**Workforce Education**

**ADED 7640 D01 Syllabus – v1**

**Auburn University**

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

**Fall 2025**

**Class Time:** **Asynchronous**

**Location: Online in Canvas LMS**

**Professor:** Dr. Leslie Cordie

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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 Level)

**Pre/Corequisites:** None

**Required Texts:**

Bonvillian, W. B., & Sarma, S. E. (2021). *Workforce education: A new roadmap*. The MIT Press. (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 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 is an asynchronous format that will include materials including online lectures, open access resources, recordings from guest speakers, discussions, group activities and other tasks to provide knowledge and skills related to adult education and training in the workplace.

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 learning 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. This is not a self-paced course and requires regular and weekly participation.**

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 videoconferencing, online discussions, email, web conferencing, along with testing and submission of assignments.

**A student taking this course will need a reliable computer, Internet access, a webcam (if possible) and must understand how to operate a variety of software programs. BE AWARE - some items and functions DO NOT work in the mobile or tablet environment.**

**Artificial Intelligence Policy:**

In this course, students are encouraged to explore and 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, including the discussion board, grammar and spelling count toward your grade. Please use Grammarly or the University Writing Center for assistance, if necessary**. Resource links are provided in Canvas. ALL assignments are individual assignments (no group projects).**

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

1. **Participation/Discussions/Reflections (50 points total)**

Introduction on Discussion Board 5

 Discussions 4 @ 5 points each 20

 Discussion Reflection 10

Implicit Bias Reflection 10

Final Presentation Posting and Reflection 5

Attendance - Online Login ***Final Grade Implications***

***Discussion Posts:***

* There will be approximately **five (5) discussions** posted during the semester (this includes the introduction)
* Each discussion question will be based on an assigned topic/foundational area of the course
* Some of the questions require you to complete one or more activities in order to respond to the discussion posting
* If there is a learning need, additional discussions may be added to the course
* ***Waiting to post on the LAST night of the discussion may result in a lower grade***
* **Participation in all discussions may affect the Final Grade.**

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

* Attendance is required online weekly asynchronously; this means logging in perhaps 3 to 4x per week on your own schedule
* In addition, students are expected to view any videos, complete the readings, and review any of the resources posted in Canvas listed for each week to build their knowledge of the concepts and develop their assignments
* The student access information can be reviewed by the instructor in terms of login analytics provided in Canvas and may be counted toward the Final Grade
* 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 in terms of scholarship development**

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

* Several assignments require you to provide your classmates with suggestions /improvements/corrections (you will also receive instructor feedback)
* Your peers will review your work and give you feedback that can be used 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

***Reflections*** *(multiple assignments)*

* Several assignments require you to reflect on online resources and connect them to the course content
* These summaries develop your critical thinking and communication skills
* This assignment can be a reflective video or written narrative or other creative work
1. **Workforce Education Research - Recorded Presentation (95 points total)**

Select a Presentation Topic 5

Presentation Outline Submission 10

Peer Reviews Presentation Outline t 10

Presentation Draft Submissions 10

Peer Reviews of Presentation Draft 10

Final Recorded Presentation Submission 20

Peer Reviews of Final Presentation (3 sets – 10 pts each) 30

The main goal of this course is to develop basic skills and knowledge related to workforce education and research. Thus, the Workforce Education Research Presentation assignment will be focused on an area related to workforce education/development. 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:**

* **Recorded presentation** (mp4) – instructions related to technology are discussed in Canvas
* Approximately **20 minutes** in length (not 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 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)** (individual assignment)

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 a focused reflection, approximately 1-2 pages in length.

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 by researching credible information.

**Requirements:**

• A minimum 5 credible sources

• 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** |
| **Presentation*** Select a Workforce Topic – 5
* Presentation Outline Submission – 10
* Peer Reviews of Presentation Outline – 10
* Draft of Presentation/Slides – 10
* Peer Review of Draft of Presentation/Slides – 10
* Recorded Presentation Submission - 20
* Peer Reviews of Recorded Presentation (3 sets) @ 10 pts each = 30
 | **95** |
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| **Annotated Bibliography*** Submission - 10
* Peer Review – 10
 | **20** |
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| **Implicit Bias Reflection**  | **10** |
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| **Discussions/Reflections/Participation*** Discussion Board Self-Introduction – 5
* Discussion Participation (4) @ 5 pts each

 = 20* Discussion Reflection - 10
* Final Presentation Reflection/Posting - 5
 | **45** |
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| **Attendance – Online Logins** | **Final Grade** |
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| **Total Points** | **170** |

The following grading scale will be used:

