

UNIVERSITY OF GEORGIA
Department of Lifelong Education, Administration, & Policy

EADU 8620 ADMINISTRATION OF ADULT AND CONTINUING EDUCATION
Spring Semester, 2008
Wednesday, 4:30-7:15 P.M.
135 River's Crossing

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Faculty

Lorilee R. Sandmann, Ph.D.
Department of Lifelong Education, Administration, & Policy
850 College Station Road
413 River's Cross Building
Athens, GA 30602
<http://www.coe.uga.edu/leap/faculty/sandmann/index.html>

706.542.4014 Work Phone
706.340.3746 Cell
706.542.2214 Dept. Administrator's phone
sandmann@uga.edu

Office hours: Wednesday 1:30-4:00 PM or by appointment

Class Dates

Wednesdays, Jan. 9-April 28, 2008

Course Description

This graduate level course will focus on administration in public or private adult and higher education organizations with emphasis on community college settings. Theoretical constructs underlying good management practice will be featured. The contributions of research for such management roles as leadership, planning, staffing, marketing, budgeting, evaluating, and organizational change, are highlighted.

Purpose and Objectives

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

1. To identify and explain the unique aspects of administration in adult education.
2. To broaden understanding of the constructs of leadership, administration and management.

3. To develop knowledge of the importance of preparing and following a philosophy and mission statement for the organization.
4. To develop knowledge of the necessity for and principles that guide planning at the organizational level with emphasis on strategic thinking and planning and environmental scanning.
5. To acquire a basic knowledge of and skill in developing an organizational marketing strategy.
6. To improve knowledge of the principles for organizing and staffing an adult education organization, including staff development.
7. To acquire basic knowledge of and skill in developing and monitoring a budget for an adult education organization.
8. To examine the meaning of and alternative approaches to evaluation in an adult education organization.
9. To enhance knowledge of leadership with emphasis on these aspects of leadership: power, decision making, ethics.
10. To develop knowledge of emerging issues and the political milieu in the management of an adult education organization. To assess theories and practice of organizational change.
11. To assess personal administrative competencies.

Attendance Policy

Class attendance and participation fosters a learning community. Therefore, weekly attendance is expected. If you need to miss more than 3 class sessions in this semester, please consider rescheduling the class. In the event that you must miss a class, you must notify the instructor prior to class and you must make arrangements with one of your classmates to obtain notes and handouts from the session. Absences of more than 3 classes will result in a course reduction of one grade.

Instructional Process

Course requirements and class activities are aimed at stimulating maximum participation by the students. Students and instructor share responsibility for the process and outcomes of the course: thus a seminar format will be used where possible. The class sessions will be mostly composed of two parts. One part will be discussion of theories, concepts, and models covered in the readings for that unit, as indicated by study/discussion questions. Participants are encouraged to provide additional discussion questions, based on reading and experience. The other part will be group exercises and case analysis, based on case situations provided by the instructor, participants and "living case examples" provided by prominent adult education administrators invited as resources to a session.

Readings

- Required Texts

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. NY, NY: HarpersCollins.

Hellriegel, D., Jackson, S. E., & Slocum. J. W. (2007). *Management: A competency-based approach* (11th ed.). Cincinnati: Thomson Learning.

- Chapters from Galbraith, M.W., Sisco, B.R., & Guglielmino, L.M. (2001). *Administrating successful programs for adults* (rev.ed.). Malabar, FL: Krieger Publishing are posted on our WebCT site and assigned throughout the course.
- There is rich literature on most aspect of leadership and administration and some of it applied to adult and continuing education organizations. Therefore, a selection of classic and contemporary readings is made available through our WebCT site. Students have typically found these readings, gathered in one place, very helpful as a basis for class sessions and course papers.
- Extensive and careful reading is essential to this course. You are urged to read ahead, read beyond assignments, and bring other literature to the attention of the class. The reference lists in the texts provide excellent guides for identifying additional resources.

