

UNIVERSITY OF GEORGIA
Department of Adult Education

EADU 8620 Administration of Adult and Continuing Education
Spring Semester, 2006
Thursdays, 4:30-7:15 p.m.
136 River's Crossing

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

Instructor: Lorilee R. Sandmann, Ph.D.

Contact
Information:

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OASIS Title: ADMIN of AD & CONT ED

Class Dates: January 12- April 27, 2006

Course Description:

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

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 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:

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. Let the instructor know prior to a class if it is unavoidable that you will be missing a particular class so coursework arrangements can be made. 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

seminar sessions outlined in the syllabus 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:

- Books are available online through the Department vendor <http://www.mbsdirect.net>, or through you favorite online e-business bookseller.

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. (2002). *Management :A competency-based approach* (10th ed.). Cincinnati: Thomson Learning.
- Reading Packet

There is rich literature on most aspect of leadership and administration and some of it applied to adult and continuing education organizations. Therefore, a packet of classic and contemporary readings will be used in the class for more in-depth understanding and study. This packet is available at Bel-Jean's located at 163 Broad Street, Athens, 706/548-3648. These readings will be used as a basis for some class sessions. But they are primarily provided as a starting point for course papers on particular topics.
- WebCt

Selected reading will be posted on our WebCT course site. In particular will be chapters from Galbraith, M.W., Sisco, B.R., & Guglielmino, L.M. (2001). *Administrating successful programs for adults* (rev.ed.). Malabar, FL: Krieger Publishing.
- 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. 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.
2. *Essays:* Complete three 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 10 points, and evaluated on:

- Logic, reasonableness of position and accuracy of content
- Integration with course readings
- Assessment of potential application or implications
- Composition: Appropriate grammar and correct APA format

3. *Administrator Interview:* Report on an interview with someone with experience with administration and leadership with some type of educational program for adults (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. This paper is not to exceed five double-spaced pages. This requirement is worth 10 points.

Summarize what you have learned in a report. The report should be no more than five double spaced pages. Papers will be evaluated on:

- Critical review and assessment of interview
- Integration with course readings and discussions
- Judgment of lessons learned, potential application or implications
- Composition: Appropriate grammar and correct APA format

4. *Project:* Engage in a project on a topic related to the administration and, if at all possible, to adult education management that is of special interest to you. The project can be of whatever form you choose, e.g., computer programs, videotape, 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/written report/ 5 for the class "briefing"). 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 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 impacted your thinking. This paper is not to exceed five double-spaced pages and is worth 20 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.

Format & Submission Guidelines: All course assignments are due on or before 4:30 of the due dates indicated. *Late papers will not be accepted.* Submit your assignments electronically by dropping them into the assignment drop box in our WebCT class site. Feedback will be provided and uploaded to this site as well. Written assignments are to be double-spaced and in 12-point font. With the exception of the “project,” papers are 3-5 pages in length (excluding title page and references. All should comply with style guidelines (for paper layout and citations) found in the *Publication Manual of the American Psychological Association* (5th Ed., 2001). (*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 <http://www.coe.uqa.edu/leap/adulted/pdf/apa.pdf>

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	10 points
Essays (10 each)	30 points
Administrator Interview	10 points
Project	30 points
Final Analytic Paper	20 points
Total 100 points	

In general, A = 100- 91 B = 90- 81 C = 80- 71

Note: Please see the graduate catalog 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 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 http://www.uqa.edu/ovpi/honesty/culture_honesty.htm. 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 Individual 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.

Class participants are encouraged to meet with the instructor—either by telephone, email or in person—to discuss any aspect of the course and their respective projects. The instructor will generally be available for office hours on Thursdays from 1-4:00 p.m., and by appointment.

If anyone in the class feels that they need special assistance due to a disability, please feel free to discuss this with me early in the semester. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made (such as providing materials in alternative formats, assuring physical access to class session or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) in consultation with me or with other students.

December 22, 2005

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

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 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 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 did you do previously? What is your educational background? What do you see as the most essential skills 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 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: