

The University of Texas at Tyler
College of Business and Technology
School of Human Resource Development and Technology

Course Syllabus

HRD 5331
Workforce Development
Fall 2008
Online

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Course Catalog Description

Evaluation of the workforce of the nation and identifying, assessing and evaluating the needs of industry and education for a quality workforce. Prerequisites: none

Course topics include: foundations of workforce education, economic issues, providers of workforce education, professional standards for trade and industrial education instructors, career development for individuals, issues in HRD, and the future of America's workforce.

Textbooks (required)

Gray, K.C., & Herr, E.L. (1998). *Workforce Education: The Basics*. Needham Heights, MA: Allyn & Bacon. ISBN 978-0205198344

Judy, R.W. & D'Amico, C. (1997). *Workforce 2020*. Indianapolis, IN: Hudson Institute. ISBN 978-1558130616

(optional)

National Center on Education and the Economy. (2007). *Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce*. San Francisco, CA: Jossey-Bass ISBN 978-0787995980

Class participants may purchase these texts, new or used, from the UT Tyler Bookstore or from any other source you wish.

Student Learning Outcomes

Students will be able to:

1. identify historical, philosophical, and ethical foundations of workforce education
2. identify external forces impacting the educational environment of the trade and industrial curriculum
3. compare and contrast the different types of workforce education/development programs
4. identify a major human resource issue affecting the workforce and explain how that issue can be addressed in the trade and industrial curriculum
5. explain and evaluate their own career development
6. explain the relevance of the following professional standards for workforce educators:

effective relationship issues dealing with various school constituencies
benefits of professional development
legal and ethical considerations for school educators, including issues related to technology
issues related to teacher appraisal systems
requirements for occupational certification/licensure
importance of lifelong learning
the structure of the educational system
the relationship between classroom learning and work-based learning
required education and training related to career concentrations
identifying and evaluating work-based performance standards
developing an individualized training plan for paid and unpaid work-based learning experiences
the importance of collecting student follow-up data to document program effectiveness
the purpose and role of committees and individuals in providing services to special populations
the importance, characteristics, assessment, and curricular incorporation of employability skills
aspects of establishing and maintaining a business

7. identify key issues facing the workforce of the future

8. explain current thought on the failings of the American education system and possible solutions for the future

Course Competencies

1. Computer-Based Skills: Participants will use a variety of skills in the online environment.

2. Communication skills: Participants will use a variety of communication skills in expressing their opinions, findings, expertise, and knowledge about various course topics to other participants and to the instructor.

3. Interpersonal skills: Participants will work as a group to research and address objectives in at least three modules.

4. Problem Solving (Critical Thinking): Participants will use conceptual thinking, creativity, and innovation in developing and presenting their responses to each module's assignments.

5. Ethical Issues in Decision Making and Behavior: Participants will demonstrate ethical behavior in obtaining information and in documenting referenced material used in assignments.

6. Personal Accountability for Achievement: Participants will complete assignments according to the designated schedule and will participate in discussions in a timely manner.

7. Competence in Technology Principles: Participants will apply course concepts to their own area(s) of technology expertise and will incorporate their understanding of course concepts as they affect workforce education in general.

Grading

Final grades for the course will be determined based upon the following point assignments:

A - 90-100, B - 80-89, C - 70-79, D - 60-69, F - Below 60

A grade of "I" (Incomplete) shall be assigned only in rare instances. Students must request a grade of "incomplete" prior to the final week of the semester.

Grading Policy

The work you will perform for this course is weighted as follows:

Course Participation: 20% (includes participation in on-line discussion)

Module Assignments: 80%

All students must complete written assignments in Modules 1, 6, 7, 8, and 9. For Modules 2-5 and 10, students may opt out of one module's writing assignments. Note: Students must complete all reading assignments and

must participate in all module discussions. Written assignments may be submitted anytime before the due date; however, when an assignment is submitted late, a letter grade will be deducted. Late work for one module will not be accepted after the due date for the following module unless prior approval from the instructor has been granted.

Assessments, varying in length from one paragraph to ten pages, will be in the form of student compositions written outside of class. Three assignments will entail group collaboration. Students should note that all assignments should be written at the graduate level. While the instructor does not deduct points for each grammatical error *per se*, grade deductions will be made when grammar/punctuation errors detract from the overall presentation of the assignment. In addition to written assignments, students will participate in on-line discussion for each module covering material from both required texts.

Semester Schedule

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|-------------------|--|-----------------------------------|
| Aug. 27-Sept. 7 | Module 1—Introduction; discussion responses due by Sept. 5 (See discussion questions on Discussion Board) | Course Syllabus |
| Sept. 6-21* | Module 2—Historical, Philosophical, Ethical Foundations; discussion responses due by Sept. 16 (See discussion questions on Discussion Board) | Gray & Herr Ch. 1 – 3 |
| Sept. 17-28* | Module 3—The American Economy and Workforce Education; discussion responses due by Sept. 26 (See discussion questions on Discussion Board) | Gray & Herr Ch. 4 – 6; 2020 Ch. 1 |
| Sept. 27-Oct. 12* | Module 4—Providers of Workforce Education; discussion responses due by Oct. 7 (See discussion questions on Discussion Board) | Gray & Herr Ch. 11, 13 – 15 |
| Oct. 8-19* | Module 5—Issues in Human Resource Development; discussion responses due by Oct. 17 (See discussion questions on Discussion Board) | 2020 Ch. 2 |
| Oct. 18-Nov. 2 | Module 6—Career Development in Individuals; discussion responses due by Oct. 28 (See discussion questions on Discussion Board) | Gray & Herr Ch. 7 – 12 |
| Oct. 29-Nov. 9 | Module 7—Professional Standards for Workforce Educators (Pt. 1) – Group Assignment; Nov. 7 (See discussion questions on Discussion Board) | Selected Internet Sites |
| Nov. 8-23 | Module 8—Professional Standards for Workforce Educators (Pt. 2) – Group Assignment; discussion responses due by Nov. 18 (See discussion questions on Discussion Board) | Selected Internet Sites |
| Nov. 19-Dec. 7 | Module 9—Professional Standards for Workforce Educators (Pt. 3) – Group Assignment; discussion responses due by Dec. 2 (See discussion questions on Discussion Board) | Selected Internet Sites |
| Dec. 3-14* | Module 10—The Future of the Workforce; discussion responses due by Dec. 12 (See discussion questions on Discussion Board) | 2020 Ch. 3 – 4 |

* Students may opt out of one of these written assignments. Note: Students are responsible for all reading and discussion assignments, even for those modules that students might choose not to complete the writing assignment. (Students will have a total of nine writing assignments: six individual and 3 group.)

Module 1 Writing Assignment Due by Sept. 7

In concise, bullet format, identify what you have to learn to meet your own expectations for success in this course.

Module 2 Writing Assignment* Due by Sept. 21

Part A. Prepare a workforce education/development historical timeline, noting historical events as well as philosophical trends.

Part B. Prepare a statement of personal/professional ethics that will serve to guide your professional conduct.

Submit both parts of this assignment together as one document. Give your ethics statement a separate heading following the timeline.

Module 3 Writing Assignment* Due by Sept. 28

In approximately five paragraphs, identify some of the external forces that affect the educational environment of the trade and industrial curriculum in public schools.

Module 4 Writing Assignment* Due by Oct. 12

In approximately five paragraphs, describe the major components of workforce education/development programs within the following settings: public school, higher education, and industry. Include in your description the major emphases of each setting's program.

Module 5 Writing Assignment* Due by Oct. 19

In approximately three paragraphs, identify one major human resource issue affecting the workforce of the future and explain how the issue can be addressed in the trade and industrial curriculum in public schools.

Module 6 Writing Assignment Due by Nov. 2

Prepare a career autobiography outlining your own career development. This should be a chronological personal history (childhood, middle school, high school, college, etc.), including information such as personality, subjects liked and disliked, activities, interests, jobs, family, etc. At the end of the paper, summarize by noting where you have been, where you are, and where you see yourself going in terms of your own career development journey. (No more than 10 pages with: 1-inch margins all around, double spacing throughout, headings to distinguish sections, and 12-pt Times New Roman throughout.)

Module 7 Writing Assignment Due by Nov. 16 Group Assignment (See details in the text for this module.)

Module 8 Writing Assignment Due by Nov. 23 Group Assignment (See details in the text for this module.)

Module 9 Writing Assignment Due by Dec. 7 Group Assignment (See details in the text for this module.)

Module 10 Writing Assignment* Due by Dec. 14

In approximately 3-5 paragraphs, identify one key issue facing the workforce of the future. Support why you think this is a key issue. Discuss how workforce education can address the issue you have chosen. Include in your discussion issues addressed by the New Commission on the Skills of the American Workforce.

Class Participation

Students are expected to be fully engaged in the activities of this class.

On-line discussion – Students are expected to participate in on-line discussion in a timely manner and to contribute to discussion substantively for maximum credit.

Written assignments may be submitted anytime before the due date; however, when an assignment is submitted late, a letter grade will be deducted. Late work will not be accepted after the due date for the following module unless prior approval from the instructor has been granted.

IDEA Statement

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

University Policies

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.