A = 90% - 100% /126 – 140 points

B = 80% - 89% / 112 – 125.9 points

C = 70% - 79% / 98 – 111.9 points

Below 70% = Failing Graduate Grade

**Course Policies:**

* **Course Specifics**
	+ Absences from attending class asynchronously
		- **This class requires at a minimum weekly login to review course materials**
		- **Lack of logins and access to materials may affect your Final Grade**
		- 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), must understand how to operate a variety of software programs, a webcam, and access to reliable Internet**
		- **Besides a reliable computer and webcam, 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.
		- **REGULARY check Canvas**: Login analytics will be monitored by the instructor; **in general, a 3-credit hour class involves a minimum of 6 to 9 hours of study time per week AFTER reviewing the course materials and readings.**
		- **Reply to Student Email**: 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 may 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
	+ A**cademic 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.**
		- **If there are Group or Team assignments, the products** 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**
* **Accommodations:**
	+ Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes.
	+ **You will not be able to use your accommodations until you meet with me, as noted in the AU Policies**
	+ 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** |
|  | **Weeks begin on Tuesdays** |  | **Due Dates on Mondays – NLT 11:59 PM****\*\*Some assignments may NOT be accepted LATE\*\*** |
| 1 | **Aug 18 - 25** | Welcome / Introduction – Course Overview and Syllabus | * **DUE – Post Introduction in Discussion Board**
* **REVIEW Course Syllabus / Canvas web site materials**
* POST any course questions in the FAQ Discussion Board
* Textbook - Chapter 1 – Introduction
* REVIEW any additional resources post in the Course Module
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| 2 | **Aug 26 – Sept 1** | History and Philosophical Foundations of Workforce Education | * **DUE – Select Presentation Topic**
* Textbook - Chapter 2 - The American Working Class
* Textbook – Chapter 3 – Breakdown in Workforce ED
* REVIEW any additional resources post in the Course Module
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| 3 | **Sept 2 - 8** | Economics and Labor Market Foundations | * **DUE - Submit Presentation Outline**
* **DUE - Discussions 1**
* Textbook - Chapter 4 – Technology vs Jobs
* Textbook - Chapter 6 - The Broken Labor Market
* Outlook Occupational Handbook
* REVIEW any additional resources post in the Course Module
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| 4 | **Sept 9 - 15** | Public Policy Contexts | * **DUE –Peer Review Presentation Outline**
* Textbook - Chapter 5 – The Three Sectors
* Summary of Laws – Department of Labor (DOL)
* REVIEW any additional resources post in the Course Module
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| 5 | **Sept 16-22** | Employability Skills  | * **DUE – Annotated Bibliography Submission**
* **DUE - Discussions 2**
* Textbook - Chapter 9 - The Educational Content
* Employability Framework - PERN web site
* REVIEW any additional resources post in the Course Module
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| 6 | **Sept 23 - 29** | Organizational Learning & Development | * **DUE – Presentation Draft**
* Dimensions of the Learning Organization Questionnaire (DLOQ) – Marsick & Watkins
* REVIEW any additional resources post in the Course Module
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| 7 | **Sept 30 – Oct 6** | Leadership  | * **DUE – Annotated Bibliography Peer Review**
* **DUE - Discussions 3**
* Leadership Development –Chapter 2 by Kevin Flinn – ebook
* REVIEW any additional resources post in the Course Module
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| 8 | **Oct 7 - 13****Midterm**  | Professional Development | * **DUE – Peer Review of Presentation Draft**
* Textbook – Chapter 8 – New Educational Technologies
* Textbook – Chapter 11 – New Content Delivery Models
* REVIEW any additional resources post in the Course Module
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| 9 | **Oct 14 - 20** | Sociological Foundations | * **DUE – Implicit Bias Reflection**
* **DUE - Discussions 4**
* Implicit Bias Lessons - UCLA
* REVIEW any additional resources post in the Course Module
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| 10  | **Oct 21 - 27** | Final Presentation Research  | * **DUE - Discussion Reflection**
* Work Week – Final Presentations and Discussion Synthesis
* REVIEW any additional resources post in the Course Module
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| 11 | **Oct 28 – Nov 3** | Student Presentations  | * **DUE - Final Presentations – Submissions to Instructor**
* **DUE Final Presentations – Submissions for Peer Reviews**
* REVIEW any additional resources post in the Course Module
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| 12 | **Nov 4 - 10** | Student Presentations  | * **DUE – Peer Review of Final Presentations (1)**
* REVIEW any additional resources post in the Course Module
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| 13 | **Nov 11 - 17** | Student Presentations  | * **DUE – Peer Review of Final Presentations (2)**
* REVIEW any additional resources post in the Course Module
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| **Thanksgiving Break – Week of Nov. 24** |
| 14 | **Nov 18 - Dec 1****Includes Thanksgiving Week** | The Future of Workforce Education Final Assignments | * **DUE – Peer Review of Final Presentations (3)**
* **DUE – Final Presentation - Reflection and Discussion Posting**
* Textbook – Chapter 12 – New Roadmap for Workforce Systems
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| **Thanksgiving Break – Week of Nov. 24** |
| 15 | **No Final Exam in this Class** | Classes END  | Classes end Dec 5Final Exam period Dec 8-12 Commencement Dec 13Final Grades to be Posted in Canvas and Banner\*\*please notify me if you are graduating Fall 2025\*\* |
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