WORKFORCE EDUCATION
AND DEVELOPMENT

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:


Asunda, Paul, Assistant Professor, Ph.D., University of Georgia, 2007; 2008. Teaching methodology, Professional Development Instructional Technology, Curriculum and Instruction, and STEM research I Career and Technical Education.


Baker, Clora Mae, Associate Professor, Ph.D., Ohio State University, 1989; 1989. Teaching methodology, curriculum and instruction, professional development, office administration, qualitative research.

Bortz, Richard F., Professor, Ph.D., University of Minnesota, 1967; 1977. Instructional systems design, occupational training and curriculum development, organizational and occupational analysis, competency-based education and training, individualized instruction, faculty development and evaluation.

Bubnas, Phyllis, Assistant Professor, Emeritus, M.S., Southern Illinois University, 1960, 1972.

Buila, Theodore, Associate Professor, Emeritus, Ph.D., Cornell University, Ithaca, NY, 1968; 1968.

Calvin, Jennifer, Assistant Professor, Ph.D., Ohio State University, 2005; 2005. Human resource development, international HRD, distance learning, self-regulated learning, change management, impact of culture on learning and work, motivation, communities of practice, and professional development.

Freeburg, Beth Winfrey, Associate Professor and Interim Chair, Ph.D., Southern Illinois University, 1994; 1992. Human performance analysis, behavioral and societal norms, instructional systems design.


Hagler, Barbara, Assistant Professor, Ph.D., Arizona State University, 1991; 1987. Business education, improvement of teaching, workforce education foundations, computer technology, distance education, training and human resource development.


Ramp, Wayne S., Professor, Emeritus, Ed.D., Bradley University, 1956; 1957.

Reeneau, Fred W., Professor, Emeritus, Ed.D., Virginia Polytechnic Institute and State University, 1979; 1979.

Ridley, Samantha Sue, Assistant Professor, Emerita, M.S., Southern Illinois University Carbondale, 1959; 1964.

Rosenbarger, Maxine, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1970; 1973.

Shields, Bill, Assistant Professor, M.S., Southern Illinois University, 1962. 1962. Instructional systems design, methods and techniques of training, training systems management.

Sims, Cynthia H., Assistant Professor, Ed.D., Northern Illinois University, 2004; 2005. Adult education and learning; workforce diversity; power and privilege; human resource development; service-learning; diversity in higher education; and campus-community partnerships.


Stitt, Thomas R., Professor, Emeritus, Ph.D., Ohio State University, 1967; 1967.


Waugh, Keith, Assistant Professor, Ph.D., Virginia Polytechnic Institute and State University, 1996; 1999. Needs assessment, curricula design, delivery, formative and summative evaluations.

The Center for Workforce Development

The Center for Workforce Development was established to create a research, education and training group that provides students and faculty with the opportunity to collaborate on research and development, education and training, and information and product dissemination. The objectives of the Center emphasize:

1. Research and Development - addressing the broad array of issues affecting the nature of the workforce and workplace settings.

2. Education and Training - addressing development and delivery of customized workforce education and training programs/courses in collaboration with agencies and organizations in the public and private sectors.

3. Information and Product Dissemination - addressing the need for dissemination of curriculum and instructional resources useful for promoting work-related education and training.
The Center for Workforce Development will serve as a broker in the exchange and sharing of information and higher education resources associated with the nature of the workplace and workforce. Further, the Center will act as a catalyst in bringing together leaders from business, research, education and government to interact and work together to formulate public policy associated with workforce development.

The Department of Workforce Education and Development offers programs of study leading to the Master of Science in Education and Doctor of Philosophy degrees. Information about either program may be obtained by writing: Director of Graduate Programs, Department of Workforce Education and Development, Southern Illinois University Carbondale, Carbondale, IL 62901-4605.

This program requires a nonrefundable $50.00 application fee that must be submitted with the application for Admissions to Graduate Study in Workforce Education and Development. Applicants may pay this fee by credit card if applying electronically. Applicants submitting a paper application must pay by personal check, cashier’s check, or money order made out to SIU, and payable to a U.S. Bank.

