**Workforce Education**

**ADED 7640 001 Syllabus – v1 Fall 2025**

**Auburn University**

**Department of Educational Foundations, Leadership, and Technology College of Education**

**Class Time:** **Wednesdays from 5 to 7:50 PM**

**Location: COE Building RM 2257**

**Professor:** Dr. Leslie Cordie

Associate Professor, Adult Education  
Affiliate Faculty – University Writing

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**Office Hours:** Wednesdays – 10 AM to 3 PM and by appointment

**Course Number:** ADED 7640

**Course Title:** Workforce Education

**Credit Hours:** 3 semester hours (Graduate)

**Pre/Corequisites:** None

**Required Texts:**

Bonvillian, W. B., & Sarma, S. E. (2021). *Workforce education: A new roadmap*. The MIT Press. (ALL Access or available through online book retailers)

**Other Required Readings, Resources, and Course Materials** will be posted online or made available through eReserves and the Library, the web, or as links.

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

**Course Objectives:**

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

* Discuss the philosophical perspectives of adult education, continuing professional development, human resources, workforce systems, and workforce education
* Explain the significance of economics and the labor market to workforce planning
* Analyze the different legislative and public policies that are relevant to workforce development and training
* Examine the US system in terms of the various workforce education and training options and opportunities
* Identify models and frameworks to explore and develop workforce employability skills
* Explore the structures and types of continuing professional development and lifelong learning in the workplace

**Course Content and Philosophy:**

**There are approximately 15 sessions** during the semester that include a variety of topics related to workplace education and development. This course includes materials including lectures, open access resources, guest speakers, discussions, group activities and other tasks to provide knowledge and skills related to adult education in the workplace and real-world applications.

This is a graduate education course in workforce 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 participate regularly, contribute to the class setting by participating in discussions and activities, and to be collaborative and supportive of all members in the learning setting. **Group work may be required and expected as it is necessary in the workplace. In addition, attendance is required and missing more than 3 class meetings will result in an automatic letter grade deduction.**

Additional course materials are made available through Auburn University’s learning management system (LMS), which is Canvas to support learning. Interactivity is possible through the LMS, which allows for viewing of materials and submission of assignments and includes technology and tools such as video, online discussions, email, web conferencing, and assessments.

**A student taking this course will need a reliable computer, Internet access, and must understand how to operate a variety of software programs. Some items and functions in Canvas DO NOT work in the mobile or tablet environment.**

**Artificial Intelligence Policy: *Permitted in this Course with Attribution***

In this course, students are encouraged to use Generative AI Tools like ChatGPT to **support** their work. **To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it**, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

Your work should represent **your own thinking and learning**, but these applications can be useful tools for starting a project, organizing your ideas, or providing the final polish. I will not penalize the grade so long as AI **did not produce the majority** of the final product**. AI should be used as an ASSISTANT to your learning.**

* **If you use AI and do not acknowledge the actual use, you will be subject to failing the course and penalized according to the Academic Honesty Policy as noted in the Student Handbook -** [**https://www.auburn.edu/student\_info/student\_policies/**](https://www.auburn.edu/student_info/student_policies/)

**Course Requirements/Assignments:**

For all the assignments in this course, grammar and spelling count toward your grade. Please use Grammarly or the University Writing Center for assistance, if necessary**.**

***Additional directions and materials for each assignment are posted in Canvas.***

1. **Participation/Discussions/Reflections (70 points total)**

Discussion Leader Class Preparation 5

Discussion Leader Socratic Seminar 5 (peer average)

Discussion Leader Reflection 10

Discussion Summary Posting 5

TQE Discussion Sheets – 5 @ points each 25

Guest Speaker Reflections –

4 @ 5 points each 20

Attendance Final Grade Implications

***Discussion Leaders (Student-Led):***

* There will be several classes where we will host seminar/Socratic **discussions**
* Each discussion will be based on an assigned topic/foundational area for the course
* Students will be assigned/selected as **Discussion Leaders for at least one (1) Seminar** on a specific topic related to workforce education
* The student leader will be responsible for posting the topic, supporting materials, and questions to facilitate a 30-to-45-minute discussion

***Weekly Readings/Lectures/Resources***

* TQE Discussion Sheets are used in this graduate class
  + Prepared before each class meets; Discussed in class
  + Collected at end of class or submitted online
  + 5 sessions will be counted toward the final grade (5 points each)
* Attendance is required for weekly classes
* All students are expected to view any videos, complete the readings, and review any of the resources posted in Canvas listed for each week
* Make sure you are spending the time necessary reading and reviewing the information posted to help develop competency related to the content; **for every 3 hours of classroom time, an additional 6 to 9 hours of study, reflection, and application time are the minimum for a graduate level course**

