



2022

Shafer Historical Museum Educator Intern

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COLLEGE OF THE ENVIRONMENT



Internship Title: Shafer Historical Museum Educator/Docent

Student Name: Caroline Fillman

Internship Dates: June 20, 2022-August 26th, 2022

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STUDENT SIGNATURE *Caroline Fillman*

DATE: September 12, 2022

COLLEGE OF THE ENVIRONMENT



Section 1 – Student Identification			
Last Name, First Name:		Western ID:	
Email Address		Major/PreMajor	

Section 2 – Registration Information			
Total Credits:		Faculty Advisor:	
Internship Start Date:		Internship End Date:	
Number Credits Per Quarter (F/W/S/Sum)			
<p><i>Note: You must be registered for credits during quarters you perform any part of the internship work (Including Summer Session) to include writing of reports...this can be spread over multiple quarters. You are expected to register an appropriate number of credits based on anticipated hours worked BY Quarter (Example: Working 120 hours during Summer = 4 Credits Summer Enrollment)</i></p>			

Section 3 – Organization for Internship	
Organization Name:	
Intern Supervisor Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Description of Duties (Or Attach Job Description):	

Section 4 – Learning Objectives

What do I intend to learn from this experience:

How does this experience contribute to my educational goals:

If Faculty require any additional Learning Objectives, they should be listed here:

Section 5 - Deadlines, Evaluation, and Assessment (Completed by faculty advisor)

Meet with Advisor: _____
First Draft Due: _____
Final Draft Due: _____

	Yes	No
Additional Learning Objectives (as assigned by faculty)		
Oral Presentation Required		
Daily/Weekly Log Require		

Section 6 – Students Certification

I certify that I have read the University Policy on Risk Management Considerations for Student Internships and I will report any injuries suffered while performing internship promptly to WWU.

[http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20\(14\).pdf](http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20(14).pdf)

I will endeavor to represent myself and my college well and will abide by the relevant policies, procedures and ethical standards of the university and the internship organization.

I understand that **30-hours of work per credit earned is expected** for an internship. I understand that I am expected to enroll in a number of credits commensurate with hours worked each quarter.

Student's
Signature/Date



7/7/22

Section 7 – Internship Site Supervisor Certification

I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
- At or near the completion of the assignment to provide an evaluation of the student's performance
- To review and approve the Student's Learning Plan and communicate with the college if areas are not going to be met.
- To supply the student with, and abide by the organization's policy against discrimination and/or harassment in the workplace
- To contact the instructor or the College of the Environment Internship Coordinator (360) 650-3646, ed.weber@wwu.edu should any problems arise

Internship Site
Supervisor
Signature/Date

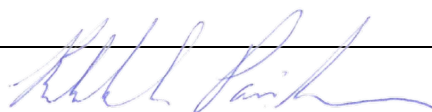


July 7, 2022

Section 8 – Faculty Advisor Certification

I certify that the student intern and I have reached agreement on the learning objectives and academic expectations for this experience. These objectives are challenging and enriching to the student's academic and/or career goals. I will award grades after satisfactory completion of all learning objectives/tasks/reports assigned.

Faculty Advisor's
Signature/Date



July 8, 2022

Section 9 – College of the Environment Internship Coordinator

Actions:

1. Review Agreement
2. Update Course Override
3. File Agreement in Student Records
4. Communicate with Employers as necessary during internship

Registering and Completing ENVS/ESCI/UEPP 498B Credits

YOU MUST BE REGISTERED FOR INTERNSHIP CREDITS WHENEVER YOU ARE PERFORMING WORK RELATED TO THE INTERNSHIP TO RECEIVE ACADEMIC CREDIT

- This **INCLUDES** Summer Sessions

REQUEST FACULTY MEMBER TO OVERSEE 498B CREDITS

- The CRNs for ENVS/ESCI/UEPP 498B credits are linked to specific faculty members
- Students need to speak with the faculty member for these credits
 - If possible, students should have a draft of an Internship/Learning Agreement completed before they approach a faculty member to supervise the internship.
 - Most students use their faculty academic advisor as their faculty internship supervisor
 - During Summer Sessions, your faculty advisor may not be available. If not, then register for internship credits with Ed Weber, CENV Internship Coordinator
- Environmental Science students register for ESCI 498B and all others for ENVS/UEPP 498B
- Registration for 498B (Internship Credits) requires an override, which is normally given by the CENV Internship Coordinator (Ed Weber, ES545)
 - You must have a completed/signed Learning/Internship Agreement signed **before** the override will be input

