MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix & Number: TKT 4853/6853
Course Title: Philosophy and Principles of Vocational-Technical Instruction
Credit Hours: Three (3) credit hours
Type of Course: Lecture
Catalog Description: Three hours lecture. Philosophy, objectives and methods of vocational-technical instruction. Introduction to teaching-learning principles and concept.

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:

1. To provide students opportunities to use research-based practices that promote reinforcement, acceleration, personalized instruction, adaptive instruction, programmed learning, programmed teaching, and performance-based instruction that allows for multicultural participation, recognition and success. CFPO #1, #2, #3, #4, #5; InTASC #1, #2, #3

2. To assist the student to synthesize and to bring into focus his/her accumulation of knowledge related to teaching vocational education subjects. CFPO #1, #2; InTASC #6, #7

3. To help the student acquire information and consider application possibilities concerning contemporary vocational education programs and problems. CFPO #2, #5, #6; InTASC #1, #2, #3

4. To help the student develop personal guidelines designed to help Him/her during his/her developmental year or years of teaching. CFPO #3, #4, #5, #7, #10; InTASC #1

Topics to be Covered:

1. Educational Philosophy (4 hours)
   a. Philosophy of secondary education
   b. Philosophy of vocational education
   c. Ethics of vocational education
   d. Philosophical foundations of technical education

2. Organizational Structure and Financing (5 hours)
   a. Governance
   b. Organizational structure at federal level
   c. Organizational structure at state level
   d. Organizational structure at local level
   e. Craft committees/advisory committees

3. Financing (4 hours)
   a. Sources and formula
      (1) Federal funding sources
      (2) State funding sources
      (3) Local funding sources

4. Personnel Certification/Licensure (5 hours)
   a. Competency-based licensure/certification
      (1) General requirements
      (2) Requirements for administration, supervisory, and support personnel
      (3) Requirements for instructional personnel
5. Mississippi Teacher Assessment Instrument (INTASC) (5 hours)
   a. Instructional measurement
      (1) Position skills (PS)
      (2) Teaching plans and materials (TPM)
      (3) Interpersonal skills (IS)
      (4) Mississippi teaching competencies and indicators

6. Role and Responsibilities of Vocational-Technical Teachers (4 hours)
   a. The competent instructor
   b. Techniques of instruction
   c. Application of evaluation procedures
   d. Ethics; relations with students, parents, industry, and public

7. Psychological Principles of Learning (5 hours)
   a. Seven cardinal principles
      (1) Applications to general education
      (2) Application to vocational-technical education
   b. Principles of Learning
      (1) Application to general education
      (2) Application to vocational-technical education
   c. Motivation

8. Student Vocational Organization (6 hours)
   a. Personal philosophy concerning student vocational organizations
   b. Establishing a student vocational organization
   c. Preparing student vocational organization members for leadership roles
   d. Supervising activities of the student vocational organization

9. Industrial/Public Relations (3 hours)
   a. Developing a school-community-relations plan for vocational programs
   b. Giving presentations to promote vocational programs
   c. Conducting open house
   d. Work with members of the community
   e. Work with state and local educators
   f. Obtain feedback for vocational programs

10. Instructional Execution (4 hours)
    a. Individualized instruction
    b. Direct student laboratory experiences
    c. Direct students in applying problem solving techniques
    d. Presenting course information
    e. Demonstrate the team teaching approach

Text:

References:

PBTE Journals
The American Career and Technical Education Journal

Methods of Instruction:

The class will be taught by lecture, discussion and the group projects methods. Delivery format utilizes WebCT, and involves a rich mixture of audio-visual aids, reference sheets, and current published material related to the topic being discussed. Notes for the course are posted on the class webpage and student review is consistently monitored.

Suggested Student Activities:

1. Each student will develop a philosophy for vocational education and reference it to a review of pertinent research. (Objectives 1-4)

2. Each student will develop a public relations model for vocational education. (Objectives 1-4)

3. Each student will complete a comparative study of vocational philosophy as proposed by John Dewey, Charles Prosser, and Calvin Woodward. (Objectives 1-4)

4. Each student will interview a local vocational education director pertaining to the organizational structure and operating regulations of vocational programs in Mississippi. (Objectives 1-4)

5. Graduate students will provide research-based discussions materials and present publishable papers at the end of the class. (Objectives 1-4)

Honor Code:

“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. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information about the Honor Code, please visit: http://students.msstate.edu/honorcode/

Academic Misconduct
Students are expected to submit their own work and maintain academic integrity on all course work, assignments, and tests. Any form of cheating will result in a failing grade
for the course and will be reported as Academic Misconduct to the dean of students for inclusion in the student’s permanent file.

Technology:

Through student use of on-line services to complete research activities. Electronic means are used to produce audio visual information. Student presentations are made through electronic/digitized means. All class notes are listed in pdf form on the class website.

Diversity:

Diversity is addressed through class discussions.

Disability:

Students with disabilities are encouraged to discuss their needs with the instructor, preferably during the first week of the semester. All reasonable accommodations will be made to see that disabilities do not restrict a student's opportunity to learn. Help is also available from Student Support Services (http://www.sss.msstate.edu/disabilities/) 01 Montgomery Hall, (325-3335).

Field Component:

There is no field component in this course.

Evaluation of Student Progress:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Written Assignments</td>
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<td>Portfolio</td>
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Grading Scale:

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<td>B</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Bibliography:


Miller, W. R. (1986). *Principles and a philosophy for vocational education*. Columbus, Ohio, National Center for Research in Vocational Education.