***Peer Reviews*** *(multiple assignments)*

* Several assignments require you to provide your classmates with suggestions /improvements/corrections
* Your peers will review your work and give you feedback you can use to improve your work; you will also review other students’ work and give them feedback on their work as well.
* Rubrics are provided to guide the feedback process in Canvas and in the classroom environment

***Guest Speaker Reflections*** *(Select 4 to view and reflect)*

* Several assignments require you to reflect on prior guest speakers and connect it to the course content and develop your critical thinking and communication skills
* This assignment will be a reflective video or narrative
* Questions include:
  + What was the most surprising or valuable thing you learned from the guest speaker?
  + What connections can you make between the speaker’s talk and the core concepts of our course?
  + How might you apply the information or skills shared by the speaker in your own professional practice or future career?
  + Did the speaker's presentation change your view on any aspect of [Speaker's Topic, e.g., AI and technology skills, adult education best practices]?
  + What questions do you still have after the session?
  + What was one key insight the speaker provided that you believe is crucial for success in the field?

1. **Workforce Research Presentation ( 50 points total)**

Select a Presentation Topic 5

Presentation Outline & Draft Submission 10

Presentation Outline Draft Peer Review 10

Final Presentation Submission 10

Final Presentation Peer Reviews 10 (peer average)

Final Presentation Reflection 5

The main goal of this course is to develop basic skills and knowledge related to workforce education and research. Thus, the Workforce Education Presentation assignment will be focused on an area related to workforce education/development. Group projects are encouraged. A suggested structure for any presentation includes the following main parts:

* a welcoming and informative introduction (overview)
* body - a coherent series of main points presented in a logical sequence
* a lucid and purposeful conclusion
* references from which the presentation was developed

**Presentation main requirements:**

* Approximately **a minimum of 30 to a maximum of 45 minutes** in length (including activities or Q & A)
* Main components:
  + **Topic**
    - Discuss how the topic is relevant to workforce education, training and development in the 21st century
    - Explain how the topic fits into the major content of the course (philosophical, sociological, economic, partnerships, employability skills, public policy) – **see Canvas for more information on developing a topic**
  + **Objective(s)** 
    - Share the purpose for the presentation
    - Include at least one (1) measurable objective (what the audience will be able to do at the end of the presentation; develop a measurable objective using Bloom’s Taxonomy)
  + **Presentation overview** (explain topics that will be covered and why)
  + **Key points** - Develop a minimum of three key (3) points on the topic in a logical order that support the content
  + **Visuals, images and charts** should be used to enhance the content should be included with appropriate copyright permissions
  + **Summary** - this is a recap or conclusion for this presentation (related to the objective)
  + **References –** support your presentation with 3 to 5 credible references in APA format
  + **Audience Engagement -**
    - Engaging the audience before, during and after the presentation, using a variety of adult learning strategies to enhance the content
    - The presentation is more than a lecture or speech; thus, try to include reflective questions, animations, discussions, quizzing, polling, and other modes of engaging the audience in the materials

1. **Implicit Bias Reflection (10 points total)**

Implicit bias is a concept based on an emerging body of cognitive and neural research. It identifies ways in which unconscious patterns people inevitably develop in their brains to organize information actually “affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.”

This assignment involves viewing a series of videos, completing an assessment, and writing or recording a focused reflection.

Self-reflection is a necessary skill for lifelong development and requires you to look both backward on your growth and forward toward your development. Students should take the opportunity to reflect on their knowledge, skills, abilities, beliefs, biases, and emotions that may enhance or limit personal and professional growth.

1. **Annotated Bibliography and Peer Review (20 points)**

Annotated Bibliography Submission (10 points)

Annotated Bibliography Peer Review (10 points)

This assignment involves developing an annotated bibliography that will help you with creation of your workforce presentation.

