DEPARTMENT: ECE       COURSE NUMBER: EDU 620       CREDIT HOURS: 3

I. TITLE: Internship in Environmental Education

II. CATALOG DESCRIPTION: 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.

III. PURPOSE: The purpose of this course is to provide students with the opportunity to work and mentor with a professional environmental educator.

IV. COURSE OBJECTIVES: The behaviors indicated below are reflective of but not limited to those advocated by the Kentucky Education Reform Act guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. Following each objective and enclosed in parentheses are numbers which reference the Kentucky’s Experienced Teacher Standards (ETS) 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:

1. a special opportunity for students to gain insight, additional knowledge, and skills in a variety of environmental education programs. (ETS 1, 2, 4, 5/NAAEE 1, 2, 3, 4, 5, 6)

2. an experiential side to the preparation of professional environmental educators through specific work assignments and responsibilities. (ETS 1, 2, 3, 4, 5/NAAEE 1, 2, 3, 4, 5, 6)

The COE 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.

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2 North American Association for Environmental Education, a specialty group member of the National Council for the Accreditation for Teacher Education (NCATE)
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.

V. CONTENT OUTLINE:
Depends on the nature of the internship placement and the organization where the intern is placed.

VI. 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.

VII. 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.

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

IX. 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 CEE 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 faculty member, and the supervising environmental education professional under whom the student is working.

X. ATTENDANCE POLICY: This course adheres to the policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY: This course adheres to the policy published
in the current *MSU Graduate Bulletin.*

XII. **TEXTS AND SELECTED REFERENCES:**
No specific textbook is used in internships. Resources are provided to the student when necessary to support the task at hand.

XIII. **PREREQUISITES:** NONE.

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.