

WORKFORCE EDUCATION AND DEVELOPMENT

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COLLEGE OF EDUCATION AND HUMAN SERVICES

Anderson, Marcia, Professor, Ph.D., Southern Illinois University Carbondale, 1975; 1970. Workforce education program administration, administrative services training, teaching methodology, curriculum development, school-to-work transition, women in administration.

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

Baker, Clora Mae, Associate Professor, Ph.D., Ohio State University, 1989; 1989. Teaching methodology, curriculum & 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, *Emerita*, M.S. Southern Illinois University, 1960, 1972. Family and Consumer Sciences/Home Economics and teacher education, cooperative education, and adult education and training.

Buila, Theodore, Associate Professor, *Emeritus*, Ph.D., Cornell University, Ithaca, NY, 1968; 1968. Education and training in developing countries, curriculum strategies in vocational education, non-formal education and training, agricultural development, foundation and policy issues in vocational-technical education.

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

Huck, John F., Associate Professor, *Emeritus*, Ed.D., University of Illinois 1973; 1970.

Putnam, Alvin R., Associate Professor, Ed.D., Oklahoma State University, 1978; 1997. Leadership, human resource development, international education, curriculum and evaluation.

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

Reneau, Fred W., Professor and *Chair*, Ed.D, Virginia Polytechnic Institute and State University, 1979; 1979. Multimedia development, task analysis, research, adult education, curriculum development, program and student assessment, test development.

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.

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, Ed.D., University of Illinois, 1977; 1986. Employment and training, workforce development, research, curriculum development, personnel development, and programs for special populations.

Wagh, 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: Coordinator of Graduate Studies, Department of Workforce Education and Development, Southern Illinois University Carbondale, Carbondale, IL 62901-4605.

A non-refundable application fee of \$35.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.

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. Program requirements are organized into professional core requirements and specialty area courses.

Professional Core Requirements. For the thesis option, the core consists of 3 courses (11 hours): WED 561, 566, 599 (5 hours). For the nonthesis option, the core consists of 3 courses (9 hours): WED 561, 566, and 593.

Specialty Area Courses. This component consists of 21 hours (thesis option) or 27 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.

Within the workforce education and development concentration a student may select one of three areas of specialization: (a) management, (b) professional development, or (c) research. The specialty area should be chosen based on the student's background, interests, and future career goals.

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)

401-3 Authoring Computer Based Instruction in Workforce Education. Develops the basic practical skills and theoretical knowledge required to create computer based instruction for workforce education. Planning and developing CBT lessons are included.

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. Prerequisite: 306.

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.

412-3 Planning, Implementing and Evaluating Information Systems. This course examines planning for office systems development through investigation of procedures and systems used in various types of offices, including a study of work flow, the processing of information and employee and work group interactions. Topics will detail

information systems from the perspective of end users by studying development and implementation processes, tactics and strategies based upon systems planning results through a field-based product.

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.

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. Prerequisite: 310, 462b or Education 315.

417-3 Administrative Office Communications. Application of communication theory, human relations concepts, research methods and information technology to professional application of automated information systems. Projects include oral and written reports, systems-related documents (reports, proposals and procedures) and systems documentation for users; emphasis on human factors of communication in a technological environment. Prerequisite: 302 or equivalent.

418-3 Training and Development in Administrative Services. Theories of learning and instructional development to the education/training of employees in office systems/administrative services. Analysis of office and administrative services occupations, instructional design, instructional and presentation strategies, training evaluation, use of instructional technology, and implementation and evaluation of training in an organizational environment. Prerequisite: Office Systems Specialties 412 or equivalent.

428-3 Home Economics for Elementary Teachers. Identification and development of home economics related experiences appropriate for various levels of elementary curriculum. Interpretation of current vocational education legislation and trends affecting elementary programs.

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. 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.

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.

462-3 Instructional Methods and Materials. Instructional methods in occupational training program. 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. Prerequisite: 460.

466-3 Foundations of Work 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.

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.

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, programming, staffing, budgeting and evaluating a training organization.

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.

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. 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. Prerequisite: 460.

484-3 Adult Training in Organizations, Business and Industry. A study of adult and workforce education as offered in a variety of educational settings. Major topics include organization, funding, instructional systems, adult characteristics and evaluation. Prerequisite: consent of instructor.

490-1 to 4 Readings. Supervised reading for qualified students. Includes the following areas: (a) Administrative services training, (b) Business education, (c) Education, training and development, (d) Home economics, or (e) Vocational teacher development. Prerequisite: consent of instructor.

491-1 to 5 Advanced Occupational Skills. Modern occupational practice in selected fields for experienced professionals seeking advanced techniques. Prerequisite: consent of instructor.

494-1 to 4 Workshop. Current work education issues for teachers, supervisors and administrators. Emphasis of each workshop will be identified in each workshop announcements. (a) Administrative services training, (b) Business education, (c) Education, training and development, (d) home economics, or (e) Vocational teacher development.

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

498-1 to 5 Special Problems. Investigation of work education problems in (a) Administrative services training, (b) Business education, (c) Education, training and development, (d) Home economics, or (e) Vocational teacher development. Prerequisite: consent of instructor.

501-3 Multimedia Production Technologies in Workforce Education. The application of multimedia technologies into workforce education and development delivery systems. Course participants will design, develop, edit and deliver individual training multimedia products. Prerequisite: consent of instructor.

502-3 Multimedia Delivery of Workforce Education by Distance Learning. The delivery of multimedia technologies to workforce education and development training settings. Course participants will be involved as members of a team in the design and delivery of the multimedia technologies used in training the workforce. Prerequisite: 501 and consent of instructor.

503-3 Multimedia Asset Development for Workforce Education. The overall objective is the development of skills in producing multimedia assets for use in multimedia technologies optimized for workforce education and development delivery systems. Course participants design, develop, edit and finalize multimedia assets for use with interactive multimedia instructional training products.

504-3 Multimedia Production Technologies in Workforce Education. The overall objective is the application of multimedia technologies into the workforce education and development delivery systems. Course participants design, develop, edit and deliver interactive multimedia instructional training products. Course participants work as team members in the development of multimedia products.

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. H.320 and H.323 videoconferencing technologies are emphasized. Prerequisite: 503 and 504 or consent of instructor.

510-3 Improvement of Instruction in Business Education. Designed for the experienced teacher who is interested in the study of curriculum and teaching problems in business education. Deals with teaching procedures, instructional materials, tests and evaluation, and organizations of teaching units and projects. Prerequisite: 310 or 410 or consent of instructor; teaching experience in business.

518-3 Home Economics Programs in the Schools. Curriculum development in vocational home economics is the focus. Units in family life education, consumer-homemaking, and occupational programs are developed by students for use in their professional responsibilities. Offered alternate years.

520-3 Trends and Issues in Home Economics Education. Analysis and appraisal of current trends, problems and issues in the field. Attention is given to implications for teachers.

561-3 Research Methods. Basic research methods and techniques in the design, investigation and reporting of research studies relating to education for work.

562-3 Legislation and Organization. Historical and contemporary thought and practice regarding federal and state legislation related to education for work. Legislators are used as resource persons. Required for supervisors.

563-3 Training Measurement and Evaluation. Evaluation systems and activities for measuring and 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.

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. Prerequisite: 563.

566-3 Administration and Supervision. Nature, function, and techniques of administration and supervision of education for work programs at all levels.

574-3 Occupational Information. The role of instructional and supervisory personnel in the total occupational information system. Kindergarten to adult.

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.

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.

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.

586-3 Adult Vocational Programs. Philosophy of adult education; current organizational patterns of adult programs; unit planning, methods, techniques and resources.

590-1 to 9 Readings. Supervised readings in selected advanced subjects. Prerequisite: consent of instructor.

591-1 to 9 New Developments. Recent developments and trends in various aspects of education for work. Instruction provided by recognized authorities.

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.

593-1 to 6 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: consent of instructor.

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.

595-1 to 16 Professional Internship. Supervised professional experience in appropriate educational settings. May be done on- or off-campus.

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.

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.

599-1 to 6 Thesis.

600-1 to 36 (1 to 12 per semester) Dissertation.

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.