

**University of Calgary**  
**Graduate Division of Educational Research**

**EDER 619.32 L91**

**Introduction to Educational Administration Theory and Leadership**

**Fall 2002**

**Contacting the Instructor:**

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*Please post all queries to the bulletin boards, unless it is something of a personal nature. I shall attempt to respond to personal e-mails within one week.*

Course will take place online at: <http://webct-a.ucalgary.ca>

**Class Start Date:** Tuesday September 10, 2002

**Completion Date:** Tuesday December 3, 2002

**Purpose of the Course**

The purpose of this course is to provide an introduction to and overview of administrative theory and practice within the ethnocultural context of contemporary schools. The moral bases of school leadership will form the conceptual frame through which we shall examine educational practice. Students will be encouraged to introduce additional materials and/or resources that connect theory, research, and practice.

**Preface: Course Context**

This course has been set in the imaginary northern community of Greenfield's Landing. The entire premise of the course layout rests on being consistent with what you might find in a northern community. We are certain that you will soon become familiar with your surroundings, but we have left many clues within the course just in case.

Thomas Barr Greenfield was arguably the most influential Canadian scholar in the field of educational administration. For a period of some 20 years, from an address to the 1974 International Intervisitation Program (Bristol, UK) to his death, Greenfield challenged the orthodoxy of traditional theories that were based on business models of organizational structure. He advocated a paradigm shift that was revolutionary in its time and which has subsequently influenced many other theorists and practitioners in the field. Greenfield's Landing is named in honour of this great Canadian.

**Texts:**

There is one required text, one recommended text, and a required CD, all of which are available from the University of Calgary Bookstore: (403) 220-5937 [www.ucalgary.ca/bookstore](http://www.ucalgary.ca/bookstore) or you may check other academic or commercial bookstores for the books.

**Required:**

Begley, P. T. (Ed.). (1999). Values and educational leadership. Albany, NY: SUNY Press.

A CD-Rom disk containing necessary materials will also be required to support WebCT. Please ensure that you have obtained this prior to the start of the course.

**Recommended:**

Matteson, M. T., & Ivancevich, J. M. (Eds.). (1999). Management and organizational behavior classics (7<sup>th</sup> ed.). Boston, MA: Irwin.

**Course Objectives**

Through reading, writing, reflection, and participation in discussion, students will develop:

- an understanding of the various historical phases through which administrative theory has developed;
- a critical awareness of the key conceptual frameworks: classical organization theory, human resources theory, system theory, contingency theory, and frame theory;
- an ability to synthesize and apply theoretical models;
- an ability to analyze case studies and critical incidents through the use of conceptual frameworks;
- an understanding of relevant research by writing papers and by participating in seminars and discussions;
- an ability to think critically, to articulate ideas clearly, and to write effectively at the graduate level;
- an appreciation of the complexities of educational administrative processes such as motivation, decision making, communication, and change; and,
- a critical understanding of leadership as manifested within their own and other educational organizations.

**Course Evaluation**

Evaluation will be based on four (4) assignments to be completed during the course. These are:

- the development of a school profile (see template)
- the development and delivery, in pairs, of a presentation based on an article selected by each pair;
- a research paper where you reflect on one aspect of leadership as it applies to your work; and,
- a short abstract of your research paper.

**N.B. Please see assignment guidelines in Assignments section of WebCT course for complete instructions, parameters and submission standards.**

### **Course Trap[outline]**

**Beaver: Week 1:** Tuesday 10 September to Monday 16 September

- Introductions & Welcome
- Course Overview
- Autobiography
- Getting acquainted

**Wolf: Week 2:** Tuesday 17 September to Monday 23 September

- Introduction to organizational theory (mini-lecture and associated activities)
- Introduction to human relations theory (mini-lecture and associated activities)
- Write school profiles

**Muskrat: Week 3:** Tuesday 24 September to Monday 30 September

- Introduction to systems theory
- Introduction to contingency theory
- School Profile presentations (and associated activities)

**Fisher: Week 4:** Tuesday 1 October to Monday 7 October

- Begley (1999), chapter 1 [Duke]
- Introduction to frame theory (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar &ndash; based on Duke (Begley, 1999, chapter 1)

**Lynx: Week 5:**Tuesday 8 October to Monday 14 October

- Begley (1999), chapter 2 [Leithwood]
- Introduction to leadership (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar &ndash; based on Leithwood (Begley, 1999, chapter 2)

**Fox: Week 6:**Tuesday 15 October to Monday 21 October

- Begley (1999), chapter 4 [Ryan]
- Building leadership density and capacity (mini-lecture and associated activities)
- Article presentations due

**Bobcat: Week 7:**Tuesday 22 October to Monday 28 October

- Begley (1999), chapter 9 [Lakomski & Evers]
- Begley (1999) chapter 10 [Allison & Ellett]
- Postmodernity and coherence (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar - based on Ryan (Begley, 1999, chapter 4)

**Rabbit: Week 8:**Tuesday 29 October to Monday 4 November

- Begley (1999), chapter 5 [Foster]
- Metaphor (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar- based on Foster (Begley, 1999, chapter 5)

**Squirrel: Week 9:**Tuesday 5 November to Monday 11 November

- Begley (1999), chapter 7 [Hodgkinson]
- Leadership for equity and diversity (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar - based on Hodgkinson (Begley, 1999, chapter 7)

**Bear: Week 10:**Tuesday 12 November to Monday 18 November

- Begley (1999), chapter 8 [Campbell]
- Building community (mini-lecture and associated activities)
- Soc<int>ra<ne>tic Seminar - based on Campbell (Begley, 1999, chapter 8)

**Wolverine: Week 11:**Tuesday 19 November to Monday 25 November

- Begley (1999), chapter 11 [Leonard]
- Leadership in rural and northern schools (mini-lecture and associated activities)
- Post abstracts
- Research papers due to instructor

**Otter: Week 12:**Tuesday 26 November to Monday 2 December

- Course evaluations
- Mini conference: review paper abstracts
- Course review & conclusion

**Assignments**

There are four assignments for this course:

**Fishing**

Use the template (attached) to describe the school in which you work. Try to comment on all the categories. The school profile should be typed and as long as it needs to be to address the categories.

Action: You will post your presentation in the Council Chambers for the whole class to view and place a copy of your presentation for the Instructor in the Forest via the Fishing drop box.

Due Date: Monday 23 September

Weight: 20%

**Berry Picking**

In pairs, you will select an article on a subject relevant to the course. You will work together to develop and deliver a presentation on your selected article. This will NOT be simply a review of the article. Rather, you should identify two or three key issues or questions, address these in your presentation, and invite your classmates to enter into a discussion of those issues or questions.

Multimedia and other innovative presentations are encouraged.

Action: You will post your presentation in the Council Chambers for the whole class to view and drop a copy of your presentation for the Instructor in the Forest via the Berry Picking drop box.

Due Date: Monday 14 October

Weight: 20%

## Hunting

The research paper provides you with the opportunity to reflect on one aspect of leadership as it applies to your work. The paper should be 12 pages in length, double spaced, and use the APA guidelines for style. Please discuss your topic with the instructor via email before beginning!

Action: Research and write a term paper. The assignment should be submitted in the Forest via the Hunting drop box.

Do NOT send a paper copy as well.

Due Date: Monday 18 November

Weight: 40%

## Feasting

The research abstract provides you with an opportunity to share the key aspects of your research paper with your classmates. The abstract should not exceed 500 words in length (2 pages, double spaced).

Action: You will post your abstract in Council Chambers for the class to view and submit a copy in the Forest via the Feasting drop box.

Due Date: Monday 25 November

Weight: 10%

## Participation

Action: Students will be expected to respond to questions and to contribute to seminar discussion on a weekly basis.

Due Date: N/A

Weight: 10%

### **Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

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**Guidelines for EDER 619.32 Course Assignment Submissions**

*Please follow these guidelines so we can mark and return your assignment as quickly as possible.*

**Software Requirements**

1. Submit assignments as Word documents or rich text files [RTF].
2. Submit one file only. Any parts of the assignment produced through another program (e.g. Excel) must be incorporated into the document.
3. It is recommended that you **do not insert tables or charts as pictures** in your document as this format cannot be edited for feedback.