Requirements:

* A minimum of 5 credible sources
* APA format
* Annotation for each source that includes:
* The purpose of the work
* A summary of its content
* What type of audience the work is written for
* The relevance of the work to the topic
* Any special features about the material
* The strengths, weaknesses, or biases in the material - the analysis
* Citation of the source in APA format
* Peer review

**Evaluation/Grading of Assignments:**

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| **Assignment** | | **Points** |
| **Workforce Research Presentation**   * Select a Workforce Topic – 5 * Presentation Outline & Draft Submission – 10 * Presentation Outline & Draft Peer Review - 10 * Final Presentation Submission – 10 * Final Presentation Peer Reviews – 10 (average) * Final Presentation Reflection - 5 | **50** |
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| **Annotated Bibliography**   * Submission - 10 * Peer Review – 10 | **20** |
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| **Implicit Bias Reflection** | **10** |
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| **Discussion Leader**   * Discussion Preparation Posting – 5 * Discussion Leader Facilitation – 5 (peer average) * Discussion Summary Posting - 5 * Discussion Leader Reflection - 10 | **35** |
| **Guest Speaker Reflections**   * Choose 4 @ 5 points each = 20 | **20** |
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| **TQE Discussion Sheets** – 5 @ 5 points each | **25** |
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| **Attendance Implications** | **Final Grade** |
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| **Total Points** | **160** |

The following grading scale will be used:

A = 90% - 100% / 144 - 160 points

B = 80% - 89% / 128 – 143.9 points

C = 70% - 79% /112 – 127.9 points

Below 70% = Failing Graduate Grade

**Course Policies:**

* **Course Specifics**

* + Class Attendance
    - **This class requires at a minimum weekly attendance at class; in addition, logins are required to review course materials and submit assignments**
    - See the [Student Handbook](http://www.auburn.edu/student_info/student_policies/) for excused absences based on Auburn University policy
  + Technology
    - A student taking this course will need a **reliable computer (NOT a tablet or a smartphone), and must understand how to operate a variety of software programs**
    - **Besides a reliable computer, the student will need access to reliable and stable Internet**
  + Communication
    - All course communications and interactivity are possible through the LMS (learning management system), which allows for videoconferencing, discussions, email, web conferencing and chats with the instructor, along with testing and submission of assignments.
    - **Reply to Student Email**:
      * Use your AU email for official communication
      * When contacting me via email, I will respond within 48 hours if possible;
      * If it is an emergency, please call my office phone; my cellphone can be made available in certain circumstances
  + **Academic Regulations:** All due dates for assignments are posted in Canvas and the tentative Schedule (see separate document)
  + **Late Assignments**
    - This pertains only to those with valid excuses according to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)
    - Late assignments will be accepted if you notify me **BEFORE** the assignment is DUE; notification requires written documentation for your missed assignment **within one week (7 days) after the due date and if your instructor determines that the missed due date is excused based on Auburn University policy**
    - The explanation must be on original letterhead, contain the original signature of the attesting official (physician, judge, social worker), and provide the name and phone number of a contact person (nurse, assistant, etc.); thus, a photocopy may not suffice
  + **Academic Honesty**: All work is expected to be original and creative.
    - Plagiarism and other forms of cheating will not be tolerated.
    - The Department of Educational Foundations, Leadership, and Technology follows the guidelines for "Academic Regulations" as described in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) found at [Academic Regulations](http://www.auburn.edu/studentpolicies).
    - You are responsible for knowing and adhering to the AU Guidelines.
    - **Papers, presentations, projects, or any other assignments previously submitted for credit in another course will not be accepted in this course**; if previously submitted work is submitted, a grade of zero will be awarded to the assignment; **if you have a question about this, notify me and ASK.**
    - **Group or 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.
    - **See Artificial Intelligence policy as noted earlier**
* **Accommodations:**
  + Students who need accommodation are asked to electronically submit their approved accommodations through AU process
  + **You will not be able to use your accommodations until you meet with me, as noted in the AU Policies;** please make an individual appointment with me during the first week of classes.
  + Some parts of this course are being recorded; thus, you can review the recordings at your own pace, and re-review them as needed to help provide comprehension and understanding; in addition, rudimentary translation is available with Closed Captioning and transcripts
  + If there are video materials posted from outside , they usually have closed captioning (CC) that allows you to take notes, if needed
  + In addition, many of the external video materials have transcripts provided as additional resources that you can use for note-taking
  + If you have any questions about accommodations, please contact the Office of Accessibility [Accommodations](https://fp.auburn.edu/disability/), 1228 Haley Center, 334-844-2096 (voice/TDD).

**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.

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| **Week** | **Date** | **Topic(s)** | **Assignments/Activities/Readings** |
|  | **New week begins on Wednesdays** |  | **Due Dates on Tuesdays – NLT 11:59 PM**  **Each week you should prepare at TQE Sheet prior to Class session** |
| 1 | Aug 20 | Welcome / Introduction – Course Overview | * **ASSIGN - Discussion Leader Dates** * REVIEW Course Syllabus / Schedule/ Canvas web site materials and Assignments * Textbook - Chapter 1 – Introduction |
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| 2 | Aug 27 | History and Philosophical Foundations of Workforce Education | * **Guest Speaker – Jennifer Jones, GRA – Discussion Seminar Demonstration** * **DUE – Select Presentation Topic** * Textbook - Chapter 2 - The American Working Class * Textbook – Chapter 3 – Breakdown in Workforce ED * REVIEW any additional resources posted in the Course Module |
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| 3 | Sept 3 | Career and Technical Education | * **Guest Speaker – Dr. Matt Simoneau, CTE** * Textbook – Chapter 10 – The Apprenticeship Model * REVIEW any additional resources posted in the Course Module |
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| 4 | Sept 10 | Economics and Labor Market Foundations | * **Guest Speaker – Dr. Chelsey Hooper - AI** * **DUE –Submit Presentation Outline & Draft** * Textbook - Chapter 4 – Technology vs Jobs * Textbook - Chapter 6 - The Broken Labor Market * Outlook Occupational Handbook * REVIEW any additional resources posted in the Course Module |
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| 5 | Sept 17  NO CLASS MTG  Materials Online | Employability Skills | * **ONLINE COURSE – No Class Meeting** * **DUE – Annotated Bibliography Submission** * Textbook - Chapter 9 - The Educational Content * Employability Framework - PERN web site * REVIEW any additional resources posted in the Course Module |

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| 6 | Sept 24 | | Organizational Learning & Development | * **Guest Speaker – Dr. Linnea Conely - AIDT** * **DUE – Guest Speaker Reflection 1** * **DUE – Peer Review Presentation Outline & Draft** * **DUE – Discussion Seminar – Session 1** * Dimensions of the Learning Organization Questionnaire (DLOQ) – Marsick & Watkins * REVIEW any additional resources posted in the Course Module | |
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| 7 | Oct 1 | | Leadership | * **Guest Speaker – TBD** * **DUE – Annotated Bibliography Peer Review** * Leadership Development – Introduction by Kevin Flinn (AU Library) * REVIEW any additional resources posted in the Course Module | |
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| 8 | Oct 8 | | Professional Development  ePortfolio | * **Guest Speaker – TBD** * **DUE – Guest Speaker Reflection 2** * Textbook – Chapter 8 – New Educational Technologies * Textbook – Chapter 11 – New Content Delivery Models * REVIEW any additional resources posted in the Course Module | |
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| 9 | Oct 15  NO CLASS MTG  Materials Online | | Sociological Foundations | * **ONLINE COURSE – No Class Meeting** * **DUE – Implicit Bias Reflection** * Implicit Bias Lessons - UCLA * REVIEW any additional resources posted in the Course Module | |
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| 10 | Oct 22 | | Public Policy Contexts | * **MEET at Southern Union State CC** * **Guest Speaker – Dr. Eric Sewell - SUSCC** * Textbook - Chapter 5 – The Three Sectors * Summary of Laws – Department of Labor (DOL) * REVIEW any additional resources posted in the Course Module | |
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| 11 | Oct 29 | | International Education | * **Guest Speaker – TBD** * **DUE – Discussion Seminar – Session 2** * **DUE – Guest Speaker Reflection 3** * REVIEW any additional resources posted in the Course Module | |
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| 12 | | Nov 5 | Student Presentations | | * REVIEW any additional resources posted in the Course Module | |
| 13 | | Nov 12 | Student Presentations | | * REVIEW any additional resources posted in the Course Module | |
| 14 | | Nov 19 | The Future of Workforce Education | | * **DUE – Discussion Leader Reflections** * **DUE – Guest Speaker Reflection 4** * **DUE – Discussion Seminar – Session 3** * Textbook – Chapter 12 – New Roadmap for Workforce Systems * REVIEW any additional resources posted in the Course Module | |
| **Thanksgiving Break – Nov 24 - 28** | | | | | | |
| 15 | | Dec 3  Last Class | Course Summary | | * **Guest Speaker – The Adult Learner** * Final Course Reflections and Discussion | |
|  | |  | Last week of University Schedule | | Classes end Friday, Dec. 5  Final Exam period Dec. 8 - 12  Commencements Dec. 13  Final Grades to be Posted in Canvas and Banner  \*\*please notify me if you are graduating Fall 2025\*\* | |
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