OCTD 5312
FOUNDATIONS OF WORKFORCE DEVELOPMENT
OCCUPATIONAL TRAINING AND DEVELOPMENT
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

COURSE SYLLABUS

I. COURSE DESCRIPTION

History and philosophy of workforce development as conducted by educational institutions, local, state and national governments, business, industry and international organizations. Completion of OCTD 4339 or equivalent is recommended.

II. RATIONALE

This course is designed to assist current and future faculty, staff, and administrators who have an interest in the governance of institutions, organizations and businesses engaged in workforce development. Students will acquire knowledge related to the historical and philosophical underpinnings of workforce development. Past and current workforce development programs will be analyzed to determine philosophic theory orientations, and evaluated to assess to what extent the programs align with the theoretical foundations.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

Not applicable to this course.

IV. STUDENT LEARNING OUTCOMES

Students in the Occupational Training and Development program will:

1. Discuss and explain practical and theoretical knowledges and practices of technical training and instruction in the secondary, post secondary and industrial workplace;
2. Utilize information and data from industry recognized sources to determine current instructional and training needs.

V. TExES COMPETENCIES

Not applicable to this course.
VI. COURSE OBJECTIVES AND OUTCOMES

1. Discuss the historical, philosophical and ethical foundations of workforce development.
2. Analyze the sociological, political and economic concept of promoting career opportunity for individuals.
3. Describe the problems and opportunities involved in the concept of developing the world's workforce.
4. Compare and contrast the fundamental economic foundational theories of workforce development.
5. Describe labor market basics in a capitalistic society.
6. Compare and contrast the major sociological foundation theories of workforce development.
7. Compare and contrast the major career development (counseling) theories and practices.
8. Compare and contrast the major curriculum design theories used in workforce development.
9. Compare and contrast the major instructional design theories used in workforce development.
10. Describe the process to arrive at appropriate workforce education curriculum content.
11. Describe workforce education's role in job placement.
12. Discuss workforce education's relationship to career guidance.
14. Compare and contrast the major public sector providers of workforce education.
15. Discuss human resource development's role in workforce education.

VII. COURSE TOPICS

1. Historical, philosophical and ethical foundations
2. Promoting career opportunity for individuals
3. Developing the nation's workforce
4. Economic foundations of workforce education
5. Labor market basics
6. Sociological foundations of workforce education
7. Career development theory and practice
8. Workforce education curriculum design
9. Instructional design in workforce education
10. Curriculum content
11. The transitional services: job placement
12. Career guidance
13. Workforce education policy
14. Public sector providers of workforce education
15. Human resource development in business and industry
VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction in this course will include traditional university graduate level educational experiences, including lecture/discussion, student presentations, and a major literature review. Assignments and class work will include both face to face elements and online components as appropriate for each class.

IX. EVALUATION AND GRADE ASSIGNMENTS

See attached course schedule and course requirements for current term.

X. COURSE SCHEDULE

See attached course schedule and course requirements for current term.

XI. TEXTBOOKS

No Textbooks required for this course, readings and assignments will be from the course reference list. The reference list will be continually updated based on the needs of students enrolled during each term. Following is a preliminary list of materials;


Special needs center website: [http://ctsp.tamu.edu/](http://ctsp.tamu.edu/)


Texas Administrative Code Website: [http://www.sos.state.tx.us](http://www.sos.state.tx.us)

Texas Education Code Website: [http://www.capitol.state.tx.us](http://www.capitol.state.tx.us)

Texas Education Agency, Career and Technical Education division Website: [http://www.tea.state.tx.us/cte](http://www.tea.state.tx.us/cte)

Texas Education Agency, Accounting Division website: [http://www.tea.state.tx.us/school.finance/handbook/0708hand.doc](http://www.tea.state.tx.us/school.finance/handbook/0708hand.doc)


Valija, Axelrod, et.al., 1977. *Career Resource Centers*. Center for Vocational Education, Ohio State University, Columbus, OH.


XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. To be determined each semester is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, 6th ed. is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
TENTATIVE COURSE SCHEDULE
OCTD 5312 Foundations of Workforce Development
Phillip McEndree
Faculty Center #237
Phone 361/825-2731 or 800/445-0381
Fax 361/825-6076
E-mail phillip.mcendree@tamucc.edu

The course for OCTD 5312 Foundations of Workforce Development will be taught according to the tentative schedule printed below, and will include, but not be limited to, the following topics:

Week one
Concepts for Career and Technical Education
What determines education to be career and technical
Definition of career and technical education

Week two
Foundations of current career and technical education
Personal Philosophy of Career and Technical Education
National, State and local philosophical expressions of career and technical education
Integration of basic academic skills into career and technical education

Week three
Evolution of current Career and Technical Education programs
Legislation and early efforts

Week four
Civil rights regulations
Handicapped student regulations
Funding implications

Week five
Developing the nation's workforce
Economic foundations of workforce education
Labor market basics

Week six
Sociological foundations of workforce education
Career development theory and practice

Week seven
  Workforce education curriculum design
  Instructional design in workforce education
  Curriculum content

Week eight
  The transitional services: job placement
  Career guidance

Week nine
  Workforce education policy
  Public sector providers of workforce education
  Human resource development in business and industry

Week ten
  Research of current literature related to workforce development

Week eleven
  Research of current literature related to workforce development

Week twelve
  Research of current literature related to workforce development

Week thirteen
  Individual reports based on individual research

Week fourteen
  Individual reports based on individual research

Week fifteen
  Individual reports based on individual research

Evaluation and grading criteria

  Course evaluation will be based on the instructor’s discretion using the following sample of criteria as a tentative guide:

  *Summary and Reactions  4@ 10 % each  40%
  Midterm Exam  15%
  Final Exam  25%
  **Literature Review  20%
*Summary and Reaction assignments will target reputable journals related to specific workforce development topics. The paper will be approximately one page summary and one page reaction. The Summary and Reaction will be shared with the entire class on the due date.

**Literature Review will be a ten page minimum, APA, 6th ed., format Paper may utilize the resources in the Summary and Reaction assignments

All written assignments should be submitted in a professional manner. Most papers require only a single staple in the upper left hand corner with a cover sheet. Plastic covers should never be used. Your name and assignment identification for the class should appear on the cover sheet. Font and type face should be easily legible and use 12 point for the body of the paper, with standard 1 inch margins.