S.97-34

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: D. Gagan, Chair
Senate Committee on Academic Planning

Subject: Faculty of Education -
Graduate Curriculum Revisions

(SGSC Meeting Feb. 17, 1997)
(SCAP Reference: SCAP 97-20)

Date: March 14, 1997

Action undertaken by the Senate Graduate Studies Committee and the Senate Committee on Academic Planning gives rise to the following motion:

Motion:

"that Senate approve and recommend approval to the Board of Governors as set forth in S.97 - 34 , the proposed Ed.D in Educational Leadership."

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Alison Watt, Director
Secretariat Services

From: B.P. Clayman
Vice-President Research/
Dean of Graduate Studies

Subject: Proposed Ed.D. in Educational Leadership

Date: February 20, 1997

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The proposed Ed.D. in Educational Leadership was approved by the Senate Graduate Studies Committee, at its Meeting on February 17, 1997, and is now being forwarded to the Senate Committee on Academic Planning for approval.

B.P. Clayman
Vice-President Research/
Dean of Graduate Studies

mm/
attach.

SIMON FRASER UNIVERSITY

DEAN OF GRADUATE STUDIES

Memorandum

TO:	B. P. Clayman Dean, and Chair, Senate Graduate Studies Committee	**FROM:**	Phyllis Wrenn Associate Dean Chair, ACNGP
SUBJECT:	Proposal for **Ed.D. in Educational Leadership**	**DATE:**	January 13, 1997

I am pleased to report that the Assessment Committee for New Graduate Programs (ACNGP) has approved and recommends to the SGSC for approval the proposal for an **Ed.D in Educational Leadership**. The first draft of the proposal was received on June 29, 1995.

Please place this proposal on the agenda of the next meeting of the SGSC. By copy of this memorandum, I am inviting R. Barrow or his designate to attend this meeting as a representative of the proposed program.

Encl.

c: R. Barrow, Dean, Faculty of Education
M. McGinn

PROPOSAL FOR ED.D. IN EDUCATIONAL LEADERSHIP

09 November 1994	Approved "in-principle" by Senate Committee on Academic Planning
04 June 1995	Approved by Faculty of Education
29 June 1995	Received by Dean of Graduate Studies
28 September 1995	Reviewed by Assessment Committee for New Graduate Programs
17 November 1995	Received revised version by Dean of Graduate Studies
01 December 1995	Reviewed by Assessment Committee for New Graduate Programs
12 January 1996	Sent revised version to four External Reviewers by Dean of Graduate Studies
18 March 1996	Received External Reviewers' reports by Dean of Graduate Studies
18 March 1996	Sent External Reviewers' reports to Faculty of Education by Dean of Graduate Studies
28 November 1996	Received Faculty of Education response to External Reviewers' reports by Dean of Graduate Studies
16 December 1996	Reviewed by Assessment Committee for New Graduate Programs

JAN - 9 1997

SIMON FRASER UNIVERSITY
Faculty of Education
MEMORANDUM

To	Dr. Phyllis Wrenn Associate Dean of Graduate Studies	From	Stuart Richmond Director of Graduate Programs
Subject	**Ed.D. Proposal**	Date	January 8, 1997

Here is the revised version of the Ed.D. as discussed in the Assessment Committee meeting. Thank you very much for your assistance to date.

S Richmond

Stuart Richmond

Attachment

Simon Fraser University
FACULTY OF EDUCATION

Program Proposal:

Ed.D.
in
EDUCATIONAL LEADERSHIP

Revised January 6, 1997

5.

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1. GENERAL INFORMATION

A. Title ..... Educational Leadership

B. Graduate credential to be awarded ..... Ed.D.

C. Faculty ..... Education

D. Campus location for program ..... Simon Fraser: Burnaby Campus

E. Proposed start date of program ..... September 1997

2. NEED FOR THE PROGRAM

2.1. Cultural, Societal and Professional Need for the Program

At the present time there is an increasing and changing demand for graduate studies in educational leadership in the province. This results partly from the following factors:

1. the need to make available to future educational leaders recent significant developments in the social and human sciences;
2. the need to replace the increasing number of retiring institutional leaders, at the school and district level, as well as in other educational organizations;
3. the fact that many of these replacements will be from groups not traditionally represented in educational leadership, e.g. women and cultural minorities;
4. the recent educational reform initiatives combined with changes in the legislation governing the administration of school systems;
5. the increase and change in the ethnic character of the population in the province generally;
6. the rapid increase in the rate and type of social, economic and cultural changes in the province.

These changes have made preparation for educational leadership in all areas a qualitatively different task from how it was conceived and practiced twenty years ago, when many of the present graduate programs were set up. What is needed today is a program that prepares educational leaders to deal with issues that are currently pressing and to understand the deeper ethical, political, socio-cultural, technological, and educational matters involved. This means that it is necessary to approach the study of and preparation for leadership in education in a qualitatively different way. No longer can educational leadership be seen merely as a technical exercise carried out by a managerial class, requiring a rather narrow training in the organization and administration of schools. The issue must be seen in terms of leadership in the practice of educating and not merely as institutional leadership.

This does not mean that issues pertaining to the strategies and tactics of educational leadership are in themselves unimportant; in fact for a principal or superintendent to be able to lead well requires a synthesis of skill, dispositions and understanding—itself a considerable achievement. Without a full recognition of the greater breadth and depth that questions concerning both *the practice of leadership and the leadership of practice* raise, however, matters of institutional leadership will be reduced to mere management. The foundations necessary for this

approach are primarily educational and cultural rather than technical or managerial.

The educational leader of the 1990s faces more internal and external environmental pressures than administrators of the past, as his/her role has become increasingly more complex and the demands harder to balance. The community expects the school system to deal with issues such as hungry children, drug abuse, violence, racism, and sex-issues that divide the community itself. Collective bargaining and administration of collective agreements has become more complex as teachers themselves have become unionized. A change in the composition of classrooms from Caucasian and English speaking, to multi-racial, multicultural and multi-lingual has created a need for English language training and has resulted in a shift of educational priorities. Educational leaders need to appreciate the increasing complexity of their environment and to know how to gauge the social, legal, and political consequences of contentious policy decisions. At present there are no doctoral programs in British Columbia designed to prepare individuals to deal with the complex realities of the turbulent world of educational leadership. There is, at the same time, a growing body of research and argument related to these issues, knowledge of which would enhance an administrator's ability to deal with these issues.

In late September 1992, the Faculty of Education sent out letters to every Superintendent of Schools in British Columbia, outlining the proposed Educational Leadership Program. The letter asked for reaction and feedback to the Program and estimates of how many administrators in their school district would be interested in participating.

Twenty-three of the 75 superintendents responded and the response to the proposed Educational Leadership Progrm has been overwhelmingly positive. The following is a sample of the feedback we have received.

> "I am writing to convey my strong support for the proposed new doctoral program.... It is very difficult for administrators to leave a position for a long duration as is usually required for a doctoral program. It is doubly difficult when working in a small district such as mine where other district level staff are scarce to non-existent.... The program you describe would, I think, be ideal".
>
> (Superintendent of Schools)

"My reaction is one of excitement. It will not be feasible for me to take the necessary extended leave to pursue a doctoral program under the normal university requirements.... In addition, at this stage in my career, I am much more interested in practical application than in pure pursuit of theoretical knowledge. A doctoral program which would dovetail with my work would be an ideal opportunity."

(Superintendent of Schools)

"I like the idea. I have personally enquired about similar programs at Brigham Young University and at San Diego State. If the program were offered I would be very interested".

(Superintendent of Schools)

"I applaud your initiative and offer my assistance. A doctoral program, located locally which has both substance and practicality is much needed. B.C. suffers from a dearth of solid graduate work and the "correspondence-spend-a-summer" degree mills used by some of our people are making things worse."

(Superintendent of Schools)

"A doctoral program of this type is long overdue and I am pleased to see a British Columbia university has taken the initiative to propose a program to meet the needs of working administrators".

(Superintendent of Schools)

Most of the 23 letters from the superintendents were extremely supportive of the proposed Program. Their responses indicate that approximately 65 educational administrators in the province are presently interested in taking the program. Gauging by the superintendents' estimates there will be no shortage of students and the selection criteria for candidates will be highly competitive. In addition to these responses, the Faculty of Education has received numerous and consistent requests for such a program over the past decade from educational administrators in British Columbia and other western provinces. (Included as Appendix I is a list of those who expressed a wish to apply for the program in response to our first announcement of our intention to mount such a program.)

Each year thirty to forty leadership positions in the education sector in British Columbia become available. Doctoral degrees are considered highly desirable qualifications for these positions but many local candidates do not have them. As a result prime leadership positions are frequently filled with candidates from outside

the province—candidates who possess doctoral qualifications and related educational experience from other provinces and countries. Very few of the chief executive officers of education (superintendents of schools) in B.C. have doctoral degrees. Of the 75 superintendents in B.C., only 12 have doctoral degrees. Of these 12, only one doctoral degree is from B.C. The other 11 superintendents were recruited from outside the province or took their degrees in the United States.

The **Ed.D. in Educational Leadership** will provide an effective means of communicating the results of empirical research and philosophical discussions of educational issues to those best positioned to turn them to practical educational value. It will also provide a much sought after opportunity for mid-career educational leaders in British Columbia to engage in advanced study, thus yielding the knowledge, understanding and credentials they need for their increasingly demanding roles. Individuals occupying mid-career positions in the education sector broadly conceived would be candidates for the Educational Leadership program. Some such positions are: School Principal, Superintendent of Schools, Assistant Superintendent of Schools, or Director of Instruction; President (Principal) or Vice-President of public sector colleges and private sector training institutions; senior level positions of the Ministry of Education in finance, planning, and curriculum; senior management positions in teacher associations, trustee associations, and educational foundations; and upper level management positions in government and the private sector responsible for employee education and training programs.

Most successful applicants to the program will be currently employed within the educational system. They will bring extensive and varied educational experience to the program, as well as a demonstrated eagerness to acquire new understandings and competencies, and to undertake critical examination of their practices and values as educators.

The program offers important distributive benefits: accessibility to higher education and career mobility will be offered to those who otherwise cannot afford to take a year off work to pursue a doctoral degree, such as single parents and women with family responsibilities. At present, those who wish to undertake advanced study have little choice but to go to the United States where a number of universities offer doctorate of education programs during the summer. As the issues pertinent to

the governance of American schools differ significantly in character from those facing educational leaders in British Columbia, the relevance and the value of these American programs to B.C. educational leaders is to some extent questionable. The province will benefit from the development of a cadre of educational leaders who have been exposed to an intensive and rigorous examination of common educational practices in B.C., and have conducted research on aspects of these practices. They will also have sharpened their intellect in extending their ability to analyze problems facing the practice of education, arriving at new responses to these questions, and framing significant new questions relevant to the role of leadership in public education.

3. PROGRAM DESCRIPTION

The **Ed.D. in Educational Leadership** will be a Simon Fraser University (SFU) degree, organized, administered and awarded by SFU. This degree program is designed for the mid-career professional educator who wishes to study educational issues particularly relevant to the practice of educational leadership. It is designed to accommodate twelve students initially, and to take in a further twelve new students biennially.

3.1 Goals

There is an ongoing and vital need for the prudent management of schools and school districts, for the efficient planning, control, coordination and organization of operations and facilities. The success of these activities is primarily based on the learning and application of techniques, which are standard methods that can be taught in recipe form. A recipe lays down a certain number of steps which, if followed to the letter, ought to lead to the end desired. Technique reaches its limits precisely where real creativity and judgement are called for, in the sciences as well as the arts.

This degree looks beyond the notion of educational leadership as the application of generic management techniques; its curriculum seeks to prepare leaders for situations where technique is insufficient. These situations arise not only in the very normative foundations of the educational enterprise, but also in the daily judgements necessary for the ethical and political operation of educational institutions. The curriculum is based on the belief that three bodies of knowledge

and understanding provide the foundations of any preparation for public life: first, the humanities, second, the social sciences, and third, practical expertise.

The program has a format not usually associated with doctoral level study; it is a four year long weekend and summer residential cohort program intended to create a cohesive group of students who interact between class meetings in ways that support the goals of the instructional program.

3.2. Relationship of the Program to the Role and Mission of Simon Fraser University

The proposed **Ed.D. in Educational Leadership** responds to several key initiatives outlined in the SFU planning agenda laid out in Challenge 2001: The President's Strategic Plan. This plan called for the development of new programs for persons outside the Lower Mainland who will undertake professional graduate study while continuing to work. It also proposed the expansion of facilities at the Harbour Centre campus for such programs. The Ed.D fits comfortably into the mandate and the client profiles of Harbour Centre; it is similar to the Executive MBA Program, as the model, the delivery and the anticipated client group are similar. It may be significant to note as well that the faculty planning agenda identifies a "Doctorate in Education" program as an area for potential growth and development.

A recent Commission of Inquiry on Canadian University Education (Stuart Smith, 1991) criticizes universities for focusing on research at the expense of instruction and the needs of students and the community. The Commissioner of Inquiry, Stuart L. Smith also expresses disappointment that there has been little innovation in pedagogy, teaching methods and program delivery at universities across the country. But Smith notes that Simon Fraser University is more responsive to its constituency than many universities and lauds the SFU initiatives of Cooperative Education, Distance Education and the Executive MBA Program (Smith, Simon Fraser University Public Lecture, September 24, 1992).

As Smith points out, Simon Fraser University has a tradition of innovation in pedagogy and program delivery and has become a leader in the university community in the development of new programs. The **Ed.D. in Educational Leadership** is another such initiative that will further enhance Simon Fraser University's reputation. We anticipate enlarging the accessibility of the program

after we have successfully completed one cycle. We will begin to convert as much of the program as possible to formats that will allow us to offer significant portions of it electronically. Members of our faculty are currently involved in designing courses for offering on the World Wide Web and converting them to CD-ROM format. We have been consistently a leader in exploring uses of technology for pedagogical purposes, and we anticipate drawing on, and extending, this expertise in making this program much more widely available. We will draw on the resources of the University's Distance Education Office and on our own world-renowned EXCITE laboratory for developing educational uses of technology.

3.3. Relationship to Other Educational Administration Programs

This Educational Leadership program will be distinctive in Canada; it will be one of few programs in this country to offer doctoral studies in educational leadership to educational administrators who are working full time, and the only one that combines a philosophical and non-technicist approach within the Canadian context. It is anticipated that there will be considerable demand for this program by administrators not only from British Columbia but also from the rest of Western Canada. Recent meetings with the British Columbia Principals and Vice-Principals Association, with the B.C. Superintendents Association and with representatives of the B.C. Trustees Association have all indicated a strong demand for such a program.

At present the opportunity for doctoral study in educational leadership for fully employed individuals is nonexistent through any of the three provincial universities currently providing graduate study opportunities. U.S. universities, recognizing the void, are already moving into B.C. to offer D.Ed's through various distance delivery modes. Nova University from Florida is a case in point; this year it has opened a doctoral program in the Lower Mainland and six B.C. School Superintendents have enrolled as students. Without endorsing xenophobia, it is distinctly troublesome to watch these incursions, knowing that the provincial universities are unprepared to respond effectively by providing a viable and educationally defensible option.

Examples of some comparable programs from other universities are included as Appendix III.

3.4. Entry Requirements

Admission requirements to the Ed.D. program as per Graduate Regulation 1.3.3. Candidates will also require several years of exemplary and varied educational and leadership experience; of particular value will be evidence that candidates not only have an interest in critical reflection on issues of leadership, but also are judged by their peers capable of providing distinctive leadership in their subsequent educational careers.

3.5. Curriculum

The construction of a curriculum for this doctoral program is the quintessential task in program development. Several considerations influenced the character of the curriculum. Foremost is a conception of leadership advocated by Rost (1993)* where the relationship among leaders and collaborators is one based on influence, in which leaders and collaborators are the actors in the relationship and where they intend real changes that reflect their mutual interests. Where real changes are proposed that involve questions of mutuality of interests, the ethical dimension of leadership is directly implicated. So this program rests comfortably but not slavishly on these notions. Second, the combination of work in philosophy, history and social thought as it affects education recognizes the centrality of cultural tradition in educational leadership; the development of curriculum coherence, the evaluation of curriculum ideas invoke questions of educationally defensible ends—these are the ideas educational leaders should engage. Third, the program is deliberately intended to effect a fusion between the world of significant educational ideas as reflected in the intellectual foundations seminars, the issues of professional practice confronted in professional foundations seminars, appropriate methods of inquiry for questions of policy and practice addressed through research methods seminars, all culminating in the completion of a field-oriented dissertation.

These four strands are laid out below:

* Rost, J.C. (1993). *Leadership for the Twenty-First Century.* Westport, CT.: Praeger.

Intellectual Foundations

A broadly conceived introduction to advanced knowledge and understanding in the areas of social thought, philosophy, history, and education:

Intellectual Foundations Seminars (10 Credit Hours)

EDUC 901-5 *Seminar in the History of Educational Theory*
The historical roots of educational thought are examined from a broad cultural perspective. Major works in disciplines such as philosophy, psychology and sociology which have had significant impact on educational theorizing will be studied. Special attention will be paid to the relationship between theory and educational practice.

EDUC 902-5 *Interdisciplinary Seminar in Contemporary Educational Theory*
Contemporary educational theories and theories from supporting disciplines (e.g., psychology, sociology, philosophy) will be examined and analysed. The relationships among contemporary theories, current practice and educational change will be focal.

Professional Foundations

A set of problem based seminars combining the study of the issues undergirding the actual practice of educational leadership with participants' expertise:

Professional Foundations Seminars (18–20 Credit Hours)

DOCTORAL SEMINAR 960-5 *Ethics, Law and Professional Leadership*
This seminar examines the ethical and legal environment of professional leadership. Specifically, the course addresses moral issues and dilemmas embedded in professional practice including occupational and ordinary morality, issues of deception and honesty, informed consent, privacy and confidentiality, conflict of interest, individual and collective responsibility, *inter alia*. The course will also deal with the intrusion of electronic media and technology into all areas of professional life in education, and their ethical and legal implications. The course will use cases and personal experience as heuristics for learning.

DOCTORAL SEMINAR 961-5 *Educational Governance, Reform and Diversity*
The nature and impact of recent wide-ranging systemic educational reform in several different countries are critically examined, through two major themes. One theme is the politics and dynamics of governance, with a particular emphasis on participatory forms of political life in a heterogeneous society. The other theme is the politics and culture of difference, and the development of community which respects these differences. The impact of new communication technologies on issues of access, equity, and excellence will be considered.

DOCTORAL SEMINAR 962-5 *Organizational Leadership, Accountability, and the Public Interest*

The special responsibilities of leaders in educational institutions for accountability both to learners and to the wider community with respect to policies, practices, and programs are the focus of this seminar. The uses of particular new technologies relevant to modern educational leadership and the ways these can increase both the quality and quantity of accountability will be prominently considered. Contemporary approaches to program assessment and to ensuring cost-effectiveness in educational management are applied to cases emerging from student experiences.

ELECTIVE (3 or 5 credit hours)

Research Methods Seminars (10 Credit Hours)

A series of seminars which will prepare students for researching and writing a field-based thesis. The first two courses in this section will be taught over the Fall and Spring Semesters of Years 1 & 2, concurrently with the Foundations courses. The intent is to assist students in the conceptualizing and framing of their theses as soon as possible in the program, and to continue supporting thesis development into Year 3. There will be a recurrent emphasis on modern technologies both as subjects of research and also as media of research.

EDUC 950-3 *Educational Research Paradigms A*

The broad paradigms encompassing much current educational research are examined, with emphasis on their philosophical and assumptional bases, as well as general ethical and methodological issues. Particular attention is paid to the critical reading of research and the implications for educational leadership. In addition, students begin to identify a research topic and to develop a defensible research orientation.

EDUC 951-3 *Educational Research Paradigms B*

Specific methodological and ethical issues of conducting a study within the traditions of current educational research are considered, through examination of published research and through a class project. Particular attention is paid to the critical reading of research and the implications for educational leadership. In addition, students are expected to complete a preliminary proposal for their own doctoral research.

Thesis.

Students will begin framing their thesis proposals during Years 1 & 2, followed by field based research in Year 3. In Year 3 students will complete the research and in Year 4 will write the thesis and present their oral defense.

Thesis Preparation Seminars (No credit)

EDUC 840-0 *Graduate Seminar*

This is a non credit seminar designed to provide an opportunity for students to meet with both their supervisors and cohort members for the purpose of furthering their on-going field based research. Students will register in this seminar for every semester following completion of Educ 950 and 951.

Thesis (10 Credit Hours)

EDUC 899-10 *Thesis.*

Students will, in Year 3, be undertaking their research and in Year 4, writing the thesis. Regular meetings will be arranged between students and supervisors. It is expected that students will complete their theses, and be prepared for their oral defence by the third semester of Year 4.

Credit Hours

Total credit hours 44–46; divided between 34–36 credit hours of course work and 10 for the thesis.

3.6 Program Timeline

	Intellectual & Professional Foundations		Research Methods and Thesis Preparation
Year 1			
Fall	Educ. 901-5	and	Educ. 950-3
Spring	Educ. 902-5	and	Educ. 951-3
Summer	Educ. 960-5	and	Educ. 840-0
Year 2			
Fall	Educ. 961-5	and	Educ. 840-0
Spring	Educ. 962-5	and	Educ. 840-0
Summer	Elective - 3 or 5	and	Educ. 840-0
Year 3			
Fall	}		
Spring	} Thesis: Ed. 899-10		
Summer	}		

(a) Fall and Spring Semesters

Classes will take place during intensive time blocks of six 2-day sessions (Friday/Saturday) each semester. The research methods courses, EDUC 950-3 and EDUC 951-3, will be taught in Year 1 during the Fall and Spring semesters, concurrently with EDUC 901-5 and EDUC 902-5. EDUC 840, a non-credit course in thesis preparation and composition, will also be taught in the same way in the Summer of YEAR 1 and throughout YEAR 2.

b) Summer Semesters

The Summer Institutes during July and August will take place on the Burnaby campus. Courses in each of the two Summer Semesters will be offered during the Summer Session (July to early August).

(c) Distance delivery

The E-Mail Network and other interactive telecommunications systems will play an important part in both the administration and delivery of the program. In particular, these systems will play a vital part in EDUC 899-10 as part of a close and on-going supervision program for students writing their theses.

3.7. Academic Provisions

In addition to successful completion of required coursework, each student must demonstrate steady and continuing progress towards completion of the degree requirements.

These requirements include:

(a) Ed.D. Comprehensive Examination

Students in the Ed.D. program must write a comprehensive examination after completing required courses, i.e. normally at the end of their second year, and before enrolling in EDUC 899-10: Ed.D. Thesis. The examination consists of written responses to questions set by the student's proposed thesis supervisory committee addressing three areas: theory, research methods, and the student's field of specialization. Students write the examination in a seven day period with the sole prohibition governing the examination being that the student may not consult with any person about the examination during the examination period.

Each of the student's responses to the areas examined is evaluated on a pass or fail basis by all members of the student's proposed thesis supervisory committee plus one other faculty member designated by the Director of Graduate Programs. Readers annotate the student's examination paper, fully justify their mark, and sign the examination paper. An area failed by two or more readers is considered a failed area. All three areas must be passed to receive a pass on the comprehensive examination.

Readers' marks will be returned to the Senior Supervisor of the student's supervisory committee within 10 working days from the close of the examination period. Within two working days thereafter, the Senior Supervisor will collate the results and communicate them to the Director of Graduate Programs who will notify

the student. At the determination of the Senior Supervisor, an oral examination by the reading committee of the student's written responses may be required.

If the student passes the comprehensive examination but results indicate minor deficiencies in specific areas, the student will be required to remedy these to the satisfaction of the Senior Supervisor through further course work (such as a Directed Readings course). A student who fails one or more areas on a first comprehensive examination may take a second examination covering the failed area(s). Students will write the second examination in a 2-day period with the sole prohibition governing the examination being that the student may not consult with any person about the examination during the examination period. A student will be required to withdraw after a second failure of the comprehensive examination.

(b) Ed.D. Thesis

Normally before the end of the seventh semester, the student will present a written thesis proposal to the pro-tem advisor or the chosen senior supervisor. Following consultation, the student will seek other members to complete the supervisory committee, which must consist of at least three members, one of whom will normally be a suitably qualified professional educator from the world of practice. A Thesis Proposal Seminar is then scheduled. Members of the candidate's supervisory committee attend this seminar, and they and the student arrange for other interested students and faculty to attend as well. The supervisory committee, along with the candidate, will review the future course of the thesis research in light of comments and criticisms forthcoming at this seminar.

Upon approval of the supervisory committee, the completed thesis will be examined as prescribed in the Graduate General Regulations, sections 1.9 and 1.10.

(c) Thesis Supervision

The supervision arrangements for each student will follow Graduate Regulation 1.6.4 as below:

> In consultation with the student, the Senior Supervisor shall recommend the composition of the Supervisory Committee. The committee consists of the Senior Supervisor and, in most cases, at least one other faculty member. For degrees designated by Senate as professional degrees, the other member(s) of the committee may be other suitably qualified person(s). This recommendation shall be made during the same semester in which the Senior Supervisor is

appointed. The composition of the Supervisory Committee, for which the Senior Supervisor is Chair, shall be approved by the Graduate Program Committee and sent to the Dean of Graduate Studies for final approval. It shall be sent to the Faculty Graduate Studies Committee for information.

The Supervisory Committee is responsible for helping the student develop a program of study leading to a degree and reporting on the progress of the student's work. The Committee shall be available for consultation.

The Ed.D. degree proposed here will be a 'professional' degree within the meaning of the Senate designation. As a result we propose to create Supervisory Committees consisting of academic faculty at SFU and suitably qualified (holding doctoral degrees) senior practitioners from field positions as well as adjunct professors. In all cases the Senior Supervisor will be an SFU faculty member.

4. PRESENT AND PROJECTED RESOURCES

4.1. Personnel

4.1.1. Existing and Required Faculty

Faculty will be drawn from four sources:

(a) SFU faculty, both from within Education and from other faculties. The proposed staffing outline for this program includes the following:

EDUC 901-5	Egan
EDUC 902-5	Barrow
EDUC 960-5	Manley-Casimir
EDUC 961-5	LaRocque
EDUC 962-5	Coleman
EDUC 950-3	New Faculty, LaRocque
EDUC 951-3	LaRocque
EDUC 840a-0	Manley-Casimir, New Faculty
EDUC 840b-0	LaRocque, New Faculty
EDUC 840c-0	Coleman, New Faculty
EDUC 840d-0	New Faculty
EDUC 899-10 (Thesis)	Manley-Casimir, LaRocque, Coleman, New Faculty

(b) one new tenure track position will be needed in order to deal both with the increased teaching necessary for this degree and also to fulfill the ongoing teaching responsibilities of faculty members teaching in the Ed.D. As the

proposed teaching schedule shows, existing faculty are heavily involved in teaching and supervising in the program. This new position will both free them up to do this, and also will enable the Graduate Programs to respond to the burgeoning and changing demand for professional masters degrees in the field of educational leadership.

Administrative Practice/Field Experience

This position is intended to contribute directly to the instruction of the degree with contributing responsibility to EDUC 950 as well as EDUC 840 and thesis supervision. In addition, the appointee will teach in the Master's program to enable the current faculty to teach in the Ed.D.

This new position is already guaranteed through shared Academic Enhancement/Faculty funding.

(c) faculty from other universities, both from within and outside B.C, hired on a short term basis, and

(d) qualified practitioners who combine doctoral qualifications with significant practical experience and expertise.

4.1.2. Administrative and Support Personnel.

The **Ed.D. in Educational Leadership** would be part of the responsibility of the Director of Graduate Programs and would require the setting up of an ancillary administrative team with a mandate to run the program at the highest levels of professional quality and efficiency. This team would include a part-time Program Director as well as the secretarial support necessary for general secretarial tasks, including weekend support for instructors and students.

4.2 Budget

This budget represents the actual costs and revenues involved. It is based on the assumption that the revenues will be used directly to support the program.

This budget is for one cohort of 15 students over a three year period.

FEE REVENUE

$813 (i.e., $2,500 less $813 + $874 to university) X 9 X 15.....**$109,755**

COSTS

Instruction

1 new position (ap 4) (less academic enhancement funding=$35,000) including benefits $20,383 X 3 (note: the new appointment provides the necessary nine new teaching assignments for the three year program. In fact the courses will be taught by various professors and the new appointee will teach in other programs as well.) $61,149 July 95 scale

Administration

faculty sponsor (= 1 course equivalent release X 3) covered by new appointment 0

secretarial (CUPE grade 5, .25 X 3) including benefits.....25,529

Operating and development 23,077

TOTAL COSTS **$109,755**

4.3 Projected Drop-out Rates

The nature of the cohort groups who will take the program, and their high level of motivation, inclines us to expect a low drop-out rate and a high completion rate. The research courses will provide significant support in preparing for the thesis, and we will be providing, as justification for the premium fee, close administrative support to enable the students to focus on their academic work and suffer as little distraction as possible. Our experience with the pilot supports this expectation. We have had in the first year-and-a-half only two drop-outs, one of whom has inquired about possible re-entry.

SIMON FRASER UNIVERSITY

MEMORANDUM

NOV 2 1996
DEAN OF GRADUATE STUDIES OFFICE

TO: Phyllis Wrenn
Associate Dean of
Graduate Studies

FROM: Stuart Richmond
Director
Graduate Programs
Faculty of Education

RE: Ed.D. in Educational Leadership

DATE: November 26th, 1996

I am forwarding our faculty's response (prepared by Mike Manley-Casimir) to the letters of assessment for the Ed. D. program in Educational Leadership. I should be grateful if you would proceed with the remaining protocols of evaluation.

Stuart

Stuart Richmond

SR:smh
Attachment

SIMON FRASER UNIVERSITY
Faculty of Education

MEMO

From: Mike Manley-Casimir
Professor

Date: October 28, 1996

To: Phyllis Wrenn, Associate Dean
Graduate Studies/Chair: ACNGP

Re: Ed.D. in Educational Leadership: Response to Letters of Assessment

Thank you for sending on to me the letters of assessment submitted by the four external assessors on the Ed.D. proposal in Educational Leadership. I have circulated the letters to the Faculty Executive Committee, to the Graduate Programs Committee, to cognate faculty in the substantive area, and to a group of doctoral students working in the field for comment. Since I have had these responses for a few months, I should apologize for the untoward delay in completing this reaction memorandum and advancing it to you and to the Assessment Committee; please extend my apologies to the Committee members.

What follows, then, is a compilation of perceptions and responses, and the specification of the adjustments we propose to make to the original proposal to accommodate the concerns and suggestions primarily of the assessors as well as others who have voiced opinions on the proposal. This is done in two parts: the first is simply a bullet point compilation of the features of the program earning commendation from the assessors; the second documents the matters of concern raised by the assessors and our response to these concerns.

Features Commended

The assessors commended the following features of the proposed program:

- its innovative format, especially the part-time character of the degree; this is appreciated as essential for Canadian universities to take into account the realities and demands of the working lives of educational leaders;
- the strong philosophical/ethical, non-technicist approach to educational leadership—a distinctive and much approved aspect of the program;
- the quality of faculty associated with the program;

- the character and power of the cohort model of student organization and means of progress through the degree;

- the broad based nature of the cohort membership and the program's openness to a wide variety of educational leaders; this was especially valued by the group of doctoral students who commented on the program.

- the evidently strong market demand for a program of this character in B.C. but also more broadly in Canada.

Matters of Concern

The assessors, as well as doctoral students, identified a number of concerns. While not necessarily prescriptive of change they are sufficiently important to require comment and response. These concerns center on the academic character of the proposed program and the adequacy of faculty and other resources available to the students.

Academic Character

These concerns include the number, sequence and absence of elective choice in the courses forming the program, the matching of students with supervisors to ensure good completion rates, and the need for more Canadian content.

Course Concerns

The apparent number (12) of doctoral courses spread over three years part-time study elicited some negative comments, especially from Professor Townsend; in fact, our proposal does not perhaps clarify sufficiently that the Ed. 840-0 Graduate Seminar is in large part an administrative device to allow continuing registration and dissertation development work. The total number of substantive courses is 8. It is the case, of course, that students will enter the program with a Master's degree as a normal prerequisite thus lending some further force to Townsend's concerns. In addition, the lack of choice in course selection is a logical consequence of a cohort model program offered with limited faculty resources.

Accordingly we propose to modify the academic course requirements in the following way:

1) Eliminating Ed. 963 as a required course, thus allowing an elective replacement to respond to the argument for some student choice in the program; this requirement could be satisfied by another graduate level course relevant to the student's program of research and offered either through SFU or some other university (such a course would, of course, require the approval of the student's supervisory committee, the Director of the Graduate Program, and the office of the Dean of Graduate Studies).

The revised sequence would then look like this:

Intellectual Foundations

Ed. 901-5	Seminar in History of Educational Theory
Ed. 902-5	Interdisciplinary Seminiar in Contemporary Educational Theory

Professional Foundations

Ed. 960-5	Ethics, Law and Professional Leadership
Ed. 961-5	Educational Governance, Reform and Diversity
Ed. 962-5	Leadership, Accountability and the Public Interest
Ed. XXX	Elective

Research Methods

Ed. 950-3	Educational Research Paradigms A
Ed. 951-3	Educational Research Paradigms B

Supervision and Completion

The problem of effective supervision and degree completion was noted by several people, assessors and students alike. A part-time degree where students are holding down full-time jobs and trying to complete the degree in three years is inherently problematic; so commentators are correct to point out the risk of high rates of non-completion which would, of course, be unacceptable. Part of this difficulty is that it is probably unrealistic to expect completion in less than 4 years without some reduction in work-place employment during the dissertation research and writing time. In addition, we need to create close and effective matches between faculty and students as early as possible both through pro-tem arrangements and through the establishment of formal committees. Finally, we need to select students into the program on the basis of their 'fit' with supervisor interests.

Accordingly we propose the following adjustments to the program:

1) Reconceive the program as a 4-year program with coursework occupying the first and second years, dissertation research and writing the third and fourth years respectively.

2) Create an expectation for admitted students that each will need to negotiate some reduction in work-place employment/released time during the third or fourth year—e.g., reduction from full to part-time employment, or provision for educational leave; this to enable focused, concentrated time on dissertation research and writing.

3) Establish a normative practice of admitting students based on their likely 'fit' with faculty supervisors.

4) Reiterating the commitment in the original proposal to extend the pool of available faculty supervisors by appointing an array of professionally employed and suitably qualified educational leaders to serve on the students' supervisory committee with SFU faculty—these people to be appointed as adjunct professors under SFU policy requirements.

Canadian Content

The observation about the need for more Canadian content rings true and we agree that the literature suggested should be included in the program. At the same time we recognize the need for students to be informed by the best research and scholarship available not only from the United States but also from Europe and Australasia inter alia.

Mike Manley-Casimir

SIMON FRASER UNIVERSITY

DEAN OF GRADUATE STUDIES

Memorandum

TO:	M. Manley-Casimir Education	FROM:	Phyllis Wrenn Associate Dean
SUBJECT:	Proposal: EdD in Educational Leadership	DATE:	March 18, 1996

Please find enclosed the responses of the four external reviewers to the proposal for the **EdD in Educational Leadership**. Prior to meeting with the Assessment Committee for New Graduate Programs, I require a written response to issues raised by the external reviewers. For your information, the reviewers were asked to evaluate

- the academic merit and structural integrity of the proposed program
- the adequacy of the faculty and other resources available to the proposed program for achieving its intended goals
- the demand for the proposed program among prospective students
- the demand for graduates of the proposed program.

As soon as I have your response, I shall schedule a meeting of the Assessment Committee. At that time, you or a representative of your department will be asked to attend the meeting in order to answer any questions which the committee might have.

Phyllis M. Wrenn

Enclosure

cc (without encl):
R. Barrow
M. McGinn

29.

EXTERNAL REVIEW FOR ED.D. IN EDUCATIONAL LEADERSHIP

Dr. William Boyd
Dept. of Educational Policy Studies
Pennsylvania State University
University Park, PA
U.S.A. 16802

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March 16, 1996

Dr. Phyllis M. Wrenn
Associate Dean of Graduate Studies
Simon Fraser University -- FAX: 604-291-3080
Burnaby, B.C.
Canada V5A 1S6

Dear Dr. Wrenn:

As requested, I am writing to provide my assessment of the new program proposed for an Ed.D. in Educational Leadership at your institution. I apologize for my delay in submitting my appraisal.

I am pleased to report that I am very favorably impressed by this program proposal. It is very well thought-out and, I believe, will prove to be a very positive contribution to the field of education and educational administration in British Columbia. Certainly, educational leaders in B.C. should not to have to leave their province for a quality Ed.D. program, and should not be tempted to make do with inferior programs delivered on their doorstep by questionable interlopers, such as Nova University.

I am personally familiar with the excellent scholarship and high international standing of a number of the faculty members at SFU who will be contributing to the teaching and dissertation advising involved in this proposed program. After reviewing the description of the program, the course descriptions, and the resumes of the participating faculty, I have no doubt that this will be a fine Ed.D. program, one that will compete well and be very favorably ranked in international circles.

I find the rationale for the need for the program very compelling. The rate of immigration and social change in B.C. is extraordinary, as I know firsthand from spending last May teaching at U.B.C. With this rate and degree of change, a progressive program such as that proposed here is very much needed to help prepare leaders for B.C.'s future and new challenges. Clearly, there also is a need and market for this new program, since the province has few school superintendents or other educational leaders with doctoral degrees

I also want to note and commend the format which is proposed, involving a three year long weekend and summer residential cohort approach. Here at Penn State, we have been very traditionalistic in the past in our approach to our doctoral training program

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for school administrators. Only this year, we for the first time have experimented with an alternative residency cohort program, involving a cohort of graduate students committed to spending every Wednesday with us over two semesters, at the same time that they remain employed full-time in school districts. The quality of work and the cohesiveness of the cohort group that have been achieved have exceeded our best expectations, and provide further proof--along with the experience of many other universities--that the cohort approach is extremely valuable and highly appropriate for professional fields such as educational administration.

In conclusion, then, I am pleased to highly recommend approval of this excellent Ed.D program proposal.

Sincerely yours,

William Boyd

William Lowe Boyd
Distinguished Professor of Education

814-863-3779 (office); 814-237-8936 (home); Fax: 814-865-1480; E-mail: i6b@psu.edu

EXTERNAL REVIEW FOR ED.D. IN EDUCATIONAL LEADERSHIP

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JAN 22 1996
DEAN OF GRADUATE STUDIES OFFICE

January 16, 1996

Phyllis M. Wrenn
Associate Dean of Graduate Studies
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Associate Dean Wrenn,

Thank you for the opportunity to review the proposed program in educational leadership at Simon Fraser University. I notice that you refer to the program as a Ph.D. program while the cover of the proposal refers to an Ed.D. program. I am going to assume that the program is an Ed.D. program, aimed at practicing administrators, and not a Ph.D. program intended to produce researchers. If my assumption is incorrect then my comments will most likely be inappropriate.

I am responding to your four concerns (academic merit, resources, demand for the program and demand for the graduates) and then providing some general comments about the program.

The proposed program appears to be academically sound. It consists of 120 credits of which 20 credits are in social foundations, 80 credits are in leadership, governance and administration and 20 credits are in research methods and paradigms. This proposal is consistent with other Ed.D. programs.

The two categories of resources that are essential to a good Ed.D. program are faculty personnel and library resources. The resumes included in the proposal indicate that the faculty members associated with this program are all highly qualified and should be able to offer a very good program. (I can not find any information about Peter Coleman's university training so I have assumed that he has a relevant doctorate from a credible university). There is no information about library resources for the program in the proposal so I am concerned that this might be a major limitation of the program.

The proposal has provided information about the demand for the program and the demand for the graduates of the program. In both of these matters, the proposal is

consistent with my own impressions. I am sure that there are students, in sufficient numbers, wanting such a program and that the graduates will find employment upon completion of the program.

I have a concern that the expectations for the students may be unreasonable. Is it reasonable to expect students, who are fully employed, to complete 120 hours of course-work in two years and to complete a thesis in one additional year? I think that it might be more realistic to spread the course-work over three years and to expect students to take nearly two years to complete the thesis.

I hope that my comments are of some value to you and your committee.

Sincerely,

Donald M. Richards, Chair
Educational Policy Studies

DMR/jmk

EXTERNAL REVIEW FOR ED.D. IN EDUCATIONAL LEADERSHIP

Dr. Laverne Smith
Dean of Education
University of New Brunswick
P. O. Box 4400
Fredericton, NB E3B 5A3

MAR - 6 1996
DEAN OF GRADUATE STUDIES OFFICE

REPORT TO THE DEAN OF GRADUATE STUDIES

SIMON FRASER UNIVERSITY

External Review of Proposed Ed.D in Educational Leadership

EXTERNAL REVIEWER

LAVERNE SMITH, PH.D.
DEAN OF EDUCATION
UNIVERSITY OF NEW BRUNSWICK

FEBRUARY, 1996

37.

Introductory Remarks

Overall, I found the proposal interesting and appealling. I believe, however, that I am more apt to be positively predisposed to the strong outreach concept of this sort of program than would be normal among Canadian deans of education or their faculty (in a former life I was a practitioner). From what I know of the nature of the Faculty of Education at Simon Fraser though, this program would follow in the spirit of other innovative approaches that have been successful and have set SFU apart in the past. I am particularly aware of the use of teaching associates which has created a more field based approach to your teacher education program and has garnered a good deal of appreciation from professional educators in your region during the past couple of decades.

Academic Merit and Structural Integrity

The program appears to be well conceived to achieve good structural integrity. It should be both educationally sound and have strong interest and appeal for the prospective candidates. From what I know of other related programs in British Columbia and other western provinces, it will definitely be distinctive within your own provincial milieu and within the region.

I agree with the authors of the proposal that we live in turbulent times and that we need leaders who are thinkers to deal with an environment where change is the norm. I applaud their view that stresses broad critical and reflective thought as opposed to a mere technocratic approach. The authors are likely justified in saying that such a program will be the only one in Canada that stesses a philosophical and non-technicist approach. Certainly, taking a more interpretive stance that sees leadership and administrative practice as a political, social and moral act rather than a science that can be construed in a positivistic way will place the program among the most enlightened in the country. The emphasis on "the leadership of practice" as well as on the practice of leadership is also a positive and much needed focus. Philosophically, I am very comfortable with the description of the program in general and its intentions.

Course outlines appear relatively consistent with the overall philosophical stance and are well designed generally. Reading lists are progressive and fairly wide ranging. However, I believe they would benefit from the inclusion of more Canadian literature. There are some very relevant, philosophically compatible works that are widely cited internationally. One example is the work of T. B. Greenfield.

Entry requirements are not shown except for the expectation that candidates will have exemplary background in practice and the potential for distinctive leadership in future. Therefore, I am unable to comment on whether the requirements are consistent with the intended program. Little is explained about evaluation of candidates. Exit requirements include a thesis and a comprehensive exam written on an honour system over a period of a week. Given the calibre and maturity of the student clientele, these requirements seem appropriate.

A residence requirement of three summers and some weekends is another aspect of the program which will make it distinctive within Canada. Of course, our American neighbours have been experimenting with various non-traditional residence schemes for some time, with mixed results depending on the strength of accompanying factors. Within the framework described in the SFU proposal, I think that this system can work well, but should obviously be monitored closely in the initial stages to make sure that it is achieving the desired results and level of satisfaction that SFU intends.

I believe that it is worth nurturing a program that allows candidates to remain employed, since it acknowledges the life circumstances of a range of individuals, especially those from underrepresented backgrounds. At the very least, it will also provide high level professional development for leaders who might continue to influence school systems without otherwise receiving such enlightenment.

One of the challenges to such an arrangement will be how to maintain a sense of community and continuity between summer sessions. The idea of cohorts that proceed together will be helpful although, for a range of personal and professional reasons, these are not always easy to maintain. Some weekend sessions will revive connections during fall and winter, but it will likely be important to make certain that there are on-going technological links that allow dialogue to be continuous. Assignment work such as portfolios of reflection on practice and application of theory rather than the standard fare papers can also be useful in maintaining connectedness between the student's professional life and academic program. Such strategies address the perennial problem of how to create a synergistic relationship to better integrate theory and practice, and they are often more thought-provoking and engaging for mature practising professionals.

Workload, faculty/candidate ratio and related infrastructural support appear to be adequate at first glance. However, I think that admitting 12 new doctoral candidates biennially on this basis may prove to be more burdensome than expected. If so, the load can be adjusted to a more suitable level. The candidates in this program may actually need more support in completing a thesis than typical doctoral students, because they will not have a long stretch of devoted time to focus on this task. The turbulent environment acknowledged in the literature on postmodernism, makes for very frenetic, intense lifestyles for most professionals today. The non-completion rate among doctoral candidates in traditional programs who return to work without having completed the thesis requirement, especially when the place of work is not a university, is high. This comment is not given as a reason for not proceeding

with the program as planned, but merely as a caution about the amount of support for candidates and ensuing workload for faculty.

Another problem related to thesis completion that is common to many doctoral programs is the match between the supervisor and the candidate. We all know of painful situations where students are finished all requirements and then start the search for a thesis supervisor with an interest in their topic. In many cases, students end up studying a topic that suits someone else in order to obtain a supervisor, or faculty members are obligated to supervise in areas that are tangential at best to their own research agendas. To avoid such situations, some universities are now admitting students at the outset based on the acceptance by a compatible faculty sponsor who is expected to become the thesis supervisor as well as the main advisor. For example, Harvard's Ed.D. program operates on this admission procedure by having applicants specify interests, background and a preferred sponsor or list of sponsors in some detail in the application dossier. The downside, however, is that some worthy candidates may not gain entry to the program.

Finally, I want to comment on what appears to be a lack of choice for and acknowledgement of the status of the particular learners SFU can expect to attract to this program. A program admitting mature, advanced candidates should allow for some shared decision making about matters that will affect their own professional and academic growth and development. Of course, this can be exhibited in a variety of ways including the choice of a thesis topic, but when a program is highly prescribed, there is automatically less space for student preference. There appears to be no special topics or independent course option where candidates might choose to do a range of things including

taking a relevant course at another university or in another Faculty at SFU or doing a professional internship (e.g., job shadowing a superintendent or a deputy minister for a period of time). Even the philosophical orientation of the program, which I support, if followed to the letter, will exclude experiences some students may need and desire. The heavy foundational substantive orientation may preclude students gaining advanced knowledge and understanding in some traditional administrative areas that they know would be useful to them.

Adequacy of Faculty and Other Resources

Faculty Resources

Regardless of what any university says on paper about the nature and intention of its academic programs, human resources are always the crucial element to the actual success of the endeavour. Having said that, I think that the proposed program at SFU will enjoy a bright future based simply on the fact that you have a strong group committed to the proposal. The faculty whose curriculum vitae are shown in conjunction with this program are for the most part known and notable academics on the Canadian teacher education scene. They are interesting individuals with a good deal of presence who are widely considered strong contributors to national and international efforts in their field. Although I do not know any of them personally, I am aware of most of them professionally through reading their work, attending their presentations at conferences and seeing their reviews of the work of others academics.

The only possible concern I would have about the adequacy of the existing faculty is not with regard to their ability to do a doctoral program. However, the point discussed in the previous section about the substantive orientation of the program also applies to the backgrounds and on-going research interests of the group. Except for a couple of people, their talents are more heavily weighted toward broad foundational knowledge areas such as history and philosophy of education rather than in areas of administrative, management, organizational theory and leadership fields. On one hand, this suits the broad philosophical base of the program; on the other hand, I think it leaves a certain gap. However, I assume that the two new faculty

appointments that are referred to in section 4.1.1 (b) will be made with a view to adding strength particularly in areas such as educational policy, planning and leadership studies as well as to organizational theory in general, or that some of the present faculty will redirect their research and other efforts.

Of course, other ways of addressing this need are through the selective use of local field personnel, inclusion of visiting professors or the use of new technologies to 'borrow' extra talent; the summer is usually a good time to import other universities 'stars' to complement the strengths of existing faculty. Not only does this enrich the program for the students, but often allows for new perspectives and useful cross-fertilization with colleagues from other jurisdictions. I strongly believe that, in our present fiscal climate, university communities will need to stop thinking that they must possess all the ingredients needed to carry out their various missions within their own walls. The widespread electronic sharing of library resources, among other realities, is an example of how drastically we have changed our ownership policies on many academic issues.

Personally, I was pleased to see that at least two of the present seven faculty involved in this proposed program are female (there will also be the opportunity to increase this presence with the new hirings). Given the rapidly accelerating number of women involved in graduate educational administration or leadership programs (well over 50 per cent in most programs) and in leadership positions in schools across Canada now, it is important to give attention to such equity issues in deed as well as in theory.

While this seems rather obvious, there are still well known programs such as the one in educational administration at The Ontario Institute for Studies in Education at the University of Toronto with no full-time female faculty. Needless to say, such a situation can be oppressive to the majority of students in the program.

Other Resources

Most resources other than faculty needs appear to be addressed through existing facilities and infrastructure or will be supported through the cost recovery method suggested in the proposal. While a tuition fee of approximately $7500. per year (at least that is what I think the budget figures are suggesting) seems very high in Canadian terms, I think that many affluent, practising professional educators will be delighted to avail themselves of such a program. In these times of fiscal constraint, this approach is rapidly becoming much more acceptable than it would have been even a few years ago. Obviously the generation of funds at that level will take care of additional costs incurred in running the program.

Demand for the Proposed Program

Given the dearth of such programs in North America and the lack in Canada, SFU should experience a very strong demand for the proposed program. I realize that you expect to serve mainly residents of British Columbia, but you may have applicants from across the country attempting to gain admission to the program. Indeed, your biggest problem is likely to be how to fend off the numerous qualified applicants that you are unable to serve. In such situations, clear communication about requirements, admission procedures and availability of spaces becomes critical to maintaining fair treatment of applicants and good public relations. Since a full outline of admissions criteria or procedures for the program is not included, I am unable to comment on that aspect and whether it appears consistent with program goals. However, what is mentioned under section 3.4 of the proposal seems appropriate given the type of program.

Demand for Graduates of the Proposed Program

Canada generally is not well served by the lack of an advanced degree in educational leadership that specifically addresses the needs of practising, educators. Normally doctoral candidates from such programs are or have the potential to become leaders in school systems, colleges, universities, government and other public and private sector positions. In order to have well qualified personnel for leadership positions, most regions import talent. Alternately, residents leave their home areas to pursue advancement with considerable personal sacrifice. Others (usually underrepresented groups) never have the chance to achieve a doctoral degree, because life circumstances militate against such opportunities at a distance. I agree with the authors of the SFU proposal that the alternative of an American degree in this particular area offered just over the border in several provinces is not particularly reassuring given the very large cultural difference in our school systems and in the general ethos.

All levels of education in the public school systems of most parts of Canada would benefit from having more highly qualified, enlightened leaders from among local residents. Other related social and educational professionals would also gain from the availability of this doctoral program. It is not unusual for such programs at other major universities to count among their students social workers, nurses, museum staff and others from relevant occupations. Since there is an increasingly significant teaching and learning aspect to the supervisory roles in most professions, this is not particularly surprising.

There has been an expressed need from many quarters for enlightened educational leaders over the past few years in Canada. Never has there been

a more crucial time of need for their influence from both a qualitative point of view and in terms of supply and demand. The authors of the proposal correctly note that there will be a larger-than-normal rate of exodus from leadership positions in the near future. Age profiles for this group are one easy indicator of the point. A number of supply and demand studies, including my own (see excerpts from one appended), document the present demographic situation and the projected outcome. Although my 1989 twenty-year forecast study was done for the Ontario government, the research was replicated in several other provinces with similar results. A large exodus of educators, including an even higher proportion of educational leaders, can be expected to occur over the coming decade as a result of the retirements of the unprecedented numbers of educators hired between 1945 and 1965 to deal with the post war baby boom.

The type of graduates from the proposed program will be a very different group from those produced by other doctoral programs. They are likely to be seasoned professionals with a very high level of motivation; many will already hold leadership positions. Normally their intention will be to seek higher levels of employment on completion of their doctoral work. However, even if they are not promoted, the kind of knowledge and skills they gain will be very useful in improving their ability to serve professionally. Indeed some candidates may study primarily in order to grow personally and professionally and to increase their levels of job satisfaction. Therefore, it is important to allow room for that consideration in the program.

Conclusion

My reading of the proposal for the **Ed.D. in Educational Leadership**, my knowledge at a distance of the Faculty of Education at SFU and of the faculty presented, and my knowledge of what is done in relevant programs elsewhere lead me to believe that the proposed program is sound and will make an excellent contribution to the graduate educational landscape in Canada, and indeed, North America. From an institutional point of view, educating those who will exert a significant influence in school systems, government and colleges in British Columbia and elsewhere can only be good for SFU. I wish you the very best for much success with this exciting endeavour.

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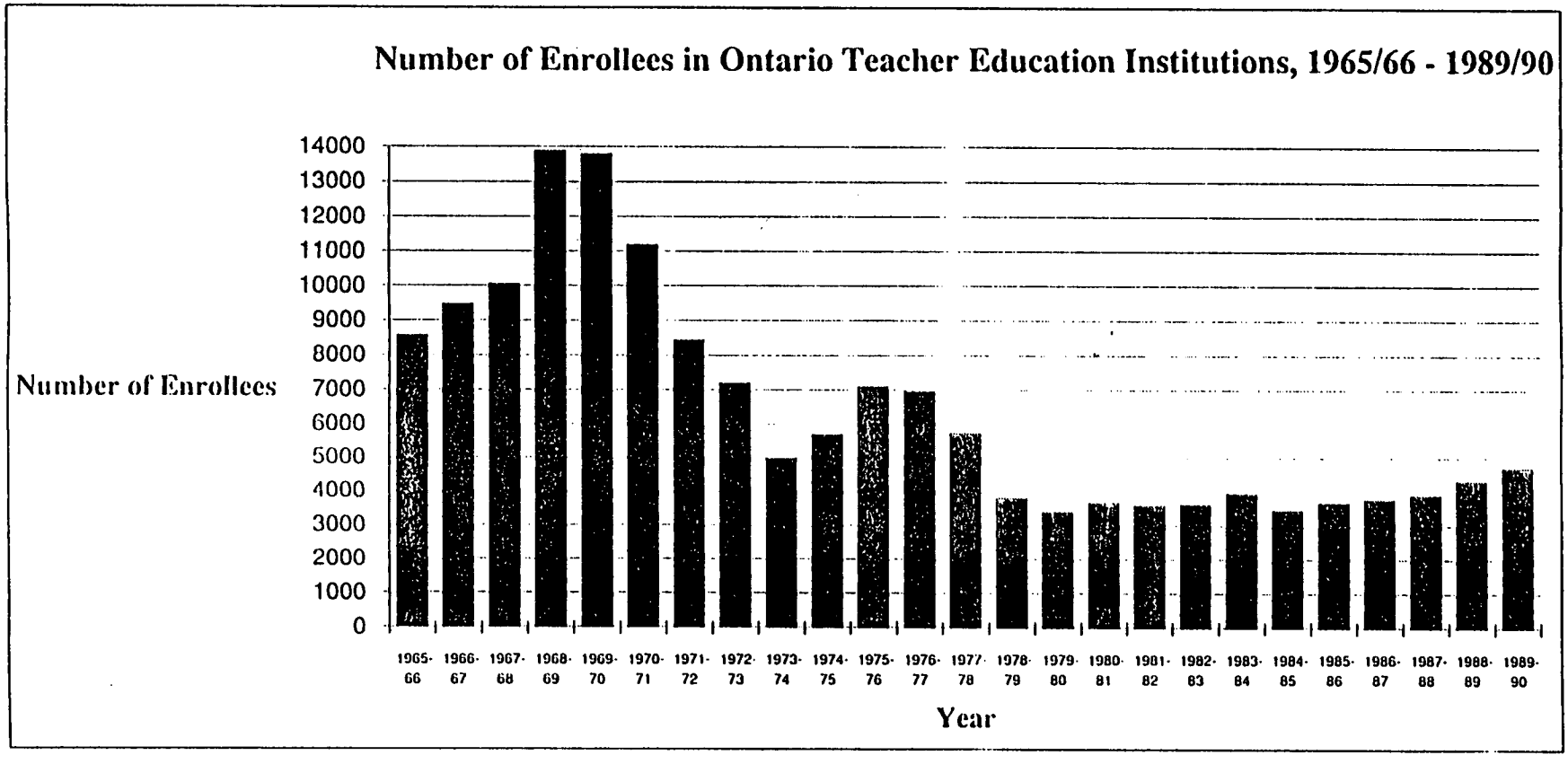
Figure 2


Number of Enrollees in Ontario Teacher Education Institutions, 1965/66 - 1989/90
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Appendices referred to on p. 12

PERSPECTIVES ON TEACHER SUPPLY AND DEMAND IN ONTARIO, 1988-2008

LAVERNE SMITH

This research project was funded under contract by the Ministry of Education, Ontario.

It reflects the views of the author and not necessarily those of the Ministry.

Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

EXTERNAL REVIEW FOR ED.D. IN EDUCATIONAL LEADERSHIP

Dr. Richard Townsend
Dept. of Educational Administration
Ontario Institute for Studies in Education
252 Bloor Street W.
Toronto, Ontario M5S 1V

FEB - 2 1996
DEAN OF GRADUATE

1834 Green Meadow Dr.
Burlington, Ont., L7P 2Y8
January 27, 1996

Phyllis M. Wrenn
Associate Dean of Graduate Studies, Simon Fraser University, Burnaby, B. C.

re: Program Proposal, Ed. D. in Educational Leadership
Dear Dr. Wrenn,

I hope your Christmas visit to nearby Brantford, mentioned on the phone, went well. Are you an expatriate Ontarian who's been able to do what we all want to, settle in the glorious West.?

The Faculty of Education at SFU does indeed have, as your documentation claims, a reputation for innovative pedagogy, and so it is an honor to comment on a program proposal as finely laid out and deftly conceived as this one. To a certain degree, though, any program is as good as its faculty, and since SFU's Education Faculty also is celebrated nationally and internationally for its high productivity and probity -- as evidenced in important publications and stimulating presentations at academic conferences -- I have every confidence that given the outstanding crew you have assembled, the new program will be suitably rigorous and vigorous. It also seems most needed: that only one superintendent in B.C. has a home-grown doctorate strikes me as, well, pitiful. B.C.'s culture and problems are not the U.S. or other provincial problems and culture.

Straight-off, allow me a small caveat about one of the document's "the only" claims. I have appreciated recent educational administration/leadership dissertations that have been written at Victoria and UBC and on that basis, I worry that the penultimate line in the first new paragraph on page 5 is an overstatement. The other "the only" claim (section 3.3, on page 10) does rings true, however, even though just this past week, in a special three-year-old ADP program (our new Administrator Doctoral Program), OISE graduated its first Ed.D. student who was working full-time and studying part-time. Your document's truth is in the pudding of Dave Rideout's dissertation -- partly because of his utilitarian and very consequentialist interests, his research did not combine much of a philosophical or non-technist approach. Given the strong, indeed brilliant foci and detail of most of your course descriptions, I anticipate that your dissertations will do better than we've been able to do thus far in marrying philosophy and non-technism.

Probably my major concern is over the number of courses (12). For both of our Ed.D. programs in ed. admin. (ADP and regular), we only require 8. To be sure, in Ontario at least, B.C. higher education has a higher reputation than we enjoy in Ontario universities, yet if it is not a university or legislative requirement for a dozen courses, I wonder if you are loading up your students too much. I also am concerned that you may be straight-jacketing your students with a terribly precise and inflexible menu of courses; because people are so different and (as the document says) the world is so unexpectedly turbulent, should there not be more electives so that someone could take a cross-campus course in collective bargaining, or use the internet to take a graduate course with the college of education at Berkeley, or take advantage of some travel-learn stint?

Happy to say, I intuit that your students will have seminars where they will critique certain administrative ideas like organization, power, the public interest, and leadership -- critical thinking, i.e., 'indirect philosophy,' seems nicely integral to your whole program. Against that backdrop and despite of my nod above at philosophy, perhaps all too pragmatically I wonder whether one and a third courses (EDUC 901-5 and 902-5) in this topic is overmuch. I certainly agree that some of the most talked-about authors such Dewey, Rousseau, Locke, Pratt, et al. are among the least-read, but still they underlay so much of our culture that their ideas are taken for granted. I can see why you want to lead off the program with some of your most gifted philosophic thinkers, but in time you team may want to scale back 'direct philosophy' to one course if the extra third of 902-5 is not paying off in the contents of your students' dissertations. (Anthropology sneaks in the Research Paradigms course later, which is all to the good, but is absence in 902-5 is curious.) Indeed, I could go a step further and wonder if the stuff of EDUC-902-5 has already been covered in the students' masters courses? Or do I misassume that an unstated entry requirement is completion of a master's? (If no master's degrees are prerequisite, 12 courses are fine, but still I urge you to breathe some choice into the program.)

The reading lists are splendid, and I shall be gratefully drawing upon them for my students. As a central Canadian who thinks our provinces have something to offer each other, I was surprised though that there is not more of a pan-Canadian feel; Mawhinney, Lawton, Levin, Shields, and others of note are there, but how about citations from works by the likes of Isherwood, Allison, Greenfield, Corson, Holmes, Leithwood, T. Riffel, Walker, Dolmage, Miklos, Brown, Harris, et. al. (It's an impression I hope to convey with this listing, not a 'must read' list.) From the excellent governance course, Leslie Pal's fine Canadian work on *Public*

Policy Analysis could be commended as well. And at the risk of poking around in old Faculty frictions, I would have thought that some of Norman Robinson's work in the Alberta Journal of Education on teacher unions, trustees, and Cabinet ministers would deserve pride of place in reading lists for the practitioners this program intends to serve well.

With the allusion to Rost and with various other remarks about the importance of daily judgments jointly achieved, my sense is that the program well reflects the field's emergent emphasis on teachers and administrators working together. In a few places (Washington State and Hawaii for two examples), teachers in B.Ed. training and administrators in Ph. D. training share some curricular occasions which facilitates that experimental thrust. Something someday to think about for one of this program's courses?

I expect that in 10 or 20 years, we will have courses on the lives of educational leaders, presenting the dynamics of schools with a very human face. Might that be an element in some course someday? I ask that even though life stories or biographies of educational administrators are still viewed as a cerebrally dubious pursuit. If, however, we can appreciate that education is about people, and if we also allow that portraits are more art or philosophy-in-action than science, we can appreciate that such works can take us usefully into territory that we do not usually enter. Your folks could pioneer in that realm too.

That the program is offered on weekends is buried in a statement about the budget. Nothing wrong about that timing but I would have thought that the proposal writers could have made a bit more about the convenience of that time for reflection, away from office and classroom hassles. At OISE, we have our ADP students with us all day Fridays for a course in Year One and another in Year Two. Perhaps you do too?

Dean Wrenn, I had intended to write five or six more pages, more directly speaking to your questions with more structural integrity of my own, but about ten days ago while leaving a school council meeting I fell on the ice, experiencing a concussion that has bedridden me. Other matters are pressing in and so if I am to meet your reasonable deadline, I am reduced to reacting more viscerally and redundantly than analytically to your request. In any event, I wish you and your program all the best.

