Workforce Education
Fall 2018
Education Studies 547-004
Syllabus

Professor
Jim Jacobs
jbjacobs@umich.edu.
Wednesday 9-12 AM; room 3001
Office Hours by Appointment

Course Description
This course will introduce students to the foundations of workforce education within American society. It will explore the major dimensions workforce education as it is conducted in both the public and private sector. There will be a focus upon the increasing strategic importance of this field to both public education as well as the human resource practices of companies. In addition, there will be a consideration of the public policy issues that arise out of the workforce education sector. Since part of the purpose of the class is to introduce students to the field, there will guest speakers who are workforce education practitioners in Southeast Michigan who will share their perspectives with students.

One Page Research Paper Design
Draft Paper due
Final Paper
Presentation of Final Paper
Final Examination
September 26
November 14
December 5
December 12

Course Objectives
The purpose of this course is to provide each student with the opportunity to:

1. Develop familiarity with a broad range of contemporary topics and pressing policy questions concerning community colleges in the United States,

2. Hone skills in identifying and critically evaluating information,
3. Acquire a rich understanding and an “on the ground” perspective concerning workforce education through interviews of community college staff in a research assignment supplemented by analysis of data collected.

4. Write a paper based on site research and data collected based on a student’s topic of interest.

**Recommended Texts:**


In addition each student will be required to follow a workforce organization on the Internet and give a weekly update on the activities of the organization in class.

**Required Materials and Resources**

Daily access to your U-M email account and to CANVAS.

**Grading**

The components of your course grade include:

- Student Participation in Discussions and Class Activities: 30 points
- “One Pager” Proposal Assignment: 10 points
- Final Paper: 40 points
- Presentation of Findings from the Final Paper: 10 points
- Final Exam: 10 points
Course grades will be determined by the number of points achieved, as follows:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98–100</td>
<td>A+</td>
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<td>88–89</td>
<td>B+</td>
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<tr>
<td>78–79</td>
<td>C+</td>
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<tr>
<td>68–69</td>
<td>D+</td>
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<td>&lt; 60</td>
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<th>Points</th>
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<td>92–97</td>
<td>A</td>
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<tr>
<td>82–87</td>
<td>B</td>
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<tr>
<td>72–77</td>
<td>C</td>
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<tr>
<td>62–67</td>
<td>D</td>
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<tr>
<td>60–61</td>
<td>D-</td>
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<th>Points</th>
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<tbody>
<tr>
<td>90–91</td>
<td>A-</td>
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<tr>
<td>80–81</td>
<td>B-</td>
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<tr>
<td>70–71</td>
<td>C-</td>
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<tr>
<td>60–61</td>
<td>D-</td>
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**Participation**

Learning is a collaborative process, and this course is structured around the assumption of active collaboration and co-ownership. Although the Professor will take responsibility for the overall design and direction of the course, all participants in the course must share in the responsibility of creating a fruitful dialogue. Therefore, please read each assigned reading carefully and come to each class meeting prepared to participate actively and respectfully, to ask questions, to discuss the salient issues and problems that emerge from the readings, and to utilize and contribute your knowledge and professional experiences in addressing the course material. Active, thoughtful, respectful participation and contribution in class activities is required in this course.

**Final Paper**

The culmination of this course is a comprehensive paper on a pertinent topic chosen by the student, on which students will work throughout the course. The purpose of the paper will be to provide research on an important topic or issue facing workforce education. It will take the form of a literature review of modest length, an interview protocol, an analysis of data gathered in a formal interview with a workforce education policymaker, administrator, or practitioner who is experienced with the subject that is the focus of the paper, and a reconciliation of the findings of the literature review and the findings of the analysis of the interview data. Students may choose from topics designated in the schedule of readings for this course, or they may choose any other topic related to workforce education subject to the Professor’s approval. Students may complete this paper alone or in a team of two. The requirements of the assignment remain the same whether students choose to work alone or in a team. Details about the assignment will be provided as the course progresses.

**Presentation of Findings from the Final Paper**

In the last week of the course, students will present the findings of their final papers to the class. Each presentation must include handouts, a brief PowerPoint, and other materials as appropriate. Details about the presentation will be provided as the course progresses.
Selected Course Policies (a guide, not an exhaustive list)

Attendance

Class attendance is a necessary cause, though not a sufficient cause, of participation in the course, and participation is expected and required.

Assigned Reading

The assigned reading is fundamental to this course. It is each student’s responsibility to complete all assigned reading prior to the associated class meeting and to be prepared to participate actively in class by raising questions or points of discussion about the reading.

E-Communication

It is assumed that students have read any electronic communication that is sent to them by the Professor within 24 hours of it being sent. Students may assume the same about electronic communication that is sent to the Professor. However, students should anticipate that it may be if 72 hours before the Professor responds to electronic communication that is sent to him.

Late Assignments

Late assignments will not be accepted except under the most extreme and unusual of situations. Extenuating conditions of similar magnitude will be considered on a case-by-case basis.

Recording of Lectures, Labs, and Other Class Activities

Audio and/or video recording of class activities is prohibited, except as a pre-arranged accommodation for students with disabilities. Under all other circumstances, students are prohibited from using recording equipment, including cellular phones, to make recordings of lectures or other class activities.

Citations and References

The APA citation format must be employed in all documents submitted in this course, not because it is a particularly logical or user-friendly citation method, but because it is ubiquitous (and, in many cases, required) in educational research publications.

Plagiarism

Plagiarism — the intentional or unintentional use of the ideas or words of another person or organization without citing the source appropriately — is among the most stigmatizing of academic offenses. Plagiarism in any form will not be tolerated in this course and will result in a failing grade on the associated assignment and a report to the appropriate institutional authorities.
Please see http://www.lib.umich.edu/shapiro-undergraduate-library/understanding-plagiarism-and-academic-integrity for more information about plagiarism.

**Retention of Documents**

Documents that are submitted by students in this course that are not returned to students will be retained by the Professor until January 30, 2019, and then discarded.

**Accommodations for Students with Disabilities**

If you need accommodations for a disability, please speak with me about the matter as early in the semester as possible (preferably within the first week). As soon as you make me aware of your needs, we will work with the Office of Services for Students with Disabilities to determine appropriate academic accommodations. Please see http://ssd.umich.edu/ for more information about services for students with disabilities.

**Students’ Rights and Responsibilities**

Membership in the academic community that is the University of Michigan affords students many important rights, as well as many important responsibilities. Please see http://www.oscr.umich.edu/statement/ for information about these rights and responsibilities.
## Schedule of Topics, Readings, and Assignments:


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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B Ch. 1-2,”                                            |                                                            |
| September 12  | Workforce Education in the Public Sectors-Education                   | A-2.3.  
B-3-4                                                 |                                                            |
| September 19  | Workforce Education In The Public Sector -Job Training                | 4,5,6, Jacoby, “Rethinking The Mission                                 |                                                            |
| September 26  | Workforce Education: Policy Issues                                   | A-7.                                                                       | Speaker:Public Sector Training             |
| October 3     | Private Sector : Interest of Firmsn                                   | 5,6  
2,3,4  
Osterman, “In Search of the High Road.”  
(B)Ch. 7,8,9,29,30,31  
Cotton                                                 | One page research proposal                                           |
| October 10    | Private Sector: Technology and Training                              | 5,6,7,8  
7,8                                                                 |                                                            |
<p>| October 17&lt;sup&gt;b&lt;/sup&gt; | Private Sector: Skills &amp; Technology                           | D-9,10,11,12                                                             | Speaker on Private Sector Training          |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Source(s)</th>
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<tbody>
<tr>
<td>October 24</td>
<td>Skills Shortages Crisis</td>
<td>©--all Capellii, “Skills Gap”</td>
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<tr>
<td>October 31</td>
<td>Interaction Between Public and Private Workforce Education</td>
<td>McCarthyy, Beyond The Skills Gap” B-8.9 D-13, 14</td>
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<tr>
<td>November 7</td>
<td>Interaction Between Public and Private Education</td>
<td>8.9</td>
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<td>November 14</td>
<td>Work Education In Urban Area:</td>
<td>CSW- Detroit Untapped Talent</td>
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<td>November 21</td>
<td>Issues for Workforce Education: The Role of Foundation Skills</td>
<td>Detroit Regional Workforce Fund.</td>
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<td>November 28</td>
<td>Workforce Education and Public Policy—Future Trends</td>
<td>McGowan, Preparing Students To Lose Their Jobs 21st Century Commission</td>
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<td>Good &amp; Strong Jacobs “Essential Role of Community Colleges</td>
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<td>December 4</td>
<td>The Future of Work</td>
<td>TBA</td>
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<tr>
<td>December 11</td>
<td>Presentation of Final Papers</td>
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<td>December 17</td>
<td>Final Exam</td>
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**Assigned Readings**