**Master of Science in Education Degree**

The master's degree with a major in workforce education and development is designed to accommodate a broad range of individuals preparing for training, instructional, and administrative roles in career and technical education, human resources, business, industry, government, and other fields. For students with a background in training or education, the major consists of a minimum of 32 semester hours of course work for the thesis option and 36 semester hours for the nonthesis option. For students with backgrounds in fields other than education, two foundation courses (WED 486 and 466) are required. These two courses are not counted as part of the required hours for the thesis or nonthesis program. A grade of B or higher is required for each course. Program requirements are organized into professional core requirements and specialty area courses. A grade of B or higher is required for each professional core course, and a 3.0 GPA is required for the specialty area courses.

**Professional Core Requirements.** For the thesis option, the core consists of 4 courses (14 hours): WED 560, 561, 566, 599 (5 hours). For the nonthesis option, the core consists of 4 courses (12 hours): WED 560, 561, 566, and 593.

**Specialty Area Courses.** This component consists of 18 hours (thesis option) or 24 hours (nonthesis option) of course work relevant to a student's career goals. Technical courses, professional courses, and internships may be included. Courses may be taken within the department or in other units of the college or University.

**Thesis.** In accordance with Graduate School requirements, students in the thesis option must complete a thesis (WED 599) showing evidence of the student’s knowledge of research techniques. Upon completion of the thesis, a final oral examination of the research is conducted by the student’s advisory committee.

The program of study is individually tailored based upon the student’s background, interests, and career goals. Program graduates are employed in career and technical education at the secondary and postsecondary levels and in training positions in such fields as aviation management, business, automotive technology, family and consumer science, industrial technology, agricultural education, and career development. In business environments, graduates work in employee/industrial/management training, health care administration, and human resource environments. Graduates also work in various levels of government in such fields as education, military service, and personnel training.

**Doctor of Philosophy Degree in Education**

Advanced studies leading to the Doctor of Philosophy degree in education with a concentration in workforce education and development is offered through the Department of Workforce Education and Development. The concentration is a broad, general leadership and professional development degree that serves professionals having knowledge, experience, and interests in the fields of: (a) career and technical education, (b) career education, (c) employment and training, or related fields.

Persons seeking admission to the program must meet all requirements for admission established by (a) the Graduate School of the University, (b) the College of Education and Human Services, and (c) the Department of Workforce Education and Development. It is required that applicants possess a background of academic and professional experience which will provide a basis for advanced study and research. More specifically, the program is designed for individuals with a background and experience in teaching, program administration, or training and development. Admission to the concentration is determined by a vote of the graduate faculty of the Department of Workforce Education and Development.

The program of study consists of 64 hours beyond the master's degree and includes an 8-hour professional seminar sequence in the College of Education and Human Services, a 15-hour departmental core, 17 hours of supportive studies which may include an internship, research tool competence, and 24 hours of dissertation credit.
Courses (WED)

404-3 Applications of Technology for Workforce Ed. & Training. Analyses of technology used in workforce education and training programs. Demonstration of skill level needed to train others in secondary/postsecondary education and business training environments on technological administrative processes, data management, and curriculum integration. Students will learn advanced computing concepts and applications using integrated software. Prerequisite: ISAT 114 or equivalent.

405-3 Multimedia-based Instruction for Workforce Education. Acquisition of skills to produce multimedia "assets" (web page, audio/sound bytes) and application of instructional design techniques to computer-based instruction in workforce education. Impact of multimedia on workplaces and workforce training and utilization of course management systems to deliver instruction will be analyzed. Prerequisite: WED 404 or equivalent.

407-3 Administrative Communications and Technology. Application of communication theory, human relations concepts, and information technology to workplace situations. The processing of organizational information for productivity will be stressed. Students will acquire skills to make sound decisions of how to best communicate in work-based situations. Students will learn computerized procedures for communication. Prerequisite: WED 302 and WED 404 or equivalent.

408-3 Integrating and Managing Technology Applications for Workforce Education and Training. Design of workforce training applications integrating professional advanced features of computer software, communication technologies, and multimedia features, including management of educational LAN systems. Restricted to workforce education and development majors or consent of department. Prerequisite: 306.


413-3 Organizing and Directing Instruction in Secondary Career and Technical Programs. Techniques and procedures applicable to effective teaching including planning for instruction, instructional design technology and general teaching strategies for the secondary career and technical classroom. This course will study pedagogy and utilize various techniques and technology to help students master the skills needed in their respective careers. Students will learn about and practice various teaching methods including demonstrations, cooperative learning, service learning, integration of academics and technology into the workplace-oriented class, project-based learning, and contextual learning. A laboratory section will be required. Limited to workforce education and development students admitted to the teacher education program or one of the career and technical education alternative certification programs in workforce education. Restricted to workforce education and development majors or consent of department.

414-6 (3,3) Instructional Methods for Business Education. Specific methods, techniques and materials to deliver instruction in business education: (a) accounting, basic business (business and technology concepts, economics, consumer education, product-oriented marketing, small business management), and workplace skills; (b) business computer systems, information processing and keyboarding. This course requires an additional laboratory meeting time. Restricted to workforce education and development majors or consent of department. Prerequisite: 310 or 462.

431-3 Demonstration and Laboratory Techniques. Practice in planning and carrying out instructional demonstrations in family and consumer sciences. Procedures for laboratory and guided practice to develop psychomotor skills. Attention given to TV/Media presentation and use of equipment. Restricted to workforce education and development majors or consent of department. Prerequisite: 320 or consent of instructor.

460-3 Occupational Analysis and Curriculum Development. Systems approach to curriculum development. Includes analyzing occupations, specifying objectives and developing curriculum. Restricted to workforce education and development majors or consent of department.

461-3 Workforce Education Needs Assessment. Overview of needs assessment and analysis procedures used in workforce education environments. Learners will design and develop needs assessment instruments, collect and diagnose data to identify those workplace performance issues requiring training solutions, and develop a formal report detailing needs assessment findings and training solution recommendations. Restricted to workforce education and development majors or consent of department.

462-3 Instructional Methods and Materials. Instructional methods in occupational training program. Restricted to workforce education and development majors or consent of department. Prerequisite: 460.

463-3 Assessment of Learner Performance. Development and use of evaluation instruments to assess student performance in training classrooms and laboratories. Criterion- and norm-referenced objectives, applications of taxonomies in development of written tests,
performance tests and attitude measures. Restricted to workforce education and development majors or consent of department. Prerequisite: 460.

465-3 The Human Resource Specialist. This course provides an overview of the theoretical frameworks and practices related to human resource management and development. Examines the strategic alignment of human resource functions with organizational goals.

466-3 Foundations of Work Force Education. Examination of the historical, social, economic and psychological foundations of workforce education. Nature and role of education and training in preparing people for the world of work. Restricted to workforce education and development majors or consent of department.

467-3 Theory and Practice of HRD. Students will examine different factors that influence, direct and shape the functions of human resource development (HRD) in organizations. Topics include models, theoretical foundations, and philosophical perspectives within HRD, an overview of the HRD functions within organizations, and the various roles HRD can play within organizations.

468-3 Education/Labor Force Linkages. Attention given to the following areas: overcoming barriers to the linkage process; developing effective lines of communication; resource sharing; conducting joint problem solving with other agencies and individuals within the community; and jointly developing and providing programs and services. Restricted to workforce education and development majors or consent of department.

469-3 Training Systems Management. Insight and understanding of administration and management of organizational training. Principles and techniques of managing training organizations. Process of planning, organizing, marketing, programming, staffing, budgeting and evaluating a training organization. Restricted to workforce education and development majors or consent of department.

470-3 Trends and Issues in Quality Systems Management in Education. This course provides an overview of the economic basis of and trends and issues relevant to Quality Systems Management in Education. The course examines compliance models and criteria models for quality systems. Concentration will be on ISO 9000:2000 series model requirements with specific emphasis on internal audits, documentation, implementation and registration.

472-3 Organizing Cooperative Education. Introduction to cooperative education including history, rational, legislation, goals and objectives. Programming, public relations and evaluation of cooperative education. Introduction of student selection and management of cooperative education programs. Fulfills three semester hours of six required for State of Illinois certification. Restricted to workforce education and development majors or consent of department.

473-3 Coordinating Cooperative Education. Competencies required for coordination of cooperative education programs. Selection and maintenance of training stations, student placement, related instruction and program management. Fulfills the remaining three semester hours required for State of Illinois certification. Restricted to workforce education and development majors or consent of department. Prerequisite: 472.

474-3 Individualized Training. Study and development of theory, characteristics, appropriateness and evaluation techniques of individualized training packages. Review of current state of individualized instruction in work education. Restricted to workforce education and development majors or consent of department. Prerequisite: 460.

486-3 Adult Learning. Course focus is on adult development and learning principles. Adult learning styles and motivation to learn are discussed in the context of designing effective instructional strategies appropriate in various workforce education venues. Restricted to Workforce Education and Development majors or consent of department.

490-1 to 4 Readings. Supervised reading for qualified students in Workforce Education and Development. Restricted to Workforce Education and Development majors or consent of department. Prerequisite: consent of instructor.

491-1 to 5 Advanced Occupational Skills. Modern occupational practice in selected fields for experienced professionals seeking advanced techniques. Restricted to workforce education and development majors or consent of department. Prerequisite: consent of instructor.

494-1 to 4 Workshop. Current workforce education issues for teachers, supervisors, and administrators. Emphasis of each workshop will be identified in workshop announcements. Restricted to Workforce Education and Development majors or consent of department.

497-1 to 6 Practicum. Applications of work education skills and knowledge. Cooperative arrangements with corporations and professional agencies to study under specialists. Restricted to workforce education and development majors or consent of department. Prerequisite: 20 semester hours in specialty.

498-1 to 5 Special Problems. Investigation of problems in workforce education and development. Restricted to Workforce Education and Development majors and consent of department. Prerequisite: consent of instructor.

504-3 Multimedia Production Technologies in Workforce Education. Application of multimedia technologies—graphics, text, video, audio, on-screen buttons and other event triggers—into workforce education delivery systems. Students will work as a team in designing, developing, editing, and delivering interactive multimedia instructional training products. Prerequisites: WED 405. Restricted to Workforce Education and Development majors or consent of department.
505-3 Multimedia Delivery of Workforce Education by Distance Learning. Focuses on the use of distance learning and multimedia technologies in the delivery of instruction in workforce education and development settings. Course participants will design and deliver instruction for the distance education environment-individually and in groups. Restricted to Workforce Education and Development majors or consent of department. Prerequisite: 503 and 504 and consent of instructor. Advanced videoconferencing technologies are emphasized.

511-3 Instructional Trends in Workforce Education Programs. Examination of research relating to instructional emphases and strategies unique to career and technical training programs, corporate training programs, and adult education. Restricted to WED majors or consent of department

513-3 Employment Law in Human Resource Development. Examines current and practical information in the area of employment law as it relates to human resource development in organizations. Focus is on helping organizations avoid liability through HRD interventions. Restricted to WED majors or consent of department

523-3 Recruitment, Selection & Compensation: Impact of HRD. Overview of the theoretical frameworks and practice related to recruitment, selection and compensation. Examines impact of these HR theories and practice on human resource development in organizations. Prerequisite: WED 465 The Human Resource Specialist. Restricted to WED majors or consent of department

533-3 Emerging Trends in HRD. Examination of current topics and research issues in the field of Human Resource Development not covered in other regularly scheduled courses. Emphasis will be on recent and present issues in the field, with topics and discussions focused on links between research and practice. Prerequisite: WED 465 The Human Resource Specialist. Restricted to WED majors or consent of department

563-3 Training Measurement and Evaluation. Evaluation systems and activities for evaluating training programs. Application of research methods and data analysis in the human resource development process, with concentration on assessing trainee reaction and planned action, learning, skill, business impact and return on training investment. Prerequisite: 463. Restricted to WED majors or consent of Department.

564-3 Program Evaluation for Work Education. Evaluation systems and activities for evaluating national, state, and local work education programs. Systems include programmatic accreditation and state agency evaluations. Activities include personnel, facilities, access and equity, community resources and community needs evaluations. Restricted to WED majors to consent of Department.

566-3 Administration and Supervision. Nature, function, and techniques of administration and supervision of education for work programs at all levels. Restricted to Workforce Education and Development majors or consent of department.

574-3 Occupational Information. The role of instructional and supervisory personnel in the total occupational information system. Kindergarten to adult. Restricted to Workforce Education and Development majors or consent of department.

576-3 Policy Implementation and Supervision. Planning, implementing, and controlling local education agency components of state and federal occupational programs. (a) Objective program planning, leadership, communications. (b) Management information systems, financial decisions, staffing patterns. Restricted to Workforce Education and Development majors or consent of department.

581-3 Workforce Diversity. Foundational information concerning a diverse/multicultural society. Importance of understanding cultural and demographic similarities/differences and how this information relates to the workplace and to education/training environments. Social diversity issues of current importance to workforce preparation and development of diversity training are included. Restricted to Workforce Education and Development majors or consent of department.

584-3 Curriculum Foundations for Work Education. Acquaints students with different factors that influence, direct, and shape curriculum as it pertains to the work-oriented aspects of school and society. Topics include law and the curriculum, philosophies and organizational models, differing approaches by grade level and setting, and the development of work-related curriculum. Restricted to Workforce Education and Development majors or consent of department.

586-3 Developing Program for Adult Learners. Overview of current organizational patterns of adult programs and analysis of program delivery systems. Students will develop advanced skills in planning and designing programs for adults in workforce education environments. Prerequisite: 486, restricted to Workforce Education and Development majors or consent of department.
590-1 to 9 Readings. Supervised readings in selected advanced subjects. Prerequisite: consent of instructor. Restricted to WED majors or consent of Department.

591-1 to 9 New Developments. Recent developments and trends in various aspects of education for work. Instruction provided by recognized authorities. Restricted to Workforce Education and Development majors or consent of department.

592-3 Current Issues and Research. Examination of broad topics, issues, and research not covered in other regularly scheduled courses. Emphasis will be on recent and present issues, which are in the process of evolving. Content will be selected from three primary professional fields: (a) Vocational/technical education, (b) Employment and training, and (c) Career education. Required of all Ph.D. students. Restricted to Workforce Education and Development majors or consent of department.

593-3 Individual Research. The selection and investigation of a research topic culminating in a paper satisfying the research requirement for a Master of Science in Education degree. Prerequisite: WED 561. Restricted to WED majors or consent of Department.

594-3 Advanced Research Methods. Development of research competencies and preparation of proposal for thesis or dissertation research. Familiarity with research in various foundation areas of education for work. Prerequisite: WED 592. Restricted to WEDMAJORS or consent of department.

595-1 to 16 Professional Internship. Supervised professional experience in appropriate educational settings. May be done on- or off-campus. Restricted to Workforce Education and Development majors or consent of department.

597-3 (1,1,1) Doctoral Seminar in Workforce Education. Designed to provide doctoral students the opportunity to discuss and practice major professional roles in workforce education and development. Requirements of teaching, research, publication, and service are defined. Students will accomplish identified professional expectations in (a) Orientation to Doctoral Study; (b) Research Publications and Presentations; (c) Grantmanship. Prerequisite: admission to the Ph.D. in education program. Restricted to WED majors or consent of Department.

598-1 to 6 Special Investigations. Selection and investigation of a problem: use of relevant sources and techniques; collection and analysis, evaluation, interpretation of data, and the writing of a report of the investigation for students whose particular needs are not met by existing classes. Prerequisite: consent of instructor. Restricted to WED majors or consent of Department.

599-1 to 6 Thesis. Restricted to Workforce Education and Development majors or consent of department. Prerequisite: WED 561. Restricted to WED majors or consent of Department.

600-1 to 36 (1 to 12 per semester) Dissertation. Restricted to Workforce Education and Development majors or consent of department.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only. Restricted to Workforce Education and Development majors or consent of department.