

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: EDU 620 CREDIT HOURS: 3

I. TITLE: Internship in Environmental Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Student spends a directed amount of time working under the supervision of a selected environmental educator. This may be in formal and non-formal settings. May be taken concurrently with EDU 660 if experience and length of internship merits additional credits.

Prerequisite: None

III. COURSE OBJECTIVES:

Class activities center on the attainment of the objectives listed below. Curriculum connections will be made with Kentucky Academic Standards. Following each objective and enclosed in parentheses are numbers which reference the Kentucky's Teacher Standards (KTS) and the North American Association for Environmental Education's Standards (NAAEE) in "Guidelines for the Initial Preparation of Environmental Educators." This course provides students with:

- A. a special opportunity for students to gain insight, additional knowledge, and skills in a variety of environmental education programs. (KTS 1, 3, 4, 6, 10/ NAAEE 1, 2, 3, 4, 5, 6);
- B. an experiential side to the preparation of professional environmental educators through specific work assignments and responsibilities. (KTS 1, 2, 3, 4, 5/ NAAEE 1, 2, 3, 4, 5, 6,).

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by having students collect data or journal with regard to ecosystems, change over time, or environmental problem solving. They then reflect and formalize this in three formats, through the written word that may include poetry, prose, or scientific documenting, and then provide a visual record through photography or other artistic forms to complete the process.

The EPSB themes that are addressed include "diversity," "literacy," and the "achievement gap." Diversity is addressed through connecting the need for human diversity through modeling this through ecological diversity that states the "health of an ecosystem is directly related to the amount of diversity displayed by the ecosystem."

Literacy and achievement gaps are all connected to the research in the field and practice students have in the field through hands-on-minds-on activities that show how environmental education as a theme (Environment as an Integrating Context, EIC) impacts in a positive and significant way the outcomes of students in classroom and test score performance. This process also enables students to become civically engaged and connect on a broader and more global basis.

IV. CONTENT OUTLINE:

Depends on the nature of the internship placement and the organization where the intern is placed.

V. INSTRUCTIONAL ACTIVITIES:

Beyond the direct of the experience of work side by side with a professional environmental educator, includes individual consultations, opportunities for attending special meetings and conferences, and research.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Due to the experiential nature of the internship, the activities involved will be hands-on and related to the on-going process of preparing and delivering instruction and programming in environmental education. Therefore the nature of the internship is entirely laboratory based.

VII. TEXT(S) AND RESOURCES:

Resources are provided to the student when necessary to support the task at hand.

VIII. EVALUATION AND GRADING PROCEDURES:

Interns will be assigned to a facility and in conjunction with the organization accepting the intern they will work with the person and the Center for Environmental Education to develop specific objectives and performance standards for the individual. No specific textbook is used in internships.

The grade for the student is determined jointly by the supervising faculty member and the supervising environmental education professional under whom the student is working.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu.