

**Workforce Education**  
**ADED 7640 - Fall 2013**  
**Auburn University**  
**Department of Educational Foundations, Leadership, and Technology**  
**College of Education**

Class Time: Tuesdays 5-7:50 PM; Duncan Hall 112 (conference room)  
Professor: Dr. Leslie Cordie  
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Office Hours: Tuesdays after class or by appt

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

2. **Required Text:**

*Recommended Texts Only:*

Working longer: New strategies for managing, training, and retaining older employees (2008). Saranac Lake, NY: AMACON.

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 training and 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. Cultivate an understanding of career and technical education in both the academic and industry settings
2. Develop a knowledge for managing careers within a global economy
3. Increase both cultural and communication skills
4. Develop a capacity for innovation and use of technology in education
5. Describe the key steps in the development and evaluation of training and education programs
6. Distinguish key Human Resource Development policies
7. Assess Organizational Learning strategies
8. Identify Leadership Training programs

9. Manage Career Planning and Development
10. Deliberate Supervisory and Management of the New Workforce in the 21st Century
11. Select appropriate learning methods for adult training.

**Course Philosophy:**

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, 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 – i.e., to take 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.

6. **Tentative Course Content/Schedule:** (see attached weekly readings/activities)

Session	Date	Topic
1	August 27	Overview and Introduction
2	September 3	Workforce Education Overview
3	September 10	Career Development and Planning – Guest Speaker
4	September 17	Adult Education Overview
5	September 24	Employee and Workforce Education Policy
6	October 1	Community Colleges and Partnerships – Guest Speaker
7	October 8	Human Resource Development and Diversity
8	October 15	Identifying, Development & Evaluating Workplace Education and Training Needs
9	October 22	RESEARCH DAY – Class ONLINE ONLY
10	October 29	International Workforce Education
11	November 5	Government and Industry Workforce Initiative – Guest Speaker
12	November 12	Open and Online Workforce Education
13	November 19	Organizational Learning and Leadership Training
14	November 26	Holiday Break
15	December 3	<b>Last Week of Class</b> Professional Development and the Future of Workforce Education
16	December 10	Final Exam Week
	<b>TBD</b>	<b>Program Model Field Experience - KIA</b>

7. **Course Requirements/Evaluation:**

- A. **Program Model and Visitation Review.** Participants (as a team) will investigate an actual workplace training, literacy/basic skills and/or or professional 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 and deliver a presentation describing the workplace education program. Provide all class participants with an outline and an Information Sheet of the program model.

**OR**

- B. **Presentation on specific chapter section/topic in detail** – Participants (as a team) will present a seminar/lecture on a workforce education topic from a textbook or recognized author/expert researcher on the subject. Key areas to include in the presentation are the following:

- Introduction: What is the chapter about, what will students learn and/or what are the chapter goals? Why is this topic important in Workforce Education?
- Activities and methods are added to the presentation and relate to the principles of adult learning
- The presentation appeals to visual, auditory, and kinesthetic learners
- The presentation includes exercises to practice any new skills that are being taught
- Time spent on practice and feedback
- Incorporates prior learning or experience related to workforce education
- Additional information from outside resources
- Conclusion and/or Summary
- Provide Documentation of References

- 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.

This is not a Book Report. 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 brief review about the content, whether or not the reviewer enjoyed it, an evaluation of the merits of the book toward the key topic, 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; diagnostic or evaluation instrument, etc.).
- E. **Group Moderation of Discussion Forum.** You will lead (moderate) one weekly discussion by developing a question related to the readings assigned for that week. As the moderator, you will question, promote dialogue and summarize the group discussion at the end of the week. The role of the moderator is to promote thinking, and challenge your fellow classmates to think, consider alternative viewpoints and to develop new knowledge through thinking and constructing. The moderator will be graded by his/her peers, and will grade his/her peers on their participation

- F. **Weekly Discussions/Other Activities.** Participate in all class discussions and activities.

**Evaluation:**

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

Program Model/ Presentation	40 points <b>OR</b>
Textbook Chapter Presentation	40 points
Book Review	20 points
Resource Sharing	15 points
Group Moderation	15 points
Class Readings/Discussions/Activities	<u>10 points</u>
<b>Total</b>	<b>100 points</b>

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. You are expected to attend class and participate in all exercises, discussions and activities. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.
- B. If you need accommodations, you are to follow the policy listed in the Student Handbook and contact the Office of Accessibility. In addition, you are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail or phone. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, (334) 844-2096.
- C. The University Academic Honesty Code and the other rules and regulations from the Student Handbook will apply to this class. The eHandbook can be found at [www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)
- D. 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 education program based upon application and synthesis of principles associated with this course.