



The University of Georgia

Syllabus

EADU 8620

Adult Education Administration

*Department of Lifelong Education, Administration & Policy
Program in Adult Education*

The University of Georgia – Athens, Georgia

Spring 2009

Dr. Glenn Palmer

Master's of Adult Education Degree Program

Adopted From EADU 8620 designed and developed by Dr. Talmadge C. Guy

Course Instructor and Contact Information

Instructor: Glenn Palmer, Ed.D.
Department of Lifelong Education, Administration & Policy

River's Crossing 410
The University of Georgia
Athens, Georgia 30602
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Course:

EADU 8620: Program Development in Adult Education

Credit Hours: 3.

Prerequisite: Graduate Standing

Location:

WebCT address: <http://webct.uga.edu>

Office Hours: Open --- Anytime before 10 P.M. EST

404-374-6222 (Cell)

gapalmer@uga.edu

Schedule:

Classes will be conducted in “**two-week sessions**” (Sessions) beginning January 12th, 2009 through Friday, May 1st, 2009.

The course is divided into **SESSIONS**. Each **SESSION** is divided into two week increments. Each two-week session may contain any or all of the following: A short overview of the topics, your discussion area assignments, your readings, and your written assignments with due dates.

Click on “COURSE CONTENTS” on my WebCT site to access the assignments for each SESSION.

Texts: There is no assigned textbook for this class. All of the readings and case studies are available on the WebCT Site.

Course Description:

Principles and practices of administering an adult education organization. The role of the adult educator as a manager of programs and staff in public and private adult education settings.

Purpose:

The purpose of this course is to provide the participant theoretical and applied knowledge regarding the administration of an adult education organization.

Objectives:

1. To identify and explain the unique aspects of administration in adult education.
2. To develop knowledge regarding managing diversity in organizations and different approaches to supporting diverse and equitable work environments.
3. To enhance knowledge of the role of leadership in promoting organizational and individual change.

Readings:

Readings are available on-line from through the readings link in WebCT. Additional readings may be emailed from time to time throughout the course.

Requirements:

1. Engage in class discussion and activities; at least three (3) postings per topic.
2. Complete all required assignments in a timely way. See the section of the syllabus on assignments and evaluation for details.
3. **The essay on administration (Due Friday, May 1st, 2009).**
4. **Montecito case study (Group Project- Due Friday May 8th, 2009).**

Assignments and Evaluation:

1. Participation in online discussions: (20 points)

From time to time I will refer to the WebCT tool for monitoring class participation. You should know that WebCT has a module that actually counts the number of times you visit a page in the course. Of course, this measure can't actually tell if you read the page or message but it does give the instructor an index for beginning evaluation. If it appears that participation is low, I may send you a reminder about it.

There are two types of assignments that you will need to complete. One type is the case study; the other is the Administration Essay project. The case studies are done in groups. Discussions are not counted as assignments but you are expected to post to the discussions topics at least 1 to 2 times per topic.

2. Case Studies: (20 points)

There are several case studies that form a central part of the content for the course. The case studies are designed to apply the information you gain in the readings and instructor's lectures and course notes. A couple of the cases are fairly complex (e.g., Montecito State College case) and require some time to study the information presentation. Others are mini cases and will not take very long to read and digest. My advice is to read ahead and plan the amount of time required for you to process the case and post your messages online.

3. Essay on Administration & Leadership: (25 points)

Describe your "View of Leadership and Management in Adult Education". Essential elements include 1) your views before taking the course, 2) your current views, 3) an explanation for why your views have or have not changed, and 4) the extent to which you practice your views of management or the extent to which someone else you know practices your views of management and 5) what are the useful and necessary requirements to make a good manager of adult education programs?. Be sure to incorporate the literature (i.e., class readings, research, and other material). Your paper will be marked down if you do not incorporate the literature. This includes the readings from the course and any other readings you uncover during the class. Please note that newspaper or magazine articles do not count.

The paper must be *maximum* of 1200 words in length (about five to six typewritten pages), doubled spaced and use APA 5th edition for style and formatting. See the online guide at the UGA library or consult the APA Manual, 5th edition available at your library or bookstore.

4. The strategic Plan (35 Points)

Develop a strategic plan for the Montecito College -- Using the following as resources:

- **Montecito case study**
- **Simerly's model of strategic planning (See Readings)**
- **Template for Your Plan Montecito State College Strategic Plan 2009**

Completing and Submitting Assignments:

General writing guidelines for assignments

Course papers should be double-spaced.

Follow the APA Manual, 5th Edition for style and citation guidelines – a brief guide is available online through the UGA library web site:

<http://www.libs.uga.edu/ref/apastyle.html>

Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.

Please submit your assignment via email in WebCT. Request a receipt if sending a paper electronically to ensure it has arrived safely to its destination.

Name the file that you are sending by using your *first initial* and *last name* and the name of the assignment as in the following example:

gpalmer final paper.doc

Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted. Papers that have many such errors will be returned unmarked.

Quality written assignments generally meet the following criteria:

Includes the title and name of the author at the beginning of the paper.

Clearly identifies the question being addressed or the purpose of the paper.

Provides an overview of the structure and organization in the introductory section of the paper.

Defines key terms, concepts and slogans.

Gives examples when they enhance the understanding of the concept being discussed.

Applies theory from the assigned readings or elsewhere.

Demonstrates the ability to self-reflect and discover core values and beliefs.

Considers implications and/or consequences.

Provides a strong summary and conclusion.

Course Schedule

Date Topic / readings

Please note....All the information pertaining to this class is posted on the WebCT Site.....

Session #1 (Jan 12 – 23)

Introduction and Orientation to course

Readings:

Mintzberg, H. (1998). The manager's job: folklore and fact. Harvard business review on leadership, Boston, MA. Harvard business school press. 1 - 36.