Sincerely yours,

Richard G. Townsend

Richard G. Townsend
Professor

Form GS.8

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION** Course Number: EDUC. 950-3

Title: Educational Research Paradigms A

Description: The broad paradigms encompassing much current educational research are examined, with emphasis on their philosophical and assumptional bases, as well as general ethical and methodological issues. Particular attention is paid to the critical reading of research and the implications for educational leadership. In addition, students begin to identify a research topic and to develop a defensible research orientation.

Credit Hours: 3 Vector: 1-2-0 Prerequisite(s) if any: --

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 95-3 or 96-1

How often will the course be offered: annually

Justification: This is designed as an introductory course for doctoral students entering the Ed.D. in Educational Leadership. It will provide an opportunity for the students, who may have no previous coursework and/or coursework taken many years earlier in educational research, to review and understand various traditions and current issues in contemporary educational inquiry.

Resources:

Which Faculty member will normally teach the course: New Faculty / Linda LaRocque

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): (to be assessed)

Appended: a) Outline of the Course.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved:

Departmental Graduate Studies Committee: [signature] Date: April 5, 1995

Faculty Graduate Studies Committee: [signature] Date: April 5, 1995

Faculty: [signature] Date: 21/6/95

Senate Graduate Studies Committee: [signature] Date: 97/2/28

Senate: Date:

GS 18/1/71

SIMON FRASER UNIVERSITY
EDUC 950-3
EDUCATIONAL RESEARCH PARADIGMS A

Objectives

The purpose of the course is to introduce students to the complex world of educational research. The specific objectives are to examine openly and critically:

- the assumptional bases of the four broad paradigms which encompass much of current educational research--namely, postpositivist, interpretive, critical and postmodern.
- a number of the different research traditions within these paradigms.
- various philosophical, conceptual, ethical and methodological issues currently being debated by educational researchers (and by human science researchers in general).

The focus of class discussions and activities is twofold: to prepare the students in their roles as educational leaders to interpret and use research wisely, and to help the students identify their general topic of research and develop a defensible research orientation.

Course Topics

The topics to be critically examined within and across paradigms include:

•epistemological and ontological assumptions.
•the place of values in research.
•the subjective/objective debates.
•data trustworthiness/goodness criteria.
•ethical considerations.
•implications for methodology.
•the research-practice relationship.
•the commensurability/incommensurability of paradigms.
•some traditions of inquiry within the paradigms.

Required Readings

•Guba, E. (1990). *The paradigm dialog.* Newbury Park, CA: Sage.

excerpts from:

•Phillips, D. C. (1987). *Philosophy, science, and social inquiry.* New York, NY: Pergamon.

•Guba, E., & Lincoln, Y. (1989). *Fourth generation evaluation.* London: Sage.

•Morrow, R. A. (1994). *Critical theory and methodology.* Thousand Oaks, CA: Sage.

•Rosenau, P. (1992). *Post-modernism and the social sciences: Insights, inroads, and intrusions.* Princeton, NJ: Princeton University press.

Other readings will be made available, which may include the following:

•Carson, T. (1992). Remembering forward--Reflections on educating for peace. In W. F. Pinar & W. M. Reynolds (Eds.), *Understanding curriculum as phenomenology and deconstructed text* (pp. 102-115). New York, NY: Teachers College Press.

•Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher, 19,* 2-13.

Form GS.8

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION Course Number: EDUC. 951-3

Title: Educational Research Paradigms B

Description: Specific methodological and ethical issues of conducting a study within the traditions of current educational research are considered, through examination of published research and through a class project. Particular attention is paid to the critical reading of research and the implications for educational leadership. In addition, students are expected to complete a preliminary proposal for their own doctoral research.

Credit Hours: 3 Vector: 1-2-0 Prerequisite(s) if any: EDUC 950-3

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 96-1 or 96-2

How often will the course be offered: annually

Justification: This is designed to build on and extend EDUC 950. It will provide an opportunity for the students to critically examine methodological and ethical issues in published research and to experience these issues through participation in a class project.

Resources:

Which Faculty member will normally teach the course: Linda LaRocque

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): (to be assessed)

Appended: a) Outline of the Course.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved:

Departmental Graduate Studies Committee: Date: March 5, 1995

Faculty Graduate Studies Committee: Date: March 5, 1995

Faculty: Date: 21/6/95

Senate Graduate Studies Committee: Date: 95/12/28

Senate: Date:

GS 18/1/71

Valle, R., & Hailing, S. (1989). *Existential-phenomenological perspectives in psychology: Exploring the breadth of human experience.* New York: Plenum Press.

van Maanen, J. (Ed.). (1983). *Qualitative methodology.* Beverly Hills, CA: Sage.

van Manen, M. (1990). *Researching lived experience.* London, ON: The Althouse Press.

Wexler, P. (Ed.). (1991). *Critical theory now.* New York, NY: Falmer.

Winter, R. (1989). *Learning from experience: Principles and practice in action-research.* London: Falmer.

Witherell, C., & Noddings, N. (Eds.). (1991). *Stories lives tell--Narrative and dialogue in education.* New York, NY: Teachers College Press.

Wittrock, M. C. (Ed.). (1986). *Handbook of research on teaching* (3rd ed.). New York: Macmillan.

Yin, R. K. (1989). *Case study research.* Newbury Park, CA: Sage.

Levin, D. M. (1988). *The opening of vision*. London: Routledge.

Levin, D. M. (1989). *The listening self: Personal growth, social change, and the closure of metaphysics*. London: Routledge.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Neuman, W. L. (1991). *Social research methods*. Needham Heights, MA: Allyn and Bacon.

Macpherson, R. J. S. (Ed.). (1987). *Ways and meanings of research in educational administration*. Armidale, NSW: University of New England.

Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Beverly Hills, CA: Sage.

Merriam, S. B. (1988). *Case study research in education*. San Francisco, CA: Jossey-Bass.

Morgan, G. (Ed.). *(1983). Beyond method: Strategies for social research*. Beverly Hills, CA: Sage.

Phillips, D. C. (1987). *Philosophy, science, and social inquiry*. New York, NY: Pergamon.

Pinar,W. (Ed.). (1988). *Contemporary curriculum discourses*. Scottsdale, AR: Gorsuch Scarisbrick.

Polkinghorne, D. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of New York Press.

Popper, K. R. (1959). *The logic of scientific inquiry*. London: Hutchinson.

Popper, K. R. (1963). *Conjectures and refutations*. London: Routledge and Kegan Paul.

Reason, P., & Rowan, J. (1981). *Human Inquiry. A sourcebook of new paradigm research*. Toronto, ON: Wiley.

Rosenau, P. (1992). *Post-modernism and the social sciences: Insights, inroads, and intrusions*. Princeton, NJ: Princeton University Press.

Schratz, M. *(Ed.)*. (1993). *Qualitative voices in educational research*. New York, NY: Falmer.

Sherman, R. S., & Webb, R. B. (Eds.). (1988). *Qualitative research in education: Focus and methods*. Lewes, England: The Falmer Press.

Smart, B. (1993). *Postmodernity*. New York, NY: Routledge.

Squires, J. (Ed.). (1993). *Principled positions--Postmodernism and the rediscovery of value*. London, England: Lawrence & Wishart.

Steinmetz, A. (1991). *Doing qualitative research: Circles within circles*. New York: The Falmer Press.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Eichelberger, R.T. (1989). *Disciplined inquiry: Understanding and doing educational research.* New York, NY: Longman.

Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* Toronto, ON: Macmillan.

Eisner, E. W., & Peshkin, A. (1990). *Qualitative inquiry in education. The continuing debate.* New York, NY: Teachers College Press.

Ely, Margot. (1991). *Doing qualitative research: Circles within circles.* London: Falmer.

Evers, C. W., & Lakomski, G. (1991). *Knowing educational administration: Contemporary methodological controversies in educational administration research.* Oxford: Pergamon Press.

Foster, W. (1986). *Paradigms and promises.* Buffalo, NY: Prometheus Books.

Gadamer, H. G. (1989). *Truth and method.* New York: Crossroad.

Gallagher, S. (1992). *Hermeneutics and education.* Albany, NY: SUNY Press.

Gay, L. R. (1987). *Educational research: Competencies for analysis and application* (3rd ed.). Columbus, OH: Merrill.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction.* White Plains, NY: Longman.

Gluck, S. B., & Patai, D. (Eds.). (1991). *Women's words--The feminist practice of oral history.* New York, NY: Routledge. (See especially Anderson & Jack on listening and Borland on researcher-participant interpretive conflict.)

Greene, M. (1978). *Landscapes of learning.* New York, NY: Teachers College Press.

Greene, M. (1988). *The dialectic of freedom.* New York, NY: Teachers College Press.

Guba, E., & Lincoln, Y. (1989). *Fourth generation evaluation.* London: Sage.

Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge.

Jaeger, R. M. (Ed.). (1988). *Complementary methods for research in education.* Washington: American Educational Research Association.

Keeves, J. P. (Ed.). (1988). *Educational research, methodology, and measurement: An international handbook.* Oxford: Pergamon Press.

Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). Chicago: University of Chicago Press.

Jackson, W. (1988). *Rules for survey design and analysis.* Scarborough, ON: Prentice-Hall Canada.

Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern.* New York: Routledge,

Lakatos, I., & Musgrave, A. (