

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

Class Time: Online
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Office Hours: Scheduled by Appointment or by Videoconferencing

1. **Course Number:** ADED 7640/6
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.**

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 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: (see attached weekly readings/activities)

Session	Topic
1	Overview and Introduction
2	Workforce Education Overview
3	Adult Education Overview
4	Career Development Theory
5	Employee and Workforce Education Policy
6	Community College Partnerships
7	Human Resource Development and Diversity
9	Veteran Assistance in Workforce Education
10	International Workforce Education
11	Government and Industry Workforce Education
12	Open and Online Workforce Education
13	Organizational Learning and Leadership Training
14	Supervision and Administration of Workforce Education Programs
15	Future of Workforce Education

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, deliver and record a 20-minute 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 in the online discussion area. **OR**
- B. **Presentation on specific chapter section/topic in detail** from textbook as an Expert on the subject. UPDATE the materials/statistics, as necessary. 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. The resources to complete these presentations are available through the University's LMS.

- 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, 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 discussion with a question and summarize the group discussion at the end of the week. 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.

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
Group Moderation of Discussion	10 percent /10 points
Book Review	20 percent / 20 points
Resource Sharing	15 percent / 15 points
Participation –	
Online Lectures/Class Readings/Discussions/Activities	<u>15 percent / 15points</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 attend all class meetings or login to the online class and participate in all exercises 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.

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.

Arrangement to make up missed a major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specified by instructor).

- B. **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, 334 -844-2096 (V/TT).” Please visit their web site at: <http://accessibility.auburn.edu/>

- C. The [Student Policy eHandbook](#) rules and regulations pertaining to **Academic Honesty** will apply to this class.
- D. **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

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.