CRNS FOR ENVS/ESCI/UEPP 498B

- See Classfinder for the CRNs for ENVS/ESCI/UEPP 498B Internship credits
 - During Summer Sessions, if your faculty advisor is not listed, please register for credits with Ed Weber, College of the Environment Internship Coordinator

VARIABLE CREDIT REGISTRATION ON WEB

- Initially you can only register for one credit.
- Return to the registration menu after registering. Then go to Change Variable Credits to change the 1 credit to the number of credits desired. (Instructions for Changing Variable Credits are included on the Add/Drop page for registering.) 30-hrs work = 1 academic credit. Register in good faith based on anticipated hours for the whole quarter.

RESOLVING K GRADES

- To graduate, you must receive a passing grade for any credits listed on your major evaluation.
- (For Internship, students must receive a Satisfactory (S) for S/U grading. **Incomplete grades not completed and graded after a year from the quarter of registration automatically become a U (Unsatisfactory) or a Z (equivalent to an F). Incompletes can impact financial aid standing.**

REPORT SUBMISSION

- Final report will be submitted to your faculty advisor using the ESIGN Form available on the CENV webpage.
- Always consult with the faculty advisor **in advance** about how much time he/she will need to read and grade the report by the end of the graduation quarter.
 - The most difficult time to get a grade on a report is for summer quarter graduation because faculty are generally not available during this time.
 - Spring graduation is a close second in difficulty because many faculty leave campus for extended periods after their last final.

This summer, I was given the opportunity to work at the Shafer Historical Museum in Winthrop, Washington, through the Sustainability Pathways Fellowship. The fellowship, put on by Western Washington University, sends a group of students to the Methow Valley to work in different fields, all somehow connecting to sustainability. The 10-week program has you working 24 hours a week at your specific organization, taking the campus planning studio course, as well as going on field trips to learn more about the Methow Valley as a whole. By the end of the summer, I had worked 240 hours and had completed all the objectives that I had set for myself before I had left. These objectives included learning more about environmental education since that was the main emphasis when working at the museum. I also wanted to learn more about working in a museum space. As an environmental policy major, I haven't had a lot of opportunities to take classes involving environmental education, so when I saw this internship, I knew I wouldn't probably be able to do anything like it again and I jumped at the chance. It was a goal of mine to learn more about how to communicate issues in the environmental field, as I believe that can be very beneficial in the policy field too. My role as an intern in this program was to help connect the museum more to sustainability and show them how they can use all the historical resources they have to educate people on environmental issues of the past and present in the Methow Valley.

My roles at the museum included hosting visitors, accessioning objects, creating educator activities, and drafting up a history and sustainability webpage for them to possibly use in the future. Of my three days a week working at the museum, half of my time was spent hosting visitors. I would open and close the museum and answer any questions people might have about the museum. This might include showing them around the exhibits, telling them some more in-depth information about the Methow Valley, or even telling them more about what I was doing there, and what kind of work I was doing. I was able to learn more about communication skills through this portion of the internship, but I will go into further details about that in later sections. The second role, accessioning objects, was one of my favorite parts of the summer. According to the dictionary, accession means "a new item added to an existing collection of books, paintings, or artifacts." The museum has thousands of artifacts, and at the point I arrived, only about 20 of those artifacts had been officially put into their database, where they can officially know that they have that specific object. I was given the task of working on "Miss Halls Dress Shop", a smaller one of their buildings that contained clothing and shoes from the late 1800s, as well as some sewing supplies and other beauty supplies. To accession these pieces, I had to take pictures of everything and write a short description of the object, including its size, location at the museum, and condition. Once I had gotten all those details, I took it to the main computer, and uploaded everything to the database "Past Perfect". Once that was done, the objects were officially accessioned, and at the end of the summer, I had almost completed the entirety of Miss Halls Dress Shop, which ended up being about 130 objects. The third role I had at the museum, creating, and putting out children's activities, helped me learn the most this summer and helped me complete my main objective. I oversaw looking at older educator activities, as well as completely creating some new ones myself. I had to make sure they connected to the specific period in which the museum was set in, and make sure that they were engaging and would make children want to learn more. A few examples of activities included coloring your own person to look like they were from the 1800s, or even learning how to lasso. It was fun to try to learn about all these first myself, and then try to make them easy enough for children to do. It ended up being a fun learning experience that I will touch on later in more detail. My last role was one that wasn't originally part of the job description, but one that my supervisor and I decided would be

