

# EDU M80: INTERNSHIP IN EDUCATION

**Originator**  
abarcenas

**College**

Moorpark College

**Discipline (CB01A)**

EDU - Education

**Course Number (CB01B)**

M80

**Course Title (CB02)**

Internship in Education

**Banner/Short Title**

Internship in Education

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Provides on-the-job learning to develop effective work habits, attitudes, and career awareness in paid or unpaid internships that are related to the discipline. Involves the development and documentation of learning objectives and the completion of an internship paper, presentation, or project. Includes both workplace supervisor and faculty adviser feedback and/or written evaluations. Course Credit Limitation: To take this course, contact the Career Transfer Center. Requires orientation session. Students receive one unit of credit for each 60 hours unpaid or 75 hours paid work. May enroll in up to 4 units a semester with a maximum of 16 total units of any type of work experience.

**Taxonomy of Programs (TOP) Code (CB03)**

4932.00 - \*General Work Experience3

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

C - Is Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

4

**Specify the Title 5 justification for repeatability**

Cooperative Work Experience Education (§ 55253)

**Justification for Repeatability**

This is a cooperative work experience education course and is therefore repeatable up to 16 units as provided in Title 5, Section 55253.

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

Lecture

Activity

Laboratory

**Total in-Class**

Total in-Class

**Outside-of-Class**

Internship/Cooperative Work Experience

Paid

Minimum Paid Internship/Cooperative Work Experience Hours

75

Maximum Paid Internship/Cooperative Work Experience Hours

300

Unpaid

Minimum Unpaid Internship/Cooperative Work Experience Hours

60

Maximum Unpaid Internship/Cooperative Work Experience Hours

240

**Total Outside-of-Class**

Total Outside-of-Class

**Total Student Learning**

Total Student Learning

Total Minimum Student Learning Hours

60

Total Maximum Student Learning Hours

300

Minimum Units (CB07)

1

Maximum Units (CB06)

4

**Prerequisites**

Completion of or concurrent enrollment in one course in the discipline and instructor approval

**Requisite Justification**

Requisite Type

Other

**Requisite**

Completion of or concurrent enrollment in one course in the discipline and instructor approval

Requisite Description

Other (specify)

Specify Other Requisite Description

Required by statute or regulation

**Level of Scrutiny/Justification**

Required by statute or regulation

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**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | develop on-the-job learning objectives that demonstrate new and expanded learning at the work site that directly relate to their educational goal (major).   |
| 2 | demonstrate successful workplace human dynamics, which may include working as part of a team, following implicit and explicit instructions including company policies and procedures, and practicing work ethics.                      |
| 3 | demonstrate appropriate work skills such as communication, problem solving, decision-making, teamwork, self-management, initiative, and/or technical skills that are gained as a result of new and expanded learning at the work site. |
| 4 | organize and maintain occupational work experience records, including time sheets, a consultation record, and learning objective proposals, evaluation, and documentation.   |
| 5 | appraise and evaluate the occupational work experience situation as it applies to their educational goal (major) in written or verbal format which will take the form of a paper, project, or presentation.                            |

**Course Content**

**Lecture/Course Content**

n/a

**Laboratory or Activity Content**

Formulate learning objectives

Construct a demonstration of new and expanded learning experiences that occurred at the work site

Engage in occupational work experience

Maintain and update work experience records

Manage work experience project through collaboration with faculty adviser and job-site supervisor

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Film/video productions

Graphic/architectural designs

Individual projects

Journals

Oral presentations

Portfolios

Reports/papers

Research papers

Skills demonstrations

Projects

Participation

Reports/Papers/Journals

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Distance Education

Field experience/internship

## Representative Course Assignments

### Writing Assignments

write a resume and cover letter.

write succinct learning objectives that include four key components.

write any analytical or evaluative assignment required as part of the particular work experience position.

develop and write a statement of personal philosophy on a given topic.

complete journal assignments that describe thoughts about occupational work experience.

write a term paper.

### Critical Thinking Assignments

participate in problem solving and analysis of results in a job-related environment.

establish priorities related to time management.

### Reading Assignments

read California Department of Education Teacher Performance Expectations.

read California Department of Education Standards for the Teaching Profession.

## Outside Assignments

### Representative Outside Assignments

appropriate outside assignments may vary depending on the work experience position.

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

S2003

## **CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

### **Resource Type**

Other Resource Type

### **Description**

Written or online materials relevant to the organization and operation of the workplace or work assignment..

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## **Library Resources**

### **Assignments requiring library resources**

Research on appropriate topics related to the area of work using the Library's print and online resources.

### **Sufficient Library Resources exist**

Yes

## **Distance Education Addendum**

### **Definitions**

#### **Distance Education Modalities**

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.



Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
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## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

EDUCATION

## Review and Approval Dates

### Department Chair

MM/DD/YYYY

### Dean

MM/DD/YYYY

### Technical Review

MM/DD/YYYY

### Curriculum Committee

12/07/2021

### DTRW-I

12/09/2021

### Curriculum Committee

MM/DD/YYYY

### Board

01/18/2022

### CCCCO

MM/DD/YYYY

**DOE/accreditation approval date**  
MM/DD/YYYY