGNMENT

During your internship semester, you will be asked to demonstrate a variety of competencies. Your portfolio will be one explicit way of demonstrating to yourself, your Bucknell supervisor, and to prospective employers that you possess the skills and abilities required for certification in a variety of competency areas. The education departmental goals and competencies provide a framework for you to organize and represent your growth throughout your participation in the Bucknell education program. Your portfolio should document the evolution of new understandings in these areas over time, in single accomplishments, and in your own reflections about your learning. Use the Bucknell Digication platform for your electronic portfolio. A template can be found [here](#).

### Portfolio Format Guidance:

The completion of this portfolio, a required component of the B.A. in Education, offers evidence that you possess the following requisite knowledge and skills that the Education Department has determined are the essence of a B.A. in Education.

The B. A. in Education Program is built around five areas of competency:

1. Social and Organizational Theories
2. Psychological Theory
3. Research and Evaluation
4. Application
5. Personal and Ethical Development
6. Equity and Social Justice

These five competency areas provide a framework for you to organize and represent your growth as a professional throughout your participation in the B. A. in Education program. The portfolio should document the evolution of new understandings in these areas of competency over time, in single accomplishments, and in your own reflections about your learning.

The following three questions are meant to serve as a guide for you in the process of developing your Program Portfolio:

1. *How does your portfolio make public your understanding of who you are as a professional?*
2. *How does your portfolio demonstrate that you have taken the five competency areas and made them your own in your daily professional practice?*



*3. How does your portfolio represent your growth in relation to the each of the five areas of competency?*

Frequently asked questions about creating a Program Portfolio:

*1. What goes into my Portfolio?*

The Bucknell B. A. in Education Program Portfolio is comprised of artifacts, each accompanied by a written reflection. There are many types of artifacts that you may choose to include. Artifacts particular to the internship can include work products produced by the intern (e.g., letters, memoranda, brochures, fliers, web pages, instructional materials) or documentary evidence produced by others that attests to the effectiveness of the intern's work (e.g., letters from students or parents). Additionally, excerpts from the specialty area examination and internship report can be posted as artifacts attesting to mastery of individual competency areas.

Artifacts from other courses may include papers and projects, written feedback from instructors, field experience journals, and samples of children's work completed in associated tutoring programs, to name just a few possibilities. Written work from previous courses can be especially suitable for use in documenting mastery of educational, developmental, and organizational theories, as well as skills in research and assessment.

In addition to the artifacts and reflections that you develop individually, your Portfolio must also include a Preface.

- Your Preface should be a thoughtful essay located on the 'Home Page' of your portfolio, designed to accomplish the following purposes:
  - Introduce your Portfolio and provide a rationale for why you chose to organize it as you did, and
  - describe how you have addressed each of the five competency areas(although some may receive more attention than others) and the progress you have made with respect to each goal as you have gone through the program.

Your adviser may provide additional instructions to help you complete these required components. Additionally, you will work with other students and with your supervisor to develop ideas about what kinds of materials might be most effective in proving your proficiency in each of the competency areas. With the addition of your resume, transcript, and clearances in the front (if applicable), your Portfolio should be ready to show employers as you interview for potential employment opportunities.

*2. How should I organize my Portfolio?*

How you organize your Portfolio is an individual decision that you may consider (and reconsider) throughout your time at Bucknell. Criteria used to develop an organizational structure or strategy include creative representation of who you are as a professional, depth of reflection on your program experiences, clarity of expression, richness of

connections between the various sections/artifacts in your Portfolio, and a sense of the direction that you will take in your future professional development. Some students might choose a metaphor or visual image to use as an organizational tool that describes their teaching and still others might use the Program Competencies to organize their work. The general, guiding consideration in organizing your Portfolio is that it helps you make public who you are as a professional, and helps you demonstrate your growth and accomplishments relative to the five competency areas. (Remember that the rationale for how you have chosen to organize your Program Portfolio should be explained and elaborated upon in your Preface.)

### *3. What are artifacts? Where do they come from?*

An artifact can be virtually anything that represents some aspect of your professional growth and development as a professional. Artifacts may be things that are “produced” by you or things that are “found” in your internship (e.g. a piece of student work or a note from a parent). Other examples of artifacts may include papers written for education or other classes, selected journal entries, notes from observations of you or by you, video or audio tapes accompanied by transcripts of relevant passages, and photographs or any other representation of your professional growth.