**Format**

**Title Page:** Include a title page on the first page of your assignment that contains your:

- Full Name
- Student I.D. number
- E-mail address
- Assignment code
- Total number of pages in your assignment

**Page Header:** Include a page header that consists of:

- The page number
- Your full name
- Your student I.D. number

**Assignment Submission**

1. Drop your file assignment into the appropriate **assignment drop box in the Forest** and post it where necessary for student access if applicable.
2. **File Name:** The name of your file should be your first name and the title of the assignment.  
For example, if your name is Joan Collins and your assignment is the school profile, your file name will be Joanschoolprofile.doc. **DO NOT INCLUDE SPACES IN FILENAMES!**
3. **Do not email assignments to instructor.**

**Acknowledgement & Marking**

1. After your assignment has been submitted, you will receive an automated acknowledgement of its receipt.
2. Assignments are marked electronically. Comments will be written in a different colour.
3. Please do not wait until the last minute to submit your assignment. We will not be responsible for any failure to receive your assignment by its due date.

**Please refer to assignment guidelines in the student assignment section of the course.**

# Technical Requirements

The CD contains the content of the course, which you will access via the Trapline icon in the WebCT course.

## Internet Browser

Users can access the course website which was created within WebCT using [Netscape](#) 4.0 or higher or [Internet Explorer](#) 4.0 or higher and a modem or other Internet connection: 14.4 minimum / 28.8 or faster recommended. These web pages are best viewed at a 640x480 screen size.

## Flash 4.0 Plug-in

The [Flash 4.0](#) plugin is required to run the animations included in this course.

## QuickTime 4.0

[QuickTime](#) 4.0 is recommended to run the audio files found on this CD. QuickTime 3.0 will work as well, but may not be optimal.

## Windows 95 and Windows NT (32-bit)

QuickTime system and hardware requirements:

- Intel or compatible processor or any MPC2-compliant PC (minimum 66-MHz 486 processor; also supports Pentium, Pentium Pro, Pentium II with MMX, and Pentium III processors; Pentium processor recommended for effects, 3D, Sorenson Video, DV, RTP streaming features, or QDesign Music)
- At least 16MB of RAM
- Windows 95, Windows 98, or Windows NT 4.0 system software

## Macintosh

QuickTime system and hardware requirements:

- 68020, 68030, 68040 or PowerPC processor (PowerPC processor recommended for effects, 3D, Floating-Point Audio, DV, MPEG, RTP streaming features, or QDesign Music)
- At least 8 MB of RAM recommended for 68020, 68030, or 68040 processor-based systems; at least 16 MB of RAM recommended for PowerPC processor-based systems
- Mac OS 7.1 or later

## Reporting Feedback

If you have questions, comments or problems, please contact [goddard@ucalgary.ca](mailto:goddard@ucalgary.ca)

## **Technical Skills**

Prior to this course, students must be able to:

- Manage files
- Use either Netscape Navigator 4.0 or Internet Explorer 4.0 (or a newer version of either web browser) to
- Move among multiple browser windows
- Search the internet for information
- Navigate through online content
- Use a word processor to
- Generate documents
- Edit documents
- Save documents in rich text format
- Print documents
- Use an email package to
- Send messages and attachments
- Receive incoming messages and attachments

## **Academic Prerequisites**

Prior to this course, graduate students must be:

- proficient in oral and written English
- willing to learn and use APA format

Unclassified students must have a relevant undergraduate degree and a grade point average of 3.0 or better.

## **Registration Requirements**

For more information about registration, contact the Registrar' s Office at (403) 220-6645

or

Ms. Lisa Russell, Assistant Graduate Coordinator (Distance Delivery), Graduate Division of Educational Research, Faculty of Education, University of Calgary.  
(403) 220-7292. [lrussell@ucalgary.ca](mailto:lrussell@ucalgary.ca)