
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 be guest speakers who are workforce education practitioners in Southeast Michigan who will share their perspectives with students.

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

Grubb, W. N., & Lazerson, M. (2004). *The education gospel: The economic power of schooling*. Boston, MA: Harvard University Press. (A)

Newman, K. S. & Winston,H. (2016) *Reskilling America: Learning to labor in the twenty-first century*. New York: Metropolitan Books (B)

Cappelli, Peter. (2012) *Why Good People Can’t Get Jobs: The Skills Gap and What Companies Can Do About it*. Philadelphia: Wharton Digital Press. (C)

James Bessen, (2015). *Learning by Doing: The Real Connection between Innovation, Wages and Wealth*. New Haven: Yale University Press. (D)

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:

98–100 points	A+	92–97 points	A	90–91 points	A-
88–89 points	B+	82–87 points	B	80–81 points	B-
78–79 points	C+	72–77 points	C	70–71 points	C-
68–69 points	D+	62–67 points	D	60–61 points	D-
< 60 points	F				

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 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:

Grubb, W. N., & Lazerson, M. (2004). *The education gospel: The economic power of schooling*. Boston, MA: Harvard University Press. (A)

Newman, K. S. & Winston, H. (2016) *Reskilling America: Learning to labor in the twenty-first century*. New York: Metropolitan Books (B)

Cappelli, Peter. (2012) *Why Good People Can't Get Jobs: The Skills Gap and What Companies Can Do About it*. Philadelphia: Wharton Digital Press. (C)

James Bessen, (2015). *Learning by Doing: The Real Connection between Innovation, Wages and Wealth*. New Haven: Yale University Press. (D)

Date	Topic	Readings	Assignment Due
September 5,	Course Introduction: What Is Workforce Education?	A-\ Intro. Ch. 1. 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 prosoal
October 10	Private Sector: Technology and Training	5.6.7.8 7,8	
October 17 ^h	Private Sector: Skills & Technology	D-9,10,11,12	Speaker on Private Sector Training

October 24	Skills Shortages Crisis	©--all Capellii, “Skills Gap”	
October 31	Interaction Between Public and Private Workforce Education	McCarthy, Beyond The Skills Gap” B- 8,9 D-13, 14	
November 7	Interaction Between Public and Private Education	8.9	
November 14	Work Education In Urban Area:	CSW- Detroit Untapped Talent	Speaker on Detroit Policye
November 21	Issues for Workforce Education: The Role of Foundation Skills	Detroit Regional Workforce Fund.	Draft Paper Due
November 28	Workforce Education and Public Policy—Future Trends	McGowan, Preparing Students To Lose Their Jobs 21st Century Commission Good & Strong Jacobs “Essential Role of Community Colleges	
December 4	The Future of Work	TBA	
December 11	Presentation of Final Papers		Final Paper Due
December 17	Final Exam		

Assigned Readings

“21st Century Education Commission. (2017). *The Best Education System for Michigan’s Success*.

Cappelli, Peter. (2015) “Skill Gaps, Skill Shortages and Skill Mismatched: Evidence and

- Arguments for the United States,” *ILR Review*, pp.251-290.
- Corporation For A Skilled Workforce, (2016) *Detroit’s Untapped Talent: Jobs and On-Ramps Needed*. New York: J
- Detroit Regional Workforce Fund. (2018) *Addressing Detroit’s Basic Skills Crisis*.
- Good, Larry & Ed. Strong, (2015). “Reimagining Workforce Policy In The United States,” in *Transforming U.S. Workforce Development Policies*. Kalamazoo: UpJohn Institute.
- Jacobs, James (2012). “The Essential Role of Community Colleges in Rebuilding the Nation’s Communities and Economies,” In Jason E. Lane and. Bruce Johnstone (eds.) *Universities and Colleges as Economic Drivers*. Albany New York: SUNY Press.
- Jacoby, Tamar. (2017) *Rethinking the Mission of Community College and Workforce Education*. Washington D.C. American Enterprise Institute
- McCarthy, Mary Alice. (2014) *Beyond the Skills Gap*. Washington D.C.: New America,
- McGowan, Heather E. “*Preparing Students To Lose Their Jobs*.” October 25, 2017.
- Osterman, Paul. (2017), “In Search of the High Road: Meaning and Evidence,” *ILR Review*, 1-32.