Course Requirements

1. *Class Participation*: Attend class weekly and make meaningful and substantive contributions to the class discussion and activities; some of which will be online. Required reading, noted in the course outline, is to be completed *in advance* of the seminar for which it is assigned. Class discussions will assume that the readings have been done. Participation is worth 15 points.
2. *Environmental Scanning*: The class will be engaged in an environmental scan throughout the semester. Prepare and share two scanning reports. The format for scans will be distributed in class. Each scan is worth 5 points each; this total category is worth 10 points.
3. *Essays*: Complete two essays, one on each of the dates indicated. The essays relate to at least one topic scheduled for the class that day. The response should be no more than five double-spaced pages. In some instances the essays will be the source of small group and total class member discussion. Each essay is worth 15 points, and evaluated on:
 - Critical review and assessment; logic, reasonableness of position and accuracy of content
 - Integration with course readings
 - Judgment of lessons learned, potential application or implications
 - Composition: Appropriate grammar and correct APA format

2 A. Administrator Interview and Leadership Analysis. This essay is to report on an interview with someone with experience with administration and leadership with some type of educational program for adults (insider or outside your own organization). A suggested interview guide is attached. The report should comment on leadership and organizational strategies in relation to course-related concepts from the readings.

2 B. Budget Analyses of an Adult Education Organization. This second essay is to consider the questions: What particular approach or model is used in the financial management of the organization, who is involved in the budget development process, what is the linkage between the organization's strategic plan and the annual budget, on what basis are resources allocated, how is the budget adjusted as the fiscal year progresses.

4. *Project:* Engage in a project on a topic related to administration of adult education programs or organizations that is of special interest to you (e.g., strategic planning proposal, marketing plan, budget for a new program, new program based on environmental scanning, etc.) The project can be presented in whatever form you choose, e.g., proposal to decision makers/board, training manual, website, etc. Whatever format you choose, please provide a written project overview and *literature review*, 8-12 typed pages, double spaced, of the product that cites the literature that guided the development of the project. This requirement is worth 30 points (25 for project and written report/ 5 for the class "briefing" in the form of a PowerPoint presentation or executive summary. An alternative team project is possible, that is to conduct a Delphi study of critical trends and issues as perceived by the directors of continuing education in the state of Georgia. You may work with another class member on the project, if you wish, but each of you will need to write a paper. (See attached evaluation criteria.)
5. *Final Analytic Paper.* Write a paper describing your "View of Administration in Adult and Continuing Education." For this paper, imagine that you are being interviewed for a senior educational administrative position. You have been asked to prepare a summary of your administrative philosophy and the approach you will use for the administrative functions. Include your views before taking the course, your current views, and exploration for why your views have or have not changed, and the extent to which you practice your views of management or the extent to which someone else you know practices your views of management. Please be sure to reference the literature that has influenced your thinking. This paper is not to exceed five double-spaced pages and is worth 15 points.

Your essay will be evaluated on:

- Strength and justification of philosophical statement
- Critical reflection of approach to administrative functions
- Development of philosophy/perspective--course readings, discussions, role models
- Composition: Appropriate grammar and correct APA style.

Writing and Submission Guidelines

1. Double space all material using at least 11pt font in a format compatible with Microsoft Word (e.g. .doc, .rtf) following the *APA Manual, 5th Edition*, for paper layout, style and citation guidelines. Points will be deducted if APA style is not followed in all writing assignments. *Note:* This edition of the *Publication Manual* of the APA is an important part of your professional library. A link to a summary of the most frequently used elements of APA, 5th edition, is available at <http://www.coe.uga.edu/leap/adulted/pdf/apa.pdf>. With the exception of the "project", papers are 3-5 pages in length (excluding title page and references).
2. All course assignments are due on or before 4:30 of the due dates indicated. *Late assignments will not be accepted.* To submit your assignments upload your electronic document via the Assignment Drop Box on WebCT. Feedback will be provided and uploaded to this site as well.
3. Quality written assignments meet the following criteria:
 - Identify issue/question being addressed or purpose of paper through a clear thesis statement
 - Define key terms and concepts
 - Give examples that enhance understanding of the concepts
 - Apply theory and principles from the assigned readings and elsewhere
 - Provide a strong summary and conclusion.

Evaluation

Students with a sound grasp of the material and demonstrate an ability to analyze this material at a satisfactory to above average level for graduate students can expect to receive a grade of "B." Grades below "B" will be assigned only for performance that is less than satisfactory. The grade of "A" will be reserved to designate excellence. This will require not only a sound grasp of the material and the demonstration to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials. There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of "A's" to be assigned if all students exhibit the high standards of performance expected for that grade.