Stauffer, D. (1998). 10 myths about post-heroic leadership—and why they're wrong. Harvard management update. Harvard Business School Publishing, Boston, MA.

Online Activity: My concept of management (online)

Introduction of the: Montecito State College Strategic Planning Case Study

Session #2 (Jan 26 – Feb 06)

Leadership and Management.

Readings:

Collins, J. C. and Porras, J. I. (1991). Organizational vision and visionary organizations. California management review. (34). Pp. 30 – 50.

Gibson, J. L. Ivancevich, J. M. & Donnelley, J. H. Jr. (1994). Organizations: behavior, structure, process. (8th edition). Boston: Irwin. Chapter 11, pp. 367 – 395. Swail, W. S. (2002), Higher Education and the New Demographics: Questions for Policy.

Ledford, G. E., Wendenhof, J. R. & Strahley, J. T. (1995). Realizing a corporate philosophy. Organization dynamics. (Winter) pp. 5 - 18.

Session #3 (Feb 09 – Feb 20)

Leading Adult Education Organizations

Readings:

Sissel, P. A.; Hansman, C. A.; and Kasworm, C. E. (2001). "The Politics of Neglect: Adult Learners in Higher Education." In Understanding and Negotiating the Political Landscape of Adult Education. New Directions for Adult and Continuing Education no. 91, edited by C. A. Hansman and P. A. Sissel, pp. 17-27. San Francisco, CA: Jossey-Bass, Fall.

Sissel, P. (2001). Thinking politically: A framework for adult and continuing education. In C. Hansman & P. Sissel (eds.), In Understanding and negotiating the political landscape of adult education. San Francisco: Jossey-Bass.

Courtenay, B. C. (1993). Managing the differences in public, private organizations. Adult Learning, 4(4), pp. 13 – 14, 30.
Practices and Commitments of Leadership

Review, analyze, and discuss case study: Armstrong

Kouzes, James M., and Barry Z. Posner. 2002. *The leadership challenge*. 3rd ed. San Francisco: Jossey-Bass, Chs. 1 & 2.

Session #4 (Feb 23 – March 06)

Diversity and Leadership

Readings:

Millman, J. (2005) Debunking diversity studies: 5 studies that prove business

case and 5 that get it wrong. Diversity inc. (November)

Livers, A. & Caver K. A. (1998) Leadership Development Across Race. In McCauley, Cynthia D., et al. *The Center for Creative Leadership handbook of leadership development*. 1st ed. San Francisco: Jossey-Bass, pp. 304-330.

Ruderman, M. N. (1998). Leadership Development across Gender. In McCauley, Cynthia D., et al. *The Center for Creative Leadership handbook of leadership development*. 1st ed. San Francisco: Jossey-Bass, pp. 271 - 303.

Cox, T. and Finley-Nickelson, J. (1997). The process of acculturation in diverse organizations. pp. 203 - 235. In Taylor Cox, Jr. & Ruby L. Beale (eds.) *Developing competency to manage diversity: Reading, cases & activities*. 1st ed. San Francisco: Berrett-Koehler.

Session #5 (March 16 – March 27)

Leadership and Organizational Culture

Readings:

Schein, E. H. (1992). *Organizational culture and leadership*. San Francisco: Jossey-Bass Publishers. Chapter 1, 2, 3 & 12: pp. 1 – 48 & 228 - 253.

Hellriegel D., Jackson S.E., and Slocum J. W. (2005). *Management - A Competency Based Approach*, 10th Edition. South-Western/Thompson Publishing, pp. 510-540

Review, analyze, and discuss case study: Motown and Suzanne DePasse

Session #6 (March 30 – April 10)

Strategic Planning and Decision Making

Readings:

Meyerson, J.W. & Sandra L. J. (1993). "Planning for Strategic Decision Making" *Governing Independent Colleges and Universities: A Handbook for Trustees, Chief Executives, and Other Campus Leaders* San Francisco: Jossey-Bass Publishers. 81-93.

Bryson, J. M. (1995). *Strategic planning for public and nonprofit organizations*.

San Francisco: Jossey-Bass Publishers

Simerly, R. G. & Associates. (1987). Why continuing education leaders must plan strategically. Chapter 1, pp. 1 – 11. Strategic planning and leadership in continuing education. San Francisco: Jossey-Bass Publishers.

Simerly, R. G. & Associates. (1987). The strategic planning process: seven essential steps. Chapter 2. pp. 12 – 20. Strategic planning and leadership in continuing education. San Francisco: Jossey-Bass Publishers.

Session #7 (April 13 – May 01)

Managing Resources, decision-making and decision making models

Readings:

Hammond, J.S., Keeney, R. L. and Raiffa, H. (1998). Even swaps: A rational method for making trade-offs. Harvard business review. Reprint number 98206

Freedman, L. (1987). Chapter 8, 158-162 (partial chapter). The competent continuing educator. Quality in continuing education: principles, practices, and standards for colleges and universities. San Francisco: Jossey-Bass Publishers. .

Pittman, V. (1995). Staffing and personnel procedures in continuing education. In Mott and Rampp, Chapter 15, Organization and administration of continuing education. Checotah, OK, 335 – 361.

Special assistance:

If anyone in class feels that they need special assistance due a physical condition, please feel free to discuss this with me. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Persons with Disabilities:

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do--such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities--please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with us in this regard will be held in strictest confidence.

UGA Academic Honesty:

UGA's Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

UGA's Academic Honesty Policy:

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. Each student is responsible for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Appointments:

I am available on request to meet with you at any time. Please call me at my at (404-374-6722) or contact me via email (gapalmer@uga.edu).