Graduate Degree Program

Master of Science in Workforce Education Leadership

Read information below to learn about the curriculum.

Workforce
Education
Leadership

Program Overview

The Workforce Education Leadership Program is offered jointly through Alcorn State University (ASU) and Mississippi State University (MSU). It is designed to prepare graduates to become facilitators of workforce, industry, and community change that will meet the needs of an increasingly diverse clientele. The main objective of this program is to train students to be employed in workforce education leadership positions at rural community colleges. Courses offered only at ASU may be taken by distance education by MSU students and vice versa. That is, students at either university are encouraged to take some of their courses at the other institution, usually via distance education techniques. (Each institution's name will appear on each diploma.)

Curriculum

The graduate program for the Master of Science in Workforce Education Leadership requires completion of 36 semester credit hours of course work which includes 12 semester graduate hours of Required Courses; 24 semester graduate hours of approved electives.

Workforce Education Leadership

Industrial Technology and Workforce Development (12 hours)

Required Courses (12 hours)		Credits
IE 500	Research in Industrial & Occupational Education	3 hrs.
IE 579	Federal & State Job Training Programs	3 hrs.
IE 590	Vocational Administration Certification Course **or**	3 hrs.
TKT 8263	Philosophy and Admin of Vocational Education (MSU Option)	
IE 586	Qualitative Research Design **or**	3 hrs.
TKT 8233	Career Planning & Decision Making (WEB-MSU Option)	3 hrs.
TKT 6733	Managing Multimedia Learning Environ (WEB-MSU Option)	3 hrs.
TKT 8763	Seminar in Planning Instructional Tech (WEB-MSU Option)	3 hrs.
TKT 8723	Instructional Design for Industry (MSU Option)	3 hrs.

Approved Electives (24 hours) to be chosen by student under the supervision and approval of his or her Advisor.		Credits
IE 519	Industrial Management & Organization Behavior	3 hrs.
IE 552	School to Work Initiatives	3 hrs.
IE 578	Welfare to Work Programs	3 hrs.

IE 548	Internship in Workforce Development **OR**	3 hrs.
TKT 8200	Internship in Vocational Education (MSU Option)	
TI 552	Instructional Planning in Industrial & Vocational Programs	3 hrs.
TI 501	History & Philosophy of Industrial Education	3 hrs.
IE 508	Manufacturing Planning and Control	3 hrs.
TI 550	Delivery of Instruction in Industrial & Vocational Education	3 hrs.
AE 508	Rural Economic & Community Development	3 hrs.
IE 526	Principles & Objectives Evaluation of Vocational Education Students	3 hrs.
PH 513	Advanced Educational Psychology	3 hrs.
TKT 8773	Production of Technology-Aided Instruction	3 hrs.
	TOTAL	**36 hrs.**

Industrial Education Course Descriptions (IE)

IE 500 – Research in Industrial & Occupational Education (3). This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research in industrial and occupational education and market research analysis (feasibility study). Students will gain hands-on experience with qualitative methods and analysis techniques while carrying out a research project related to their field of interest.

IE 508 – Manufacturing Planning and Control (3). The purpose of IE 508 is to provide students with an opportunity to develop an understanding of production organizations and production product planning. Taking an idea and crossing the gap to market production involves careful planning, production fundamentals, and support of reliable vendors. This three (3) credit unit course bridges the gap and provides students with the fundamentals and building blocks of product concept into market production. The course prepares students for leadership roles in entrepreneurial as well as large production-oriented companies. This course deals with theories and concepts that are essential when considering material slow, management problems, decision making techniques and supporting data base in manufacturing industry. Emphasis is places on information systems and the use of contemporary manufacturing resources and materials requirement planning software and applications.

IE 519 – Industrial Management & Organization Behavior (3). Industrial Management for workforce education. Topics include Employee Selection, Appraisal, Training, Development, Leadership Motivation, Job Satisfaction and Job Involvement, Working Conditions, and Employee Safety in an industrial environment.