Participation		15 points
Environmental Scan	(5 each)	10 points
Essays	(15 each)	30 points
Project		30 points
Final Analytic Paper		15 points
	Total	100 points

Final grades will be assigned on the following numeric scale:

95 – 100	points	A
90 – 94	points	A-
87 – 89	points	B+
83 – 86	points	B

80 – 82	points	B-
70 – 79	points	C

Incompletes (I) will not be given except in the documented case of a medical or personal emergency. Please see the graduate school bulletin regarding the assignment of incomplete grades. These are reserved for situations in which a student who has otherwise been making satisfactory progress is unable to complete final course requirements due to extenuating circumstances. In such cases, the instructor must be contacted to negotiate a reasonable extension of time. Barring such a situation, the grade will be assigned on the date required by the registrar's office as earned according to the distribution described above.

University Honor Code and 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. "A Culture of Honesty" is the University of Georgia's policy and procedures for handling cases of suspected dishonesty and can be found online at www.uga.edu/ovpi. UGA Student Honor Code states "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

Statement of Equity and Special Assistance

Every attempt will be made in this course to engage in equitable verbal and nonverbal behavior by the instructor and the students as related to age, sex, race, handicapping condition, and religion.

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor early in the semester to discuss any concerns.

February 26, 2008

**EADU 8620 Administration of Adult and Continuing Education
Administrator Interview: Suggested Guide**

Select an administrator to interview: this leader does not have to be a CEO, but may be someone who leads a department, a work group, a church group, a volunteer organization, etc. Ask the following questions (and others as may be appropriate):

Describe the type of organization you lead.

What is your specific title/place or unit/ or function within the organization?

Describe the range of responsibilities for this position within the organization. What is your formal job description? Does it differ from your informal duties?

What is your vision/mission for the group you head?

What do you see as your primary role as an administrator/manager?

Rank what you see as your most critical functions (e.g., planning, staffing, marketing, budgeting, etc.)

What do you find occupying most of your time and attention?

What are the greatest challenges facing you currently in your job?

What are the barriers to success in your job?

What are the political pressures influencing your job?

What is your role in creating an organizational and program direction?

How do you get people to do what needs to be done?

How do you describe your leadership philosophy and style?

How would others describe your approach and style?

To what extent are you consciously using theoretical models in your practice?

To what extent do you have responsibility for staff (paid or volunteer)? What are your operating principles in hiring of staff; developing, evaluating and retaining them?

How do you assess the impact of the programs for which you are accountable?

How long have you worked in this job? .What was your path to your current leadership position? What is your educational background? What do you see as the most essential skills and abilities for someone in your position (e.g., working with teams, negotiating budgets, technology, etc.)? How have these skills changed during the years you have served this role?

In what ways have you learned to do your job effectively? Initially...ongoing?

What do you like best about your position? Least?

Would you recommend this position to others? Why or why not?

What advice would you give for someone preparing to serve in a role similar to yours/ an aspiring administrator of adult and continuing education programs?

**EADU 8620 Administration of Adult and Continuing Education
Project Assessment**

Student: _____

Title of Project _____ Score: _____ out of 30 pts

	Excellent	Very Good	Good	Poor	Not Available
Project and Written Paper 25 pts.					
Does the background justify the project?					
Planning—Are project goals specified?					
Content—Does the content support the goals/objectives?					
Delivery—Is the delivery consistent with goal achievement?					
Implementation--Are implementation issues addressed? Staffing Marketing Budget and resource mgt. Introduction of organization innovation Timeline (realistic)					
Evaluation—Is an evaluation plan included?					
Is appropriate grammar and correct APA format used?					
Are course or other reading and references integrated in report?					
Class Presentation and Briefing 5 pts					
Well organized?					
Do visuals enhance presentation?					
Is appropriate eye contact maintained with audience?					
Is presentation clearly delivered with correct grammar and pronunciation?					
Is there knowledgeable response to questions?					
Overall contribution, creativity, and innovation of project and presentation					
Overall demonstration of knowledge of administration principles and practices					

Specific Comments: