

**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
COURSE SYLLABUS

**Course Prefix and Number:** TECH 8233

**Course Title:** Analysis of Workforce Education Programs and Survey Research in Workforce Development

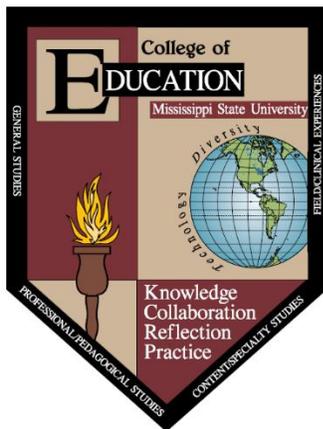
**Credit Hours:** 3 credit hours

**Method of Instruction:** *LECTURE = UCCC Code C*

**Catalogue Description:**

Three hours lecture. An examination of workforce development from national and international perspectives and methods and issues in workforce education survey research.

**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:

Upon completion of this course, students will be able to:

1. Demonstrate understanding of the development of workforce education programs in the US and its importance in the nation's economy. (CFPO #1, 2, 3, 7,8, 10, 12).
2. Identify individuals who have contributed to the development of workforce education programs. (CFPO 3, 7, 10, 11, 12, 14).
3. Acquire the ability to engage in the development of workforce/technology education programs. (CFPO #3, 4, 8, 10, 12, 13, 14).
4. Analyze various career development theories that support workforce education programs. (CFPO #1, 3, 7, 11, 13, 13, 14).
5. Develop the skill to plan for career and make informed decision about jobs. (CFPO # 1, 2, 3, 7, 8, 11, 12, 13).
6. Critically evaluate globalization of economic activities and its impact on workforce education including technological resources. (CFPO #1, 7, 8, 10, 11, 13, 14).
7. Acquire the skill to engage in survey research with a focus on workforce and technology education. (CFPO #1, 3, 4, 7,10, 12, 13, 14).

## Detailed Course Outline:

1. Introduction to TECH 8233 Analysis of Workforce Education Programs and Survey Research in Workforce Development (1 hour)
  - a) Overview of TECH 8233
  - b) Course objectives
  - c) Course requirements
  - d) Course grading and assessment procedures
2. Workforce education and development programs in the US (3 hour)
  - a) Defining workforce education and career
  - b) Historical perspective of workforce development
  - c) Process and input variables of workforce development
3. Workforce development programs and issues relevant to workforce education and development (7 hour)
  - a) Tech Prep education (1 hour)
  - b) Business education (1 hour)
  - c) Technology education (1 hour)
  - d) Technical education (1 hour)
  - e) Agricultural education (1 hour)
  - f) Gender Issues in workforce education (1 hour)
  - g) Curriculum issues in workforce education (1hour)
4. Workforce education and development: International perspectives (7 hour)
  - a) Analysis of international workforce education and development programs (2 hours)
  - b) Transfer of workforce education programs among nations (2 hours)
  - c) The impact of technology on workforce education and development (1 hour)

- d) Problems, trends and issue in comparative workforce education and development (2 hours)
- 5. Career development theory (6 hours)
  - a) Analysis of workforce education programs (3 hrs)
  - b) Career theories and occupational decision-making (1 hour)
  - c) School career development issues (1 hour)
  - d) Job placement and retention (1 hour)
- 6. Globalization of economic and social activities and their impact on workforce education and development (9 hour)
  - a) Defining globalization with a focus on workforce education (3 hours)
  - b) The impact of globalization on national and international workforce education and development (3 hours)
  - c) Globalization and international cooperation in workforce education and development and career options (3 hours)
- 7. Survey in workforce education and development (12 hour)
  - a) The process and nature of workforce education survey (3 hours)
  - b) Types of survey in workforce education (3 hours)
  - c) Developing problem statement and research questions (3 hours)
  - d) Survey research in workforce education and career planning (3 hours)

**Text(s):**

Herschbach, D. R. & Campbell, C. R. (2000). *Workforce Preparation: An International Perspective*, Prakken Publications Inc.

Pautler, A. Jr. (1999). *Workforce education: Issues for the new century*, Ann Arbor, MI: Prakken Publishers Inc. (No image is available). (SBN 0-911168-95-8)

Rea, L. M (2005) *Designing and Conducting Survey Research: A Comprehensive Guide* by Louis M. Rea, San Francisco: Jossey-Bass

**Recommended Texts**

Ashton, D.N. (1996). *Education, training and the global economy*. Cheltenham, UK; Lyme, NH: E. Elgar

Gray, K.C. and Herr, E.L. (1998). *Workforce education*, Allyn and Bacon, Boston

McMahon, W.W. (1999). *Education and Development*. Oxford University Press

Pautler, A. *Workforce Education Issues for the New Century*, Publisher: Prakker, SBN 0-911168-95-8.

Rojewski, J.W. (2004) (editor). *International Perspectives on workforce education and development*, Information Age Publishing Co.

Rothwell, W. J. et al (2004). *Linking training to performance: A guide for workforce development*. American Assn/Community Colleges

Thomas, S. J. (1999). Designing surveys that work. Corwin Press In.

### **Description of Instruction:**

**Campus 1 & 2:** Lecture: Instructional methods include interactive lecture, class discussion, brainstorming, demonstration, discovery learning through internet research, question and answer, small group activities, project-based learning etc.

**Campus 5:** Lecture. The course will be delivered through an on-line platform using Canvas. Methods of delivering instruction include interactive lecture, discussion, discovery learning using web, question and answer through Canvas chat room discussion, small group activities, brainstorming, project-based learning, activities, telephone and e-mail consultation.

### **Honor Code:**

**(Campus 1 & 5)** The honor code states: "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." This is especially important in online courses. For example, cheating on quizzes and resubmitting files from other courses will not be tolerated.

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. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code. For additional information please visit <http://www.honorcode.msstate.edu>.

**(Campus 5 specifically)** At the beginning of the semester, students will read the Honor Code and agree to follow the Honor Code.

### **Technology:**

#### **Computer Requirements**

You need a computer equipped with fast internet access to be able to participate meaningfully in this course. You need a computer browser that is configured in such a way that it supports CANVAS management course delivery system. You also need the full Adobe program – Adobe Acrobat. If your computer does not have Adobe Acrobat software, you can access it in the Library Computer Commons.

#### **Technical Assistance**

The Center for Teaching and Learning will provide the technical assistance during the wimba sessions. ITS unit will also provide technical support. The Mitchell Memorial Library is open from 8 am to 5 pm, Monday through Friday. The library provides additional resources for research on the topics of interest.

**Diversity:**

To accommodate for individual differences and diversity among class members, the instructor will use a variety of instructional strategies and methods. These include discussion method, demonstration, small group discussion, modeling, discovery method, brainstorming, question and answer including simulation etc.

**Accommodations for Students with Disabilities:**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

**University Safety Statement:**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

**Field Component:**

This course does not include a field experience

**Evaluation of Student Progress: Campuses 1 & 5****Student Activities**

- Syllabus quiz ensures that students read and understand the objectives of the course, the scope of the course, methods of instruction and the course requirements (Objective 1-7).
- Pre and post ratings of course represent students' self-evaluation to help determine how much they have learned from the course. Pre-course rating shows the level of the students' knowledge at the beginning of the course and post-course rating shows the level of improvement that the students have made following the completion of the course. (Objective 1-7).
- Discussion forum assignment is a group assignment where students exchange ideas among themselves and with the instructor. Students in the class share ideas of the subject matter being discussed and learn from each other. It strengthens collaborative and reflective learning (Objective 1, 3, 4, 6).
- Assignments 01-03 represent a type of formative assessment. It helps the instructor to determine students' weaknesses and strengths in the topic being presented. It helps

the instructor to provide appropriate feedback to address weaknesses (Objective 1, 4, 6) (CFPO #1, 3, 7, 11, 13, 14).

- Completion of one multiple choice quiz. Multiple choice quiz is used to assess students understanding of the information presented in the textbook, power-point slides and handouts(Objective 1, 2 ).
- Completion of the final project assignment Final project is a form of a summative assessment; it enables the instructor to assess how much students have learned. Students’ performance on the project will help teachers determine areas that need improvement and provide feedback through grading (Objective 7).

<b>Assessment of Student Performance:</b>	<b>Points</b>
Syllabus Quiz	10 points
Pre-Course Rating	10 points
Post Course Rating	10 points
Participation in the Discussion Board Postings	50 points
Assignment #01	100 points
Assignment #02 (Group Assignment)	70 points
Assignment #03 (Critical Review of journal article on Workforce education program)	50 points
Multiple Choice Test	200 points
Final project points	200 points
<b>Total points</b>	<b>700 points</b>

**Grading Scale:**

<u>Grades</u>	<u>Points</u>
A	630-700
B	560-629
C	490-559
D	420-489
F	0-419

**Attendance Policy:**

**Campus 1, 2 & 5:** In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 ( <http://www.policies.msstate.edu/policypdfs/1209.pdf>)

**Campus 5:** Student participation in both chat room discussion and completion of discussion board will be used to determine attendance. Students are required to inform the instructor if they are not able to participate in chat room and discussion board activities.

**Title IX Policy:**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s

educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

### **Bibliography:**

- Gray, K.C. and Herr, E.L. (1998). *Workforce education*, Allyn and Bacon, Boston
- Herschbach, D. R. & Campbell, C. R. (2000). *Workforce Preparation: An International Perspective*, Prakken Publications Inc.
- Lee, I. H., & Rojewski, J. W. (2012). Development of occupational aspirations in early Korean adolescents: A multiple-group latent curve model analysis. *International Journal for Educational and Vocational Guidance*, 12, 189-210. doi:10.1007/s10775-012-9227-6
- Lee, I. H., & Rojewski, J. W. (2013). Brief report: A growth mixture model of occupational aspirations of individuals with high-incidence disabilities. *Journal of Adolescence*, 36, 233-239.
- Lee, I. H., Rojewski, J. W., & Hill, R. B. (201). *Career decision and career planning patterns of Korean adolescents*. In Conference proceedings of the 5th Korean Education Longitudinal Study (pp. 505-534). Seoul, South Korea: Korean Education Development Institute
- McMahon, W.W. (1999). *Education and Development*. Oxford University Press
- Pautler, A. Jr. (1999). *Workforce education: Issues for the new century*, Ann Arbor, MI: Prakken Publishers Inc. (No image is available). (SBN 0-911168-95-8)
- Rojewski, J. W., Lee, I. H., & Gregg, N. (2013). Intermediate work-related transition outcomes for adolescents with high-incidence disabilities. *Career Development and Transition for Exceptional Individuals*. Pre-published January 28, 2013, doi:10.1177/2165143412473352
- Rojewski, J.W. (2004) (editor). *International Perspectives on workforce education and development*, Information Age Publishing Co.
- Rothwell, W. J. et al (2004). *Linking training to performance: A guide for workforce development*. American Assn/Community Colleges