

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: CCL 8223

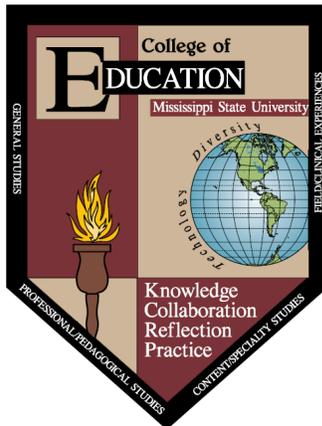
Course Title: Internship in Workforce Education Leadership

Credit hours: 3 Semester Hours

Type of course: Internship (delivered online)

Catalog description: Three hours internship. Provides experience in workforce education leadership and is conducted at a local community college under supervision of an administrator serving as the student's mentor.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

To successfully complete the course, students are expected to achieve the following objectives.

1. Observe community college leaders in the performance of administrative duties.
(CFPO 1)

2. Participate in administrative activities under the supervision of a local community college administrator. (CFPO 1)
3. Reflect on experiences and relate coursework in the program in workforce education leadership to observed performance of leadership on site. (CFPO 3, 8)

Topics Covered in the Course:

Content Area
Internship

Course Outline
120 contact hours

Shadow community college personnel while they engage in community college teaching
Read assigned materials
Communicate via email, chat, or phone
Complete Inter-agency Agreement Form Complete online Observations/Reflections Journal
Complete Final Report
15 contact hours

Structured Discussion Board Session

Total

135 contact hours

Required Text:

None

Methods of Instruction:

Methods of instruction include shadow experiences; assigned readings in required text and supplemental materials; communication via email, chat, and/or telephone; structured discussion; projects; and the use of technology.

Suggested Student Activities:

- Read assigned materials. (Objectives # 1, 2)
- Communicate with the instructor and with other students via email, telephone, and/or the chat room. (Objectives # 1, 2)
- Participate in on-line discussions. (Objectives # 1, 2)
- Prepare and have approved an Interagency Agreement Form of the anticipated internship experience. (Objectives # 1, 2)

- Create and maintain an online Observations/Reflections Journal of significant observations, impressions, and participation in activities. (Objectives # 1, 2)
- Submit a Final Report which includes an overview of the internship experience including information about the community college, the mentor's performance of duties, participation in activities, critical incidents occurring during the internship that served to highlight the experience, reflections on what was learned in the internship experience, and relation of coursework to observed performance of duties on site. (Objectives # 1, 2)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Technology:

Technology will be used extensively in the course since it is taught online. Students will retrieve information, review the requirements for and submit assignments, participate in discussions, and communicate with the instructor using myCourses.

Diversity:

Diversity will be addressed in all objectives; as students observe activities in the community college, they will naturally discover the diversity present among community college students and personnel.

Disability:

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There will be a field component. Students will be placed with appropriate personnel in order to gain knowledge and experience in the community college setting. It will last for the entire

semester and occur in a community college setting. The Objectives are listed above. Performance assessment will be based on the Interagency Agreement Form, Observations/Reflections Journal Project, and Final Report.

Evaluation of Student Progress:

Students' grades are based on completion and submission of the following items.
Students' grades are based on completion and submission of the following items.

- Participation in the Discussion Board – 10%
- Interagency Agreement Form – 20%
- Observations/Reflections Journal Project – 30%
- Final Report – 40%

Grading is on a 10-point scale as follows:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Bibliography:

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5th ed.). San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey- Bass.

Myran, G., Baker, G. A., Simone, B., & Zeiss, T. (2003). *Leadership strategies for community college executives*. Washington, DC: Community College Press.

Vaughan, G. B. (2006). *The community college story* (3rd ed.). Washington, DC: Community College Press.