### *4. How many artifacts should I include?*

A minimum of 2 artifacts are required for each area of competency to **demonstrate evidence that you possess the knowledge and skills associated with each competency area.**

As you choose artifacts, consider what you need to include in order to create a rich and detailed picture of who you are as a professional, and how this representation might also demonstrate the extent to which you have met the competency goals of Bucknell’s B. A. in Education Program. Your supervisor will give you feedback on this question (and others, of course), as you develop your Program Portfolio.

### *5. How do I reflect on an artifact? What makes a reflection good?*

It is crucial that your reflections go beyond simply describing the source or nature of the artifact to which they are attached. A good reflection begins with such a description as an introduction or identification of the artifact, but then goes on to delve more deeply into the meaning and significance of the artifact as a representation of your professional practice. Focus on why you decided to include this particular artifact, what you want readers to see by looking at your experience through the lens of this object. Consider each reflection a thoughtfully crafted explanation of the rationale for including the relevant artifact, particularly in relation to the five areas of competency. The length of these reflections may differ according to the artifact (some may require more explanation than others), but one to two pages would be an appropriate length.

### *6. When should I start working on my Portfolio?*

Start to formalize your Portfolio during your senior year when you are completing your internship. It is important to have work from all stages of your development as a professional, beginning with classes you have taken in Education or in other disciplines, and culminating in work created and used during your internship. Gathering these artifacts and beginning to reflect on them, as well as thinking about how to structure and organize your Portfolio is an ongoing task.

#### *7. How will my Portfolio be assessed?*

In assessing your Program Portfolio, program faculty and supervisors will examine the extent to which you (1) provide the reader with a clear rationale for why you have organized and presented your Portfolio in the way that you have; (2) address the five areas of competencies; (3) show growth and creative risk-taking; (4) demonstrate your awareness of the complexities of the field through in-depth reflection on your professional practice; and (4) articulate a vision of professionalism which is coherent and consistent across the various components of your Portfolio.

#### *8. Who will see my Portfolio?*

Your faculty supervisor and adviser (these may be the same person for some individuals), your internship site supervisor, and other interns in your seminar will be the primary audience for your Portfolio. Once you have completed your Portfolio, we will ask for a digital copy of your work to keep on file in the Education Department as documentation of your completion of this aspect of the Bucknell B. A. in Education Program. This becomes the official record of your work in the program and may be shared with supervisors, other faculty members, or members of state or national accreditation teams as a part of our effort to reflect on and improve the program. In addition, there is a Portfolio Exhibition that will take place near the end of the internship semester. During this Exhibition you will be expected to be available to display and explain the contents of your Portfolio to members of the Education Department, other students, and potentially internship site supervisors.

See Appendix A for the Portfolio Evaluation Rubric

## APPENDIX A: Portfolio Evaluation Rubric

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### Portfolio Evaluation Rubric

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Name of Student: \_\_\_\_\_

Concentration Area: \_\_\_\_\_ Semester/Year \_\_\_\_\_

The completion of this portfolio, a required component of the B.A. in Education, offers evidence that you possess the following requisite knowledge and skills that the Education Department has determined are the essence of a B.A. in Education. A minimum of 2 artifacts are required for each competency to **demonstrate evidence that you possess the following knowledge and skills:**

<b>1. Understand the process and structure of educational organizations</b>	<b>Artifacts</b>	<b>Reflection</b>	<b>Competency <u>Not Met</u></b>	<b>Competency Met</b>
Students will demonstrate their understanding of the structure and functioning of the educational system and its relationship to other facets of society. The social and organizational theories incorporate perspectives drawn from an array of disciplines including sociology, anthropology, history, philosophy, and law.				
<b>2. Understand theories of how humans learn and develop</b>	<b>Artifacts</b>	<b>Reflection</b>	<b>Competency <u>Not Met</u></b>	<b>Competency Met</b>
Students will demonstrate their understanding of theories pertaining to how humans learn and develop. Psychological theory includes perspectives from educational, developmental, and social psychology.				
<b>3. Understand the core concepts and tools of inquiry for evaluating and producing educational research</b>	<b>Artifacts</b>	<b>Reflection</b>	<b>Competency <u>Not Met</u></b>	<b>Competency Met</b>
Students will demonstrate their understanding of the core concepts and tools of inquiry for evaluating, understanding and using educational research. Evidence may include both quantitative and qualitative research methods.				
<b>4. Understand diverse applications of educational theory</b>	<b>Artifacts</b>	<b>Reflection</b>	<b>Competency <u>Not Met</u></b>	<b>Competency Met</b>
Students will draw upon theoretical understandings to examine educational settings and to address problems of practice.				
<b>5. Demonstrate capacity for self-reflection and ethical reasoning</b>	<b>Artifacts</b>	<b>Reflection</b>	<b>Competency <u>Not Met</u></b>	<b>Competency Met</b>
Students will demonstrate familiarity with relevant professional standards of ethics and draw upon these standards to inform their decisions.				