IE 526 – Principles & Objectives Evaluation of Vocational Education Students (3). Scope, nature, tools, language, and interpretation of elementary statistics. Descriptive statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis. Elementary probability theory, discrete and continuous probability models. Inferential statistics, point and interval estimation, tests of statistical hypotheses. Inferences involving one or two populations, ANOVA, regression analysis, and chi-square tests; use of statistical computer packages.

IE 548 – Internship in Workforce Development (3). The internship program in workforce development allows the student to learn about the various types of internship program and how to plan and set up and evaluate internship programs at the various levels. Students will have the opportunity to listen to experienced professionals on how to develop and run an internship program and have first-hand experience in setting symbolic intern programs in a particular field of interest.

IE 552 – School-To-Work Initiatives (3). This online course is designed to reveal the systematic approach of the transition from the academic environment to the workforce. This course will also focus on the planning, design, implementation, and impact of school-to-work transition reform initiatives. Students will be able to identify the design and reliability of commendable programs, and identify program experiences and impacts linked to schools with the business community as it seeks to improve the transition from school to work. This course will be delivered over the Internet for graduate students enrolled in the Workforce Education Leadership Program.

IE 578 – Welfare To Work Programs (3). This course is designed to assist graduates to understand welfare to work programs and how to assist Welfare recipients to obtain or prepare for regular employment. Graduates will also have group projects on Welfare to Work leadership activities and appraisal of Welfare-to-Work participants' education and employment backgrounds.

IE 579 – Federal & State Job Training Programs (3). This online course is designed to coordinate with federal and state guidelines that are necessary to contingency planning and operations of an association with Agreement States, local officials, other Federal agencies and American governments. Ultimately, this course will examine how real people in real businesses struggle every day with making training "right" for the people who work in those businesses. This course will be delivered over the Internet for graduate students enrolled in the Workforce Education Leadership (WEL) Program.

IE 586 – Qualitative Research Design (3). This course provides an overview of qualitative research methods. Students consider mainstream qualitative research design techniques including case study, grounded theory, ethnography, and phenomenology. Data collection methods are also discussed along with qualitative analysis and reporting techniques. Students are prepared to identify, interpret, evaluate and present qualitative data and to design their own qualitative research study.

IE 590 – Vocational Administration Certification Course (3). This course is part of a professional development sequence of courses required for certification in trades and industrial teachers in Mississippi. It is consistent with the new vision for teacher education. This course will be based on validated learners' outcome and will include non-traditional methods of evaluation, such as portfolio assessment. Therefore, all activities will be linked to attainment of specific outcomes and performance standards as demonstrated by each student. This course will also enhance the professional research skills of the students by connecting the knowledge of general studies with the knowledge of the professional area, in this case, administration of vocational technical institutions. The course enables students to conduct in-depth research with the professional area of service and contributes to problem solving endeavors in vocational/technical settings.

Trades And Industrial Education Course Descriptions (TI)

TI 501 – History & Philosophy of Industrial Education (3). This course ensures that the student knows and can briefly discuss American democratic government to guide the student in establishing social expectations from government, industry, and traditional education. It further provides the students the knowledge to go into the workforce with basic understanding of sociopolitical elements in education. Among these elements are educational approaches in solving social problems, including technological and traditional education, and how these elements define social classes and industrial aptitude of different geopolitical regions. The objective of the course is for students to learn how to create and/or fit a social responsibility distribution and use it to improve social, industrial, and educational workforce systems.

TI 550 – Delivery of Instruction in Industrial & Vocational Programs (3). This course will introduce participants to Delivery Instructions in Industrial and Vocational Programs. Learning the instructional delivery methods provides an invaluable foundation for anyone entering today's workforce development world. Topics covered in this course include the role of instructor, learning theory, learner assessment, instructional methodology, and instructional technology and learning environments. To summarize-"this course will teach how to teach."

TI 552 – Instructional Planning in Industrial & Vocational Programs (3). This course is required for the Masters of Science Degree in Workforce Educational Leadership Career and Technical Education. The course addresses key knowledge, competencies, and skills required by careers, vocational and technical instructors/specialist or private trainers in developing and studying the problems and practices underlying curriculum construction in Trade and Industrial Education. This course will focus on, but not limited to, the study of problems and practices underlying curriculum construction in Instructional Planning in Trade/Industrial and Vocational programs.