something good for me to put together and my last few weeks of the internship. This role was to create the beginnings of a sustainability webpage for the museum, that would help educate all people on how to connect history to environmental problems that the world may be facing. I focused on a few main points that were more directly related to the Methow Valley and were able to show how history can be a learning tool to avoid past mistakes and prevent future ones. All these roles were able to connect to each other to help me meet all of my objectives and think more deeply about how I could relate my internship to environmental policy.

Through my internship in the Methow Valley, I learned more than just the basics of what is like to work at a museum. I also learned essential skills in education, communication, and time management. Additionally, when working on the sustainability webpage, I was able to look more in-depth at how humans can cause environmental damage, and what policies may be able to stop them. At the museum, my main roles of hosting, accessioning, and creating educator activities, really helped me learn about the basics of a real “office” job. Before the internship, I had only worked in retail and food service, so this opportunity gave me the chance to have a more serious role in a job before I graduate. In hosting, I learned a lot about communication, mostly through talking with visitors. I got better at my public speaking, and just holding a conversation in general. I had to learn a lot of new information about a place I had never been to before and be able to relay that information to others in an easily understandable way. I think this can be very important in environmental policy, since a big part of future jobs may just be to explain to others why different policies will be important, so having those basic communication skills will be greatly beneficial once I am looking for jobs. My job of creating children’s activities and putting them out on days I was hosting, really helped me learn more about education. Again, I had to learn about all of the activities I wanted to create before putting them out for the kids. Since the museum specializes in the late 1800s to mid 1900s, I ended up making some feather quills and learning how to use them, making paper dolls, learning how to lasso, and learning how to use a washboard to wash clothes. After learning about all these things myself, I had to put them together in a basic overview of how the activity would run. This included any supplies you may need, important information, or other relevant details so if anybody wanted to use the activity, they would know exactly how to do so. This was also important to make sure the activity was kid friendly. You didn’t want to make it too difficult, or else children won’t have any, and if it’s too easy then the same will happen. You had to find a perfect medium to make sure that children of all ages will enjoy what they are doing. I think this part of learning about education will help when I continue to work in policy since sometimes you need to simplify things so that people will understand them easier, so being able to learn that through children’s activities was a fun way to learn more about a lifelong skill. My roles of both accessioning objects and creating a draft for a sustainability webpage, helped me learn a lot more about time management. When accessioning objects, I knew my end goal was to log as many artifacts as possible into their system before the end of the summer. I said earlier that when I reached the end of the internship, I had nearly finished the entire building, adding up to about 130 objects. I had to make sure I was spending too much time on any single object and trying to do as much as I could with as much detail as possible. When putting together the sustainability webpage, I also had to learn a lot about time management. The webpage was added to my work about three quarters through my summer, so I knew I didn’t have a lot of time to put together a very detailed webpage, and that I would have to just get as much information as I could and organize the best way possible so that they would be able to put it to use later. I focused my work on mining and agriculture, as those are two very important pieces in the Methow Valleys' past and present, that can also relate to

sustainability. I think this role also helped me think more about environmental policy because I had to think about past policies and how they affected one's today. I can carry this work into my future jobs as you must learn about the past to move forward in the future.