<b>6. Understand the importance of equity and social justice in education</b>  The student will understand the importance of creating inclusive environments, exploring biases, and examining systemic discrimination in educational settings.				
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This portfolio is an attractive, creative representation of you as a professional person, whether entering the work world or graduate school.

\_\_\_ Not Met      \_\_\_\_\_Met

**APPENDIX B: Bucknell University**  
**EDUC 425**  
**Internship Timesheet**

**Name:** \_\_\_\_\_

**Semester:** Spring 2022

**Course:** EDUC 425

**Total Number of Hours Completed:** \_\_\_\_\_

Internship Week	Daily Completed Schedule for the Week (e.g. Tues. 8-12:30)	Total Hours Accumulated for the <u>Week</u>	Total Accumulated Hours for the Internship
Week 1 Dates:			
Week 2 Dates:			
Week 3 Dates:			
Week 4 Dates:			
Week 5 Dates:			
Week 6 Dates:			
Week 7 Dates:			
Week 8 Dates:			

Week 9 Dates:			
Week 10 Dates:			
Week 11 Dates:			
Week 12 Dates:			
Week 13 Dates:			
Week 14 Dates:			
Week 15 Dates:			

**Site Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDIX C: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Or you may contact us at the following address:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C.

<https://www2.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html> (8.25.21)



## **APPENDIX D: LIABILITY INSURANCE INFORMATION**

### **Statement on Professional Liability of Student Teachers and Education Majors**

School Districts and their personnel are responsible for ensuring the safety and protection of students. Teacher education candidates completing field experiences or student teaching may be accused of negligence or other wrongdoing if an accident or injury occurs to a student in their care. The fact that the candidate does not believe s/he did anything wrong will not necessarily prevent such an accusation from being made. Careful and well-intentioned people find themselves involved in lawsuits.

Bucknell University's general liability (GL) coverage DOES extend to students who are serving in an internship capacity within the scope of their academic requirements. For further information on the university's coverage or to obtain a Certificate of Insurance (COI), contact the university's Director of Risk Management and Insurance.

Students may purchase professional liability insurance on their own if they choose to do so. Many professional organizations offer students such liability coverage as a benefit of membership. Securing liability insurance is a simple process.

- Liability insurance may be purchased through any appropriate insurance carrier.
- You may contact your family's insurance company and ask about a "rider" covering this form of liability. These typically cost \$25 to \$100.
- You can go on-line through the professional organizations AAE, KEYTA, PSEA, CEC, MENC, etc.
- Student AAE membership [www.aaeteachers.org](http://www.aaeteachers.org) includes \$2 million liability insurance for an annual fee of \$25.
- Student KEYTA membership [www.keyta.org](http://www.keyta.org) includes \$2 million coverage for an annual fee of \$30.
- Student PSEA membership [www.psea.org](http://www.psea.org) includes \$1 million liability insurance (1-year membership = \$30, 2-year membership = \$53, 3-year membership = \$73, and 4-year membership = \$90).

## APPENDIX E: TRANSPORTATION

Students are responsible for arranging their own transportation to and from field placements and student teaching sites. The Director of Professional Education (DPE) will make strategic placements, provide suggestions, and support students as possible, but field experience is a vital component to the teacher preparation program as well as the individual courses requiring fieldwork. Students are expected to find solutions to transport problems.

**If a student driving a non-Bucknell vehicle to or from a field placement or student teaching site is in an accident, the university's automobile insurance will not cover any property damage or personal injury (including to passengers in the student's or other vehicles), regardless of who caused the accident. Students should understand the terms of their personal automobile insurance policies prior to undertaking such travel.**

In some cases, students may request transportation accommodations through the Education Department, including a driver/Bucknell vehicle reservation. Specific needs should be discussed with the DPE.

