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Workforce Education
ADED 7646 (online 7640)
Auburn University
Department of Educational Foundations, Leadership, and Technology
College of Education

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Class Time: Online
Professor: Dr. Leslie Cordie
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                     Office Hours: Scheduled by Appointment or by Videoconferencing

1.   **Course Number**:   ADED 7646
      Course Title: Workforce Education
      Credit Hours: 3 semester hours
      Pre/Corequisites: None

2.   **Required Text: NONE**

      Recommended 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. Select appropriate learning methods for adult basic skills training.
      4. Identify a basic skills training program and evaluate in-house basic skills training experiences individually and collectively.
      5. Consider various performance improvement strategies to address employees' basic skills problems and determine the feasibility of in-house training as a performance improvement strategy.
      6. Describe potential policies, purpose, goals, and objectives of an in-house basic skills training program.

7. Develop long-term instructional plans (curricula) for an in-house basic skills training program.
8. Assess short-term basic skills training needs within the framework of long-term instructional plans.
9. Select, modify, or prepare training materials for in-house use.

Course Philosophy:

This online course is interactive and requires scheduled participation and assignments. ==This is NOT a self-paced course.== **You are required to participate regularly during a weekly basis.**

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, visual aids, developmental 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 by taking 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.

The entire course is intended to be completed through distance education delivery methods. In general, lectures are asynchronously delivered and are available through online videos or other media for the online course.

Additional course materials are made available through the university's learning management system (LMS). Interactivity is possible through the LMS, which allows for online discussions, web conferencing and chats with the instructor, along with testing and submission of assignments. **A student taking the online version of the course will need a reliable computer and will need to decide if online learning is a good option for them (for an assessment of the proper skills, please take the ==Online Readiness Quiz==** (link posted in the course LMS).

6. ==Tentative== - **Course Content/Schedule:**

Session	Date	Topic
1	August 18	Overview of Syllabus and Introduction to Course Materials
2	August 25	Workforce Education Overview
3	September 1	Career Development and Planning – Guest Speaker
4	September 9	Adult Education Overview
5	September 15	Employee and Workforce Education Policy
6	September 22	Community Colleges and Partnerships – Guest Speaker
7	September 29	Human Resource Development and Diversity
8	October 6	Identifying, Development & Evaluating Workplace Education and Training Needs
9	October 13	International Workforce Education
10	October 20	Open and Online Workforce Education
11	October 27	**Program Model Field Experience – KIA Tour**
12	November 3	RESEARCH DAY – AAACE Conference
13	November 10	Organizational Learning and Leadership Training

14	November 17	Professional Development and the Future of Workforce Education
15	November 24	**Holiday Break**
16	December 1	Last Week of Classes – Wrap Up and Summary
17	December 8	Final Exam Week – No Classes

7. **Course Requirements/Evaluation** (General Information – more details provided in handouts in the Assignments area in Canvas and during the Overview Lecture):

A. **Program Model and Visitation Review.** Each participant (or team) 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. Please be prepared to design and deliver a 20 minute online recorded presentation describing the workplace education program. Provide all class participants with an outline and an Information Sheet of the program model. Following the presentation, the group is expected to facilitate questions and answers.

OR

B. **Presentation on specific chapter section/topic.** Participant (or a team) will present an online recorded seminar/lecture on a workforce education topic from a textbook or recognized author/expert researcher on the subject. UPDATE the materials/statistics, as necessary, if using the textbook. Provide all class participants with an outline and any handouts or supplementary resources needed.

> For both Option A and Option B, students will be provided a variety of options in terms of recording their presentations for the online class. This information will be discussed posted in the course for other students to view. The resources to complete these presentations are available through the University's LMS.
>
> **OPTION - You can choose not to record a presentation, and may complete a research paper as an individual assignment instead of A or B. More details provided in Canvas.
>
> * NOTE: The presentation (PowerPoint/Handouts/Agenda/Supporting Materials) is due to the *instructor a minimum of one week prior* to scheduled class delivery **for both the Chapter/Topic and Program Model Presentations**. See Late Assignments for more information.

C. **Book Review Assignment.** Each participant will complete this assignment as an individual. 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.

More details available in the Canvas course.

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). Information will be posted in Canvas Discussion area.

E. **Discussion Forum, including Group Moderation.** Participate in all weekly class discussions and activities. You will need to respond to a majority of weekly questions and discussions. As part of a group, you will lead one weekly ONLINE discussion with a question and summarize the group discussion at the end of the week. Overall, discussions will be graded based upon the quantity and quality of the discussions posted as determined by the instructor. A rubric will be provided to evaluate grading for both the online discussions and the Group Moderation. More information available in Canvas.

Evaluation:

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

Program Model/ Presentation	40 percent / 40 points **OR**
Textbook Chapter Presentation	40 percent / 40 points **OR**
Research Paper	40 percent / 40 points

==**Choose only ONE (1) from above – Program Model OR Chapter/Topic Presentation OR Research Paper**==

Group Moderation of Discussion	15 percent /15 points
Book Review	20 percent / 20 points
Resource Sharing	15 percent / 15 points
Participation – includes the following ~	
Online Lectures/Class Readings/Discussions/Activities	<u>10 percent / 10points</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. **Absences/Inactivity in Class** - You are expected to participate in all exercises, weekly discussions and requirements as scheduled. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work. Attendance/logins/activity online will affect your grade as this is graduate learning course, with guest speakers, discussions and student presentations. Your attendance/participation is part of the course design and is directly correlated to academic success.

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations

sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. **Students who wish to have an excused absence from this class for any other reason** *must contact the instructor in advance of the absence* **to request permission**. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but **in no case shall such notification occur more than one week after the absence.**

Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.

B.   **Late/Make-up Assignments:**

A student who has an **excused absence** will have the opportunity to earn credit for any missed assignments that are submitted late. Assignments turned in late due to a documented excused absence will be graded as initially assigned.

Late assignments due to **unexcused absence** may not be accepted or will lose 10 percent/per day the assignment is late. In some cases, there will be a make-up assignment required in addition to the regular assignment.

Again, appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.

C.   **Team Assignments**
Team assignments receive grades based on group and individual work. It is possible that unsatisfactory participation in team assignments will result in a lower participation grade or a lower grade on the team assignment itself. You may be called upon to evaluate your own or your team members' performance on group assignments.

D.   **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

E.   The Student Policy eHandbook rules and regulations pertaining to **Academic Honesty** will apply to this class.

F.   **Professional Classroom Behavior:** 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

These behaviors are especially important in terms of our graduate classroom and online discussions.

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.