By the time my internship was coming to an end, I was feeling very accomplished by all that I had completed. As I've stated before, when accessioning objects, I completed nearly 130 objects, which for the museum itself was far above any amount that had before. Until now, they were mostly focusing on accessioning photos or other written documents that had been collected over the years and were excited to get started on doing more of the objects. The Shafer Historical Museum has been up and running for almost 70 years, and they are doing an excellent job of keeping track of all the pieces they have, so it was a great opportunity to be able to be a small piece of helping keep history alive today. I learned a lot about how to accurately describe these objects, and my supervisor, Suzanne Perin, did a wonderful job of telling me all I had to do and helping me learn about a program that I had never used before this summer. She also did a great job of getting me started creating the children's activities. I was able to put together about seven activities by the end of the summer, all which docents will be able to use for many years to come. I was able to learn more about education and have a lot of fun doing it. In my role as a host, at the end of the summer, I tallied that I had helped and hosted over 350 visitors to the museum. It was an excellent opportunity to get to educate people on the Methow Valley, learn about others myself, and work on my communication skills. I was very grateful to have so many volunteers from the museum to show me the ropes and teach me all the important details of the museum that are most important to know for the visitors. My last role of creating the sustainability webpage was something I was proud of doing for the museum. With them mostly only being focused on the history of the Methow Valley and not focusing on the environment too much, I was glad to see that they were willing to learn more and try to incorporate sustainability more into their works. Through this entire experience, I've not only learned about communication, time management, and education, though those are three of my biggest accomplishments, but I also learned about the importance of community and historic preservation. The Methow Valley is an incredibly tight-knit group, the kind of place where it seems like everybody knows everybody, and to be able to be involved in a community like that for even just ten weeks, was a life-changing experience. With that, it was also so interesting to see how important it was for so many people to preserve the history of places that many of their families had been for generations. I learned so much and feel so lucky that I got to know learn all I did and get to know all the amazing people that I did.

This summer provided me with a lot of time to reflect on my time here at Western, and look back at the courses I have taken, and how they helped me get to this point. I believe all the courses I have taken that apply to my major helped me in this internship both directly and indirectly. The Introduction to Environmental Studies classes helped me realize that this is truly the field I want to go into, and I recognized some of the topics we spoke about in the history and policy class when working at the museum. These mostly had to do with indigenous knowledge, and other early settler histories. I also feel the Science in the Policy Process gave me a lot of insight into learned knowledge, that seems very prevalent in more agricultural communities such as the Methow Valley. It was interesting to see this kind of area in action, which isn't as easily accessible in Bellingham in general. I believe it was also very vital to have some knowledge of sustainability since that is what the fellowship itself was centered around. Classes such as Introduction to Sustainability and Environmental Dispute Resolution helped me learn more about what sustainability is, and how it can be vital to know how to uphold your beliefs for what is

right. The Methow Valley is full of people who are trying to make a change for the better, and these courses helped me better understand all that they were doing, and how they looked at their past to keep them moving forward. The policy classes I have taken gave me a good baseline knowledge of natural resources and how important it is to preserve them, which connects greatly to the Methow Valley and its history. There is a wide variety of natural resources, big and small, throughout the Valley, and my courses have helped me to better understand what has or hasn't done a good job of protecting them, and how we can improve upon their protection for years to come. The only area I felt lacking in when arriving in the valley was the environmental education field. I hadn't taken any classes around the subject, and none are required for the major, so even though the internship was mainly centered around education, I was really entering without any idea of what to expect. That is exactly what I wanted, however. I knew I would likely never have an opportunity to work in an education field, let alone at a small-town historical museum, after this, so I wanted to make the most of it and learn as much new content as I could. One of my main goals was to learn more about environmental education, and I would say I succeeded. But I also learned so much more throughout the entire experience. Entering the internship, I wanted to grow more confident in myself, feel more comfortable talking with bosses and telling them my ideas, and find more an idea about what I might want to pursue after I am done with college this fall. My confidence after this internship has grown exponentially. After having to talk and communicate with so many different types of people, I have grown much more confident in myself and my ability to speak with others. Before this, I would often get scared to start conversations with others and would avoid putting myself out there out of fear of failing. This summer has shown me both that it is okay to fail if you say you tried, and that most of the time you will succeed, just if you have faith in yourself. That connects with my ability to talk with bosses and share my ideas with them. I was lucky enough this summer to have a lot of control over what I wanted to do, and a supervisor who was very receptive to any ideas I had. Most ideas I had were a go, and I was able to put them together however I wanted. This has helped to show me that it never hurts to ask, and you will more than likely have a positive outcome. My last goal for myself mentioned in this section was less clear to me at the end of the summer. While I had a lot of fun at the museum and learned so much about education and lots of other things, I did learn that policy is more of the path I want to take. While I might not know exactly where I want to work once I graduate, I do know that I feel I am on the right track. I am so thankful to have gotten to do all that I did this summer, and I grew and learned so much not only about education, policy, and the environment, but also about myself and who I want to become.