HIED 697.03W (21344) Workforce Education & Training
Web Based Class
Spring 2013, 1st 7- week term (1/14/13-3/1/13)

Instructor: Denise Pheils Ph.D. - Assistant Professor
Office: Remote (in Ohio!)
Phone: calls will be via Skype
Office Hours: will be via Skype, or Google Handouts
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COURSE INFORMATION

NO REQUIRED TEXT FOR THIS COURSE!
Readings will consist of a variety of peer-reviewed articles, research, and YouTube videos that will be loaded to the site in DocSharing and/or linked the site within the content areas.

Optional text: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Relevant and related articles will be listed in the online course room for each specific module if necessary for completing the module. Most will be provided in the DocSharing area for ease of access.

Course Description:
This course provides a detailed overview of the challenges and opportunities associated with workforce development and training initiatives, programs, and activities. Key aspects of planning and offering non-credit courses targeting specific business needs are utilized. Students will be introduced to a variety of planning tools and will have the opportunity to create learning modules target to specific instructional needs. Issues of integrity and quality are stressed.

Student Learning Incomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course – these are the expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Identify the concepts relevant to providing a quality learning experience through non-credit courses.
2. Identify and explain a variety of teaching and technology methods to support dynamic content development.
3. Recognize the necessary elements to maintain balance in meeting accreditation standards while providing a quality non-credit course room environment.
4. Develop an ability to evaluate the customized work of students without compromising any fundamental aspect of the student or the instructor.
5. Develop a plan for reflection to aid in self-assessment and personal improvement.

COURSE REQUIREMENTS

Instructional /Methods /Activities / Assessments:
A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including opportunities for group problem-solving activities, independent research, and interactive discussion boards.

Participation, Attendance, and Assignments:
Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort and participation. It includes assignments given for each module. Participation includes reading materials prior to posting to course discussion questions and responding with quality and substance to at least two different learners per module during the appropriate week.

Students will work on their assignments according to the course schedule on the course calendar and specified in the title of each module and submit these in an appropriate format to the Dropbox. An appropriate format is one that the instructor can view, hear, or watch, as appropriate. Students are given the freedom to experiment with various platforms and methodologies to strengthen their understanding and allow for a diverse variety of submissions.

Discussion Board: (25 points per post x 2 per module x 6 modules = 300 points)	300
Assignments: (150 points per module x 6 modules = 900 points or 1 large project at 900 points)	900
Reflection: (10 points per module x 6 modules = 60 points; provides an opportunity for personal reflection upon module performance)	60
Total Points:	**1260**

Module Breakdown:
Modules are not topic exclusive. All modules continue to build and incorporate the content from previous modules. The student has the opportunity to create assessments specific to the various modules or to create one large project that provides depth and research into a specific area and provides a quality product or answers, solutions, or options to the larger problem. Specific objectives must be met and details are available online.

1. An Introduction to Workforce Development & Training (January 14, 2013 – January 20, 2013) – This module is a high-level over view of providing non-credit courses.

The first assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to meeting the needs of Workforce Training and Development. The discussion focuses on how to shift the paradigm from traditional for-credit course development, marketing, and instruction to a non-credit content model focused on customer satisfaction instead of accreditation standards. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

2. Public Service Courses (January 21, 2013- January 27, 2013) – This module focuses on the various activities used to educate the workforce in the most basic steps including literacy, GED preparation, ESL courses, etc.

The second assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to providing non-credit courses offering the basic essentials for communication and education. Many of the key elements will be discussed in the corresponding course module. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

3. Workforce Training (January 28, 2013 – February 3, 2013)- This module focuses on specific ways to aid employers and employees by providing specific and timely content appropriate to a specific skill set or need. This content tends to be very customer/need specific or focused on certification programs.

The third assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to providing on-demand training for specific business needs or for a specific industry. Many of the key elements will be discussed in the corresponding course module. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

4. Non-credit Remedial Courses (February 4, 2013 – February 10, 2013) - This module focuses on the issues concerning non-credit remedial courses in colleges and universities. Common subject areas for remedial courses include mathematics and composition courses. Remedial courses often do not qualify for financial aid or government contribution so alternate funding areas may be needed.

The fourth assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to the need for remedial courses and the additional stresses of funding, accreditation, and institutional image. Many of the key elements will be discussed in the corresponding course module. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

5. Hobby or self-fulfillment courses (February 11, 2013 – February 17, 2013) - This module focuses on special topic and concepts courses including sports, language, athletics, and hobby courses. Course offerings of this type are often specific to the region, climate, and prosperity of the customer base.

The fifth assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to offering special topic courses. Many of the key elements will be discussed in the corresponding course module. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

6. **Wrap-up of all that is Workforce (February 18, 2013 – March 1, 2013) -** This module covers the content not addressed in previous modules including

The sixth assignment will be to complete a paper or presentation the student has developed to address the various issues, concerns, and opportunities related to any or all of the final Workforce concepts paying specific attention to the areas not presented in previous modules. Many of the key

elements will be discussed in the corresponding course module. Students are expected to identify the issues and supply multiple ways to address the issue and provide support for the student.

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with:

- Internet access (high-speed preferred)
- Word processing software (Microsoft Word preferred)
- If a detailed presentation is completed, Microsoft PowerPoint will be needed.
- Microphone for classlive sessions throughout the semester (these run about $10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Any other program or tool the student deems necessary to create the inventive projects for each module.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

Access and Navigation

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g.,questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in revision activities for the Wrap-up module.

1. Email is the best way to reach me as I check it multiple times most days. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. ***HOWEVER....in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Ask your Professor discussion link. It is likely that your peers will have the same question.***
Students who know the answer to the posted question are encouraged to respond in assistance of your peers. Providing a correct answer to a peer demonstrates knowledge and understanding of the topic and may earn the responder bonus points. Emails of a personal nature should be sent to my email address via eCollege.

2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **denise.pheils** as the contact to add me to your list. We can also speak in the traditional way via my cell phone 419-470-9095. Please do not contact me before 9 am or 9 pm. Please remember that I am in the Eastern Time zone which is the reason for the limited hours.

COURSE AND UNIVERSITY PROCEDURES /POLICIES

The following items are standard expectations to be posted for all courses.

A. Class Participation:

Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable, official court appearance. Keep in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, this activity is determined by the group.

B. Assignments Submitted by Deadlines:

Assignments are due as stated. Class participants are strongly recommended to participate in their assigned groups. Numbers generate strength. Teaming is an essential soft-skill in every academic environment. Individual team members will be evaluated; however, teams often rise or fall together. Every team should select a lead member. Problems regarding team participation should be discussed with the course instructor. Under no circumstances should team members be allowed a free-ride at the expense of other members.

C. Courtesy and Respect:

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). HIED 617 is a doctoral level course. The course will require your best effort. Course demeanor is that which is expected at the university level. Students must complete their team assignments in a timely manner. Historically those who have not done due diligence to course assignments tend to redirect course expectations. Any such variation from class protocol is unacceptable at this level and will result in immediate removal from the course.

D. Academic Honesty:

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. Students are expected to use conventions noted in the APA Publication Manual, 6th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University Commerce, Graduate Catalog).

E. Dropping the Class:

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. Incompletes: Per university policy is granted only for circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

F. Course Communication

Course communication will occur through your MyLeo Account. You will need to regularly and systematically review your e-mail on a timely basis.

G. Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
If you are approved for assistance by the Office of Student Disability and Resources and Services, I will do all in my power to provide the necessary accommodations and modifications.

Course Specific Procedures:
Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.
Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester. As the course is only seven weeks long the expectation for checking in to class is increased.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher- order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

COURSE OUTLINE / CALENDAR

HIED 697 will consist of six online modules. These modules will be available on the indicated dates.

Course Schedule (Subject to change, all changes will be posted to the online classroom)		
Module 1	Introduction to Workforce Development & Training	January 14, 2013 – January 20, 2013
Module 2	Public Service Courses	January 21, 2013- January 27, 2013
Module 3	Workforce Training	January 28, 2013 – February 3, 2013
Module 4	Non-credit Remedial Courses	February 4, 2013 – February 10, 2013
Module 5	Hobby or Self-fulfillment Courses	February 11, 2013 – February 17, 2013
Module 6	Wrap-up of all that is Workforce – a potpourri of the content that applies to the course topic but which does not fit elsewhere.	February 18, 2013 – March 1, 2013