

Workforce Education
ADED 7640
Auburn University
Department of Educational Foundations, Leadership, and Technology
College of Education
Fall 2011

Class Time: 5:00 p.m. – Tuesdays
Location: Duncan Hall 112
Professor: Dr. Maria Martinez Witte
Office – Haley Center, Room 4012
Email: witemm@auburn.edu
Office Tel: (334) 844-3078 Home Tel: (334) 887-3934

1. Course Number: ADED 7640
Course Title: Workforce Education
Credit Hours: 3 semester hours
Pre/Corequisites: None

2. Date Syllabus Prepared: August 2011

3. Text:
Gray, K., & Herr, E. (1997). *Workforce education: The basics*. Boston: Allyn and Bacon.

4. Course Description:

Identification and evaluation of basic skills issues in the workplace. Strategies for addressing workplace education issues.

5. Course Objectives:

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

1. Distinguish between employee performance problems stemming from basic skills deficiencies and problems stemming from other causes.
2. Assess organizational support for addressing employees' basic skills problems.
3. Consider various performance improvement strategies to address employees' basic skills problems and determine the feasibility of in-house training as a performance improvement strategy.
4. Establish the policy, purpose, goals, and objectives of an in-house basic skills training program.
5. Develop long-term instructional plans (curriculum) for an in-house basic skills training program.
6. Assess short-term basic skills training needs within the framework of long-term instructional plans.
7. Select, modify, or prepare training materials for in-house use.

8. Select appropriate learning methods for adult basic skills training.
9. Recruit participants for in-house basic skills training.
10. Manage the basic skills training program.
11. Evaluate in-house basic skills training experiences individually and collectively.

Course Philosophy:

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video tapes, visual aids, development experiences, and group discussion. This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy - to take responsibility for their learning. Thus the participant is expected to contribute to the class setting by participating and to be collaborative and supportive of all members of the learning setting. Adult education is not a place for passive learning but a place to explore, take risks and grow. Ignorance is not vested in the participants while knowledge is vested in the instructor. Both are learners and have contributions to make to each other. Both are responsible for their own learning.

6. Course Content/Schedule:

Session	Date	Topic
1	Aug 24	Review syllabus and course requirements
2	Aug 31	Adult Education Overview
3	Sep 7	Workforce Education Overview
4	Sep 14	Adult Learning Principles
5	Sep 21	Identifying & Evaluating Workplace Needs
6	Sep 28	Identifying & Evaluating Workplace Needs
7	Oct 5	Workplace Basic Skills / Professional Development
8	Oct 12	Workplace Basic Skills / Professional Development
9	Oct 19	Workplace Basic Skills / Professional Development
10	Oct 26	Research & Study (no class meeting). American Association for Adult and Continuing Education Conference (AAACE)
11	Nov 2	Program Development Approaches
12	Nov 9	Future of Workforce Education
13	Nov 16	Future of Workforce Education
14	Nov 23	Holiday (No class meeting)
15	Nov 30	Review and Evaluation

7. Course Requirements/Evaluation:

- A. Program Model and Visitation Review. Each participant will investigate an actual workplace literacy/basic skills or skill development education program. This will include visiting a workplace site, interviewing principals involved, and developing a descriptive and evaluative portfolio of the program. Instructions for developing the review will be distributed in class. Please be prepared to design and deliver a power point-generated presentation describing the workplace education program. Provide all class participants with an outline and an Information Sheet of the program model. **OR**
- B. Presentation on specific chapter section in *Workforce Education*
- C. Book Review Information Sheet.
- D. Resource Sharing. Each participant will examine and present an appropriate workforce or professional development education resource (e.g., website, ASTD products; trainer's manual; Training and Development Yearbooks; diagnostic or evaluation instrument).
- E. Participate in all class discussions and activities.

Evaluation:

The final grade for the course will be based on the following:

Program Model / Presentation	60 percent / 60 points OR
Textbook Chapter Presentation	60 percent / 60 points
Book Review	15 percent / 15 points
Resource Sharing	15 percent / 15 points
Class Readings	<u>10 percent / 10 points</u>
Total	100 percent / 100 points

The following grading scale will be used:

90% - 100% / 90-100 points	= A
80% - 89% / 80-89 points	= B
70% - 79% / 70-79 points	= C
60% - 69% / 60-69 points	= D
Below 60% / Below 60 points	= F

8. Class Policy Statements:

- A. You are expected to attend all class meetings and participate in all exercises. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
- B. If you need accommodations, you are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, (334) 844-2096 (V/TT).

- C. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.
- D. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality

9. Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of the clientele for workforce education as provided in the required prerequisites. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of a workplace basic skills education program based upon application and synthesis of principles associated with this course.