



EDUCATION 815
Administrative Processes
 (Enroll # 7294)

Summer Semester 2008	Instructor:	Dr. Robin Brayne
Meeting Dates: May 30/31[4:00-9:00] June 13/14 [4:00-9:00] July 3, 4, 7, 8, 14, 15 [8:30-12:00]	Office:	SFU Surrey
<p>Additionally, students, as part of the contact hours for EDUC 815 will attend all summer institute sessions.</p>		
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Room: May 30,31 Jun 13,14 (room 3150) Jul 3,4,7,8,14,15 (room 3040)		

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants:
<http://www.sfu.ca/policies/teaching/t10-03.htm> ou

http://learningcommons.sfu.ca/hot_topics/academic_integrity.php ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

DESCRIPTION

EDUC 815-5: Administrative Processes provides course participants with an introduction to the theory and practice of public administration, with an emphasis upon relating theoretical considerations to issues, ideas, problems and practices associated with the administration and management of public education.

The course is organized around the following four major themes and topics:

- (1) Foundations: Administrative Processes and Organization Theory
- (2) Administrative Processes in the Political System
- (3) Administrative Processes in Public Education and the Law
- (4) Management of Human and Financial Organizational Resources

COURSE DELIVERY AND EXPECTATIONS

The course will follow both a lecture and seminar format. It is intended that the course be informative and interactive, and capitalize upon the cumulative knowledge, experience, and thoughtful reflections and interpretations of class participants.

The instructor and guest resource persons will be responsible for introducing key topics and course materials; providing introductory, orienting, and summarizing constructs and frameworks; and guiding class discussions. Participants are expected to devour all assigned readings, attend all class meetings and summer institute sessions, and contribute meaningfully and continuously to class discussions.

COURSE SCHEDULE (may vary modestly)

May 30/31 [Foundations: Administrative Processes and Organization Theory]

- Introductions, course overview, and review of readings, presentations and class assignments
- What is public administration?
- Organization theory: the structural foundation [bureaucratic theory, scientific management, and scientific theory of administration]

Pre-reading:

- Inwood, G. (2004). *Understanding Canadian public administration: an introduction to theory and practice*. Chapters 1 and 2

June 14/15 [Foundations: Administrative Processes and Organization Theory, cont'd] and [The Law and Administrative Processes in Public Education]

- Organization theory: the human relations foundation [organizational humanism, participatory management, open systems]
- Major concepts of school law that constitute the legal environment of educational administration and management [e.g. statutes, legal principles, case law]
- Current issues in education law [e.g. use/misuse of technology, copyright, diversity, privacy]

Pre-reading:

- Class participants are asked to download School Regulation and bring to class. It can be downloaded from: http://www.qp.gov.bc.ca/statreg/reg/S/School/265_89.htm
- The *School Act* at: <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf> [specifically, sections 2 - 8.5 and 15 - 26.2]
- Inwood, G. (2004). *Understanding Canadian public administration: an introduction to theory and practice*. Chapter 3
- Inwood, G. (2004). *Understanding Canadian public administration: an introduction to theory and practice*. Chapter 6
- <http://www.unb.ca/education/bezeau/eact/eact07.html#>
- <http://www.unb.ca/education/bezeau/eact/eact08.html#>

July 3 [Organizational Behaviour: Individual and Group Behaviour in Organizations]

- What is organizational behaviour?
- Perception
- Motivation: theories and application
- Communication
- Conflict

Pre-reading:

- To be determined/announced

July 4 [Management of Organizational Resources – Human Resources]

- The legislative and organizational framework for human resource management
- Human resource management processes
- Collective bargaining and labour relations: evolution, legislative/policy frameworks and current issues

Pre-reading:

- <http://www.unb.ca/education/bezeau/eact/eact21.html#>
- <http://www.unb.ca/education/bezeau/eact/eact22.html#>

- Inwood, G. (2004). Understanding Canadian public administration: an introduction to theory and practice. Chapter 9
- <http://www.bcpsea.bc.ca/access/research/discusspaper.html>
[Click on Teacher – Public School Employer Collective Bargaining in BC: Historical Perspective]

July 7: [Management of Organizational Resources – Financial Resources]

- Financing public schools: models, issues and future directions
- Financial accountability: legal frameworks, elements and issues
- Allocating financial resources to school districts: sources, variables, algorithms
- Preparing school district budgets: processes and issues

Pre-reading:

- <http://www.unb.ca/education/bezeau/eact/eact10.html#>
- Inwood, G. (2004). Understanding Canadian public administration: an introduction to theory and practice. Chapter 10

July 8: [Administrative Processes in the Political System]

- Political-Administrative relationships in public education
- The legislature and the bureaucracy: how government works?
- The concept of “civil society”
- Multiple interests [e.g. stakeholders - public, interest groups/advocacy groups, media, and professional organizations] and their influences on administrative processes

Pre-reading:

- <http://www.unb.ca/education/bezeau/eact/eact12.html#>
- Inwood, G. (2004). Understanding Canadian public administration: an introduction to theory and practice. Chapter 4, 5 and 7 (pp.214-218: *Pluralism to Public Choice Theory*) inclusive

July 14 [Team Presentations and Class Discussions]

- Team presentations (Round One)
- Class Forum: reflections upon Summer Institute [based upon July 7 (*Teacher Leadership*) and July 10 (*Schools as Learning Communities*) presentations]: discussion questions to be provided

Pre-reading:

- <http://www.ncsl.org.uk/media/1D5/A9/teacher-leadership-summary.pdf>

July 15 [Team Presentations, Class Discussions and Wrap Up]

- Team presentations (Round Two)
- Class Forum: reflections upon Summer Institute [based upon July 14 (*Beyond Politics*) and July 14 (*Diverse Learners*) presentations]: discussion questions to be provided
- EDUC 815-5: Administrative Process, in Retrospect

Pre-reading:

- http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf
[pp. 7-13]

REQUIRED TEXTS

Inwood, G. (2004). Understanding Canadian public administration: an introduction to theory and practice. 2nd edition. Toronto: Pearson Education Canada Inc.
Additional readings are provided above (pre-readings)

COURSE ASSIGNMENTS/EVALUATION

1. Critical Analysis

Course participants will be required to author a critical analysis of a journal article in an area of leadership. The critical analysis should consist of between **1000 and 1500 words**. The course instructor at the May 30/31 class meeting will provide the article.

In writing a critical analysis, course participants are expected to comment/opine on the following criteria: (a) **clarity** [e.g. is the article clear, lucid and well-organized and readable?]; (b) **worthwhile ness** [e.g. in what ways does the article add to or deepen our understanding of issues associated with educational leadership?]; (c) **coherence** [e.g. is there a match between the research question/problem being investigated and the findings and conclusions of the research?]; (d) **transparency** [e.g. does the author describe clearly how the data were collected, and what data were used to make interpretations?]; and (e) **credibility** [e.g. based upon your experience, are the claims and conclusions of the author believable?].

The above criteria were identified and described in: Lester F. <i>Criteria to evaluate research</i> . Journal of Research in Mathematics Education Volume 27, Number 2, 130-132. (March 1996), and can be downloaded at: http://my.nctm.org/eresources/jrme/criteria_jrme.asp
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The Critical Analysis will be submitted by July 4, 2008 and will account for 40 percent of the final mark.

2. Student In-Class Presentation

In support of completing and deepening the understanding of the content associated with the major themes of the course, each course participant will be assigned to a Group/Team (five persons), and each Team will be expected to plan, present and lead an in-class discussion of a research article assigned by the instructor at the class meeting of May 30/31.

The in-class presentation will consist of:

- A critical synthesis of the salient content described in the assigned research article (e.g. the purpose(s), the theoretical concern(s), the concept(s) being developed)
- A description of the possible relevance of the content of the research article to administrative practices in public education (e.g. how does the reading challenge and/or add to our understanding of practice)
- Two reflective questions for discussion by the class (the questions should be framed so as to provoke debate).

The presentation of the salient content of the research article and its discussion in class should be planned to last no more than 30 minutes with an additional 30 minutes set aside for class discussion. The Team may use power point or other visual emphases or class activities to support the 30-minute (or less) presentation.

The Team presentations and associated leadership of in-class discussions will be scheduled for the July 14 and 15 class meetings.

The Team Presentation will account for 40 percent of the final mark and will be evaluated in terms of: (a) adherence to time limits; (b) organization (e.g. overview, body, conclusion); (c) clarity of presentation (e.g. visual, vocal, structural emphases); (d) depth of analysis (e.g. relevance of the content to administrative practice); and (e) leadership and encouragement of class discussion.

3. 2008 Summer Institute

Participation in the Summer Institute is a component of EDUC 815: Administrative Processes and will be recognized for contact hour (14 hours) and course credit purposes and will count toward 20 percent of the final mark. Criteria for active participation in the Summer Institute will be described/discussed during the class meeting of May 30/31.

The schedule for the 2008 Summer Institute is as follows:

July 4: 6:30 to 9:00 pm [Leadership for Learning: A Canadian Perspective]
July 7: 1:00 to 3:00 pm [Leadership for Learning: Teacher Leadership
July 10: 1:00 to 3:00 pm [Leadership for Learning: Schools as Learning
Communities]
July 14: 1:00 to 3:00 pm [Leadership for Learning: Beyond Politics]
July 17: 1:00 to 3:00 pm [Leadership for Learning: Diverse Learners]

In addition to the above dates and times, there are social and networking events associated with the Summer Institute that are scheduled for July 9 [4:00 to 6:00 pm] and July 17 [4:00 to 6:00 pm].