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

Class Time: Tuesdays 5 – 8 PM
Professor: Dr. Leslie Cordie
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                    Office Hours: Tuesday after class or by appt.

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

2.   **Required Text:**

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

      Other Required Readings will be posted online or made available through eReserves
      and the Library.

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. **Tentative Course Content/Schedule:** (see attached weekly readings/activities)

Session	Topic
1	Overview and Introduction
2	Adult Education Overview
3	Workforce Education Overview
4	Identifying & Evaluating Workplace Needs
5	Human Resource Development and Diversity
6	Program Development and Evaluation Approaches
7	Supervision and Administration of Workforce Education Programs
8	International Workforce Education
9	Open and Online Workforce Education
10	Veteran Assistance in Workforce Education
11	Career Development Theory
12	Program Model Guest Speaker - TBD
13	Program Model Guest Speaker - TBD
14	Future of Workforce Education
15	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/topic in** detail from textbook as an Expert on the subject.

C.   **Book Review Assignment.** Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

Readers sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, and/or main idea of the work. A book review gives readers a sneak peak at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.

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.   **Discussion Forum.** Participate in all class discussions and activities. As part of a team, you will need to respond to all weekly questions and discussions. As part of a group, you will lead one weekly discussion with a question and summarize the group discussion at the end of the week.

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/Discussions/Activities	10 percent / 10 points
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 participate in all exercises, discussions and activities. 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. Documentation must be provided for accommodations at the meeting. 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 pertaining to cheating will apply to this class. Please see the information in the eStudent Handbook at http://www.auburn.edu/student_info/student_policies/
   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.