

Workforce Education
ADED 7640
Auburn University
Department of Educational Foundations, Leadership, and Technology
College of Education
Fall 2015

Class Time: Tuesdays, 5 to 7:50 PM
Location: Haley Center 2435
Professor: Dr. Leslie Cordie
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Office Hours: Scheduled by Appointment or by Videoconferencing

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

2. **Required Text: NONE**

Recommended Text:

The Textbook is **recommended** only - Workforce Development: Strategies and Practices - Short and Harris (Eds) (2014).

If you wish to purchase it (not required), it is available as an eBook. Information is available at:

<http://www.springer.com/us/book/9789812870674> or check the AU Bookstore for hard copies.

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

4. **Course Description:**
Identification and evaluation of basic skills and training issues in the workplace. Strategies for addressing workplace education needs related to adult learners.

5. **Course Objectives:**

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

1. Assess organizational support for addressing employees' basic skills or training problems.
2. Distinguish between employee performance problems stemming from basic skills deficiencies and problems stemming from other causes in the workplace.
3. Consider various performance improvement strategies to address employees' basic skills problems and determine the feasibility of workplace training as a performance improvement strategy.
4. Describe potential policies, purpose, goals, and objectives of a workplace basic skills training program.

5. Select appropriate learning methods for adult skills training in the workplace
6. Select, modify, or prepare training materials for the workplace.
7. Identify a basic skills training program and evaluate workplace basic skills training experiences individually and collectively.
8. Assess short-term basic skills training needs within the framework of long-term instructional plans for the workplace.
9. Develop long-term instructional plans (curricula) for a workplace basic skills training program.

Course Philosophy:

There are approximately 15 sessions with a variety of topics related to workplace education and development. You are expected to read the assigned readings, participate and contribute to lecture presentations, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

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.

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, email, web conferencing and chats with the instructor, along with testing and submission of assignments.

Please see Academic Calendar for Important Dates http://www.auburn.edu/main/auweb_calendar.html

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

Session	Date	Topic
1	August 18	Overview and Introduction
2	August 25	Workforce Education Overview
3	September 1	Career Development and Planning
4	September 8	Adult Education Overview
5	September 15	Employee and Workforce Education Policy
6	September 22	Community Colleges and Partnerships and/or Government and Industry Workforce Initiatives
7	September 29	Program Field Experience - TBD
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	Human Resource Development and Diversity
12	November 3	Organizational Learning and Leadership Training

13	November 10	Professional Development and the Future of Workforce Education
14	November 17	RESEARCH DAY – AAACE Conference – NO CLASS
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 on first night of class and in the Assignments area in Canvas):

- A. **Program Model and Visitation Review.** Each participant (or team) will investigate an actual workplace training, skill development or 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 45 minute presentation describing the workplace education program. Provide all class participants with an outline and any handouts or supplementary resources needed. Following the presentation, the group is expected to facilitate questions and answers. You will be required to design a peer review grading rubric that will evaluate your team members on their participation on this project.

OR

- B. **Presentation on specific chapter section/topic.** Participants (as a team) will present a seminar/lecture on a workforce education topic from the textbook or recognized author/expert/research on the subject. Provide all class participants with an outline and any handouts or supplementary resources needed. You will be required to design a peer review grading rubric that will evaluate your team members on their participation on this project.

*** **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 or Program Model Presentations. See Late Assignments for more information.**

The Program Model/Chapter Presentation assignments are conducted through peer teaching, laboratory/application experiences, and group discussion. The purpose of these assignments is to examine and clarify concepts, apply theoretical principles, and utilize critical thinking skills relevant to adult workplace education. The presentations and discussions are facilitated by the student teams, with guidance by the Instructor, as necessary.

- C. **Book Review Assignment/Presentation.** 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 information is available in Canvas.

Each student will be expected to present their book review in class.

- D. **Resource Sharing/Presentation.** 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). More information is available in Canvas.
- E. **Discussion Forum, including Group Moderation.** Participate in all 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.
- F. **ePortfolio**

Begin to design and develop an ePortfolio to help you apply what you learn in this course and what you are learning in the ADED program or other graduate program. The basic goal of an ePortfolio for the Adult Education program is to make learning visible to an external audience. The ADED ePortfolio provides you with the opportunity to consider some of the critical incidents, experiences and artifacts in your life and learning experiences and helps to apply that knowledge to practice. This assignment will involve Peer Review. More information to be provided in class and in Canvas.

Evaluation of Assignments:

Assignment	Points
Program Model or Chapter Presentation	30 Total
a. Presentation	- 20
b. Outline/Handouts/References	- 5
c. Team Evaluation Form	- 5
Group Moderation of Discussion	10
Book Review/Presentation	20
Resource Sharing/Presentation	10
ePortfolio (Peer Review)	20
Participation	10
Total Points	100

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 attend ALL class meetings and participate in all exercises and requirements as scheduled. It is your responsibility to contact me if assignment deadlines are not met and responsible for initiating arrangements for missed work. Since class occurs only 15 times for the entire semester, if you plan on being absent from 3 or more classes (20%), please consider taking this class another semester. Attendance will affect your grade as this is graduate learning course, with guest speakers and student presentations. Your attendance 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. If 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](tel:844-2096) (V/TT). Please visit their web site at: <http://accessibility.auburn.edu/>
- 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.