

Workforce Education and Development

<http://ehs.siu.edu/wed/>

wed@siu.edu

COLLEGE OF EDUCATION AND HUMAN SERVICE

Graduate Faculty:

Anderson, Marcia, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1975; 1970.

Bailey, Larry J., Professor, *Emeritus*, Ed.D., University of Illinois, 1968; 1969.

Baker, Clara Mae, Associate Professor, *Emerita*, Ph.D., Ohio State University, 1989; 1989.

Bortz, Richard F., Professor, *Emeritus*, 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, *Emerita*, M.S., Southern Illinois University, 1960, 1972.

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

Gooch, Bill G., Professor, *Emeritus*, Ed.D., University of Tennessee, 1973; 1973.

Hagler, Barbara, Associate 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.

Putnam, Alvin R., Associate Professor, *Emeritus*, Ed.D., Oklahoma State University, 1978; 1997.

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

Reneau, 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, *Emeritus*, M.S., Southern Illinois University, 1962. 1962. Instructional systems design, methods and techniques of training, training systems management.

Sims, Cynthia H., Chair and Associate 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.

Stadt, Ronald W., Professor, *Emeritus*, Ed.D., University of Illinois, 1962; 1967.

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

Sullivan, James A., Professor, *Emeritus*, Ed.D., West Virginia University, 1967; 1968.

Washburn, John S., Professor, *Emeritus*, Ed.D., University of Illinois, 1977; 1986.

Waugh, Keith, Associate 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 for exchanging and sharing of information and resources associated with the nature of the workplace and workforce. Further, the Center is 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 Nurse Aide Testing Project

The Nurse Aide Testing Project is a collaborative, multi-faceted research, education, and innovation project that utilizes the latest technologies to provide training, certification testing, curriculum development, and content delivery to a variety of programs across the SIU campus, the state of Illinois, and the United States. The project was initiated to create and administer the certification exam for Nursing Assistants for the state of Illinois and continues to certify tens of thousands of individuals annually for employment eligibility. This project has seen significant growth over the years, and now it has grown to encompass several other fields of research to include gamification to better engage students, a motion capture laboratory for training development, online course development, specialized video techniques to enhance content delivery, and online training development. The project also includes a Workforce Education Research and Developmental Laboratory whose mission is to enhance the current and future effectiveness of organizations by maximizing the value of human capital through innovative training techniques and staff development.

Degrees Offered

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 contacting the Office of

Graduate Programs in Workforce Education and Development at wedgrad@siu.edu or 618.453.1960.

This program requires a nonrefundable \$65.00 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, 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. Admission requirements are as follows:

A 2.7 GPA of a completed Bachelor's degree.

A career goal consistent with the mission of the Department,

Relevant professional or technical experience (at least two years is recommended).

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 non-thesis 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 non-thesis 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 (non thesis 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 management and applied engineering, 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)

403-3 Integrating and Managing Technology Applications for Workforce Education & 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 WED majors or consent of department.

404-3 Technology Applications in Workforce Education and Training. Analyses of technology used and 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: WED 403 or equivalent. Restricted to WED majors or consent of department.

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. Restricted to WED majors or consent of department.

407-3 Administrative Communications and Technology. Application of communication theory, human relations concepts,

and information technology to workplace situations. The process 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 404 or equivalent. Restricted to WED majors or consent of department.

410-3 Issues in Business Training/Education. Study of current issues in business training and education related to history, current status and trends. Organization of instruction, instructional settings, relation to general education, integration and impact of technology, curriculum development/review and evaluation of business training/education impact in the workplace. Restricted to WED majors or consent of department.

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 WED majors or consent of department.

416-3 Instructional Methods in Career and Technical Education. Specific methods, techniques and materials to deliver instruction in (a) Business – accounting, basic business, economics, personal finance, marketing, entrepreneurship; (b) Business – business computer systems, information processing, keyboarding; (c) Family & Consumer Sciences – nutrition, wellness, and hospitality; (d) Family & Consumer Sciences – living environments, apparel, and textiles; (e) Health Careers; (f) Technology Education. This course requires an additional laboratory meeting time. Prerequisite: WED 413 or WED 462. Restricted to WED majors or consent of department.