The Education Department will reimburse students for transportation costs associated with their attendance at assigned field placement and student teaching sites. Forms to report details of destinations and mileage can be found on the department website or in the Education Office.

Completed forms must be submitted to the Academic Assistant to obtain reimbursement. Claims for transportation reimbursement must align with records of assigned field placements maintained by the DPE/Supervisor and/or Department Chair.

## Appendix F: Mileage Log

Students are responsible for arranging their own transportation to and from the internship site. If two or more students are traveling together in one car, the driver will be reimbursed for mileage at the rate established by the University.

### Mileage Log

	Date	Miles	Notes/Comments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

	Date	Miles	Notes/Comments
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
<b>Total Miles:</b>			

<b>Name:</b> _____ <b>BUID#</b> _____
<b>Reason for Driving</b> _____
<b>Destination:</b> _____
<b>Reimbursement choice:</b> <input type="checkbox"/> <b>Direct Deposit</b> <input type="checkbox"/> <b>Check to Campus Box</b> <input type="checkbox"/> <b>Check to Home Address</b> <i>(If you are not already signed up for Direct Deposit see Academic Assistant for form)</i>

**\*\*Completed forms must be submitted to the Academic Assistant to obtain reimbursement. Claims for transportation reimbursement must align with records of assigned field placements maintained by the DPE/Supervisor and/or Department Chair.**

## APPENDIX G: CODE OF CONDUCT

### PDE Code of Professional Practice and Conduct for Educators

#### § 235.2. Introduction.

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
- b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
- c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
- d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

#### § 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student. Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

#### § 235.5a. Commitment to students.

a. The primary professional obligation of educators is to the students they serve. b. In fulfillment of the commitment to students, educators:

1. Shall exercise their rights and powers in good faith and for the benefit of the student.
2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
3. Shall not sexually harass students or engage in sexual misconduct.
4. Shall exert reasonable effort to protect students from harm.
5. Shall not intentionally expose a student to disparagement.
6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
  1. the nature, purpose, timing and amount/extent of the communication;
  2. the subject matter of the communication; and
  3. whether the communication was made openly or the educator attempted to conceal the communication.

#### § 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.





In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>

## Appendix H: Clearances Summary

Please check with your internship location to determine which clearances are required and the process/timeline for submitting them. If you need help, please contact Heather Cantagallo [hc020@bucknell.edu](mailto:hc020@bucknell.edu) ACET 203

Type of Clearance	Related Links/Notes	Check when submitted for internship
<b>ACT 151 PA Child Abuse History Clearance</b>	<a href="https://www.compass.state.pa.us/cwis/public/home">https://www.compass.state.pa.us/cwis/public/home</a> <ul style="list-style-type: none"> <li>→ Create individual account (When it asks for a Keystone ID – you can make it whatever you wish)</li> <li>→ You will need to know the address for ALL of the places you have ever lived.</li> <li>→ Use campus address</li> <li>→ You may get immediate access to your results, or the status of your results if your results cannot be processed immediately. You must include your social security number to have immediate access.</li> <li>→ You will receive an email when the results of your background check are available. SAVE that email! Go back to the site to retrieve your actual certificate, SAVE it electronically</li> <li>→ Reason - "volunteer having access to children"</li> <li>→ Cost is \$13 (no code)</li> </ul>	
<b>ACT 34 PA Criminal History Record Check</b>	<ul style="list-style-type: none"> <li>→ Go to <a href="https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/Electronic-Submission.aspx">https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/Electronic-Submission.aspx</a></li> <li>→ Click on "New Record Check - (Volunteers Only)".</li> <li>→ After accepting the terms, you will choose to complete an individual request.</li> <li>→ The volunteer organization's name is Bucknell University.</li> <li>→ Enter your name, address, email and phone number.</li> <li>→ When you are ready to print, double click on "Control #" and then click the blue "Certification Form" link. Print as a PDF to save for your records and upload</li> <li>→ Cost \$22</li> </ul>	
<b>Act 114 FBI Criminal History (Fingerprint)</b>	<ul style="list-style-type: none"> <li>→ IdentoGO <a href="https://www.identogo.com/services/live-scan-fingerprinting">https://www.identogo.com/services/live-scan-fingerprinting</a> 147 Campbell Mill Rd, Lewisburg (looks like you are pulling into Taylor Automotive)</li> <li>→ Register online before going</li> <li>→ Service code: 1KG6RT (you will get an email after with a UEID #)</li> </ul>	
<b>TB Test</b>	Student Health Services can do this for you. You will need to be able to go back to be checked 24-48 hours later. 570-577-1401	
<b>Covid Vaccine</b>	Still required in preschool settings (can also test weekly)	
<b>Mandated Reporter Training</b>	<ul style="list-style-type: none"> <li>→ GO to <a href="http://www.pacwrc.pitt.edu/">http://www.pacwrc.pitt.edu/</a></li> <li>→ Click "Recognizing and Reporting Child Abuse" (1st blue background box on left)</li> <li>→ Click "Register" and make an account. You'll be given a username and password. Use the given credentials to log in</li> <li>→ Launch the course and get started Each slide is timed, so you won't be able to just click through</li> <li>→ Some slides require you to go to links or read through documents before you can move on</li> <li>→ There is a quiz at the end of each section</li> <li>→ You can save and quit to return to the course later, so you don't have to do the whole 3 hours at once.</li> </ul>	
<b>Other</b>	Please let Heather know about any additional clearances you are asked to provide!	



## Appendix I: Past BA Internship Projects/Locations

(Contact person listed when available)

Autism Diagnostic Evaluations Resources & Services (ADERS); Steve McAnaney  
Bluebird Atelier  
Bridges Baltimore; Yasmin Boakye  
BU Athletics; Jon Terry  
BU Athletics; Todd Newcomb  
Bucknell Athletics Department  
Bucknell Center for Social Science Research  
Bucknell Football  
Bucknell University - Admissions  
Bucknell University- Athletics Communications  
Bucknell University International Student Services  
Bucknell University - United We Learn Program  
BU EDUC Dept (After-School Program Design); Ellen Amarante  
BU EDUC Dept (Forest School Research); Ellen Amarante (& Janet VanLone)  
BU EDUC Dept (Peer Mentoring Program); Ellen Amarante  
BU EDUC Dept (Project Management); Ellen Amarante  
BU EDUC Dept (United We Learn); Ellen Amarante  
BU Football; Vincent Giacalone  
BUild Together, Ellen  
BU ISS; Jennifer Figueroa  
BU L&IT; Brandon Karcher  
Center for Black Educator Development  
Center For Black Educator Development (CBED); Brandon White  
Chickering Elementary School; Donna Power  
Children's Museum; Lindsey Walter  
Crossroads  
Crossroads for Kids; Elvira Teixeira  
CSIU speech; Kaitlyn Hall  
Donald Heiter Community Center  
Geisinger Autism and Developmental Medicine Institute  
Growing Greener; Mick Smyer  
Heiter Center  
Heiter Center; Billie Levitan Assistant Director  
Lewisburg Children's Museum  
Mifflinburg School District (Guidance) - Laura Kerstetter  
Miller Center <https://millercenterlewisburg.com/>  
Milton School District (Guidance); Kim

Mud Club  
Perkins School for the Blind  
Research with Janet  
Seed Foundation  
SEL; Ellen  
Stroehmann  
Susquehanna Valley Mediation; Susan Jordan  
Susquehanna Valley Mediation (SVM)  
Transitions (Lisa Eroh)  
Union County Children and Youth Services (Lisa Musser)  
Vision Specialist Kevin Donner  
York Preparatory School; John Beich

### Other ideas to consider:

ADERS - Autism Diagnostic Evaluations Resources & Services  
Adult Education  
Autism Center at Geisinger  
BCBA  
Children's librarian  
Corrections Education  
Counselor  
English Language Learner programming  
Fern School Milton  
<https://certified.natureexplore.org/buffalo-valley-recreation-authority/>  
<https://csgonline.org/csg-sunbury-bakery/> (social work/counseling)  
<https://donaldheiter.org/>  
<https://www.adersinc.org/>  
<https://www.csiu.org/>  
<https://www.lewisburgchildrensmuseum.org/>  
<https://www.rivervalleynaturenschool.org/>  
Museum Educator  
Outdoor classroom design  
Outdoor Education  
Recreation Therapist  
Robotics education  
SLP  
Social-emotional curriculum (Zones of Regulation)  
Social Worker  
Teacher of the Deaf  
Teacher of the Visually Impaired