420-3 Family and Consumer Sciences Profession. A social, psychological, and philosophical interpretation of family and consumer sciences in today's world. Examination of the profession's history, theory and foundation. Overview of career areas and identification of goals and competencies which serve as a basis for decisions to prepare for a wide variety of business, education, and human services-related careers.

426-3 Living Environment and Facility Planning. This course is designed to provide students with resources, activities, and experiences to learn and prepare to teach principles and elements of design as applied to interior design of residential, commercial, and public space environments including textiles, furnishings, and color. Emphasis is on creating a more knowledgeable consumer with focus on project-based implementation and recognition of design principles.

427-3 Resource Management and Consumer Economics for Work and Life. Focus on utilizing resources and consumer

information to address the diverse needs and goals of individuals in areas such as resource management, home ownership, and financial literacy.

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

462-3 Instructional Methods and Materials. Instructional methods in occupational training program. Restricted to WED majors or consent of department.

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 WED majors or consent of department.

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. Restricted to WED majors or consent of department.

466-3 Foundations of Workforce 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 WED majors or consent of department. Course material fee: \$126.

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. Restricted to WED 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 WED 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. Restricted to WED majors or consent of department.

472-3 Organizing Cooperative Education. Introduction to cooperative education including history, rationale, 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 WED 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 WED majors or consent of department.

474-3 Preparing Instructional Materials. Preparation of instructional materials needed by a student to attain a learning objective. Includes writing and developing various types of instruction sheets, presentation guides, knowledge tests and demonstration, practice and performance evaluation materials. Prerequisite: WED 460 completed with a grade of C or better or consent of instructor.

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 WED 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. Special approval needed from the instructor.

491-1 to 5 Advanced Occupational Skills. Modern occupational practice in selected fields for experienced professionals seeking advanced techniques. Restricted to WED majors or consent of department. Special approval needed from the 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 WED 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. Prerequisite: twenty hours in specialty. Restricted to WED majors or consent of department.

498-1 to 6 Special Problems. Investigation of problems in workforce education and development. Restricted to WED majors and consent of department. Special approval needed from the 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 WED 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 of workforce education and development settings. Course participants will design and deliver instruction for the distance education environment-individually and in groups. Advanced video conference technologies are emphasized. Prerequisite: WED 404 or equivalent. Restricted to WED majors or consent of department.

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.

551-3 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 Workforce Education and Development majors or consent of department.

552-3 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.

553-3 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.

560-3 Introduction to Workforce Development Research. This course provides an exploration of the scope, values, and purposes of research in workforce development. Focus is on (a) identifying how theory and research are practical tools to solve workforce development challenges that practitioners face on a daily basis; (b) analyzing research articles, and (c) developing academic writing skills. Restricted to WED majors or consent of department.

561-3 Research Methods. Basic research methods and techniques in the design, investigation and reporting of research studies relating to education for work. Prerequisite: WED 560. 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: WED 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 or 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 WED 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 WED majors or consent of department.

576-6 (3,3) 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 WED 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 WED 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 WED majors or consent of department.

585A-E-3 Seminar in Workforce Education and Development. A series of seminars for scholarly inquiry into significant aspects of Workforce Education and Development. Students will have opportunity to discuss issues in the following topic areas; **(a)** Facilitating Diversity Initiatives **(b)** Workforce Education Research to Practice **(c)** Discussion as a Method of Teaching and Training Adults **(d)** Job Stress **(e)** Work Motivation. Restricted to WED 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: WED 486. Restricted to WED majors or consent of department.

590-1 to 9 Readings. Supervised readings in selected advanced subjects. Restricted to WED majors or consent of Department. Special approval needed from the instructor.

591-1 to 9 New Developments. Recent developments and trends in various aspects of education for work. Instruction provided by recognized authorities. Restricted to WED 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 WED 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 WED majors 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 WED 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. Restricted to 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. Restricted to WED majors or consent of Department. Special approval needed from the instructor.

599-1 to 6 Thesis. Prerequisite: WED 561. Restricted to WED majors or consent of department.

600-1 to 36 (1 to 12 per semester) Dissertation. Restricted to WED 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 WED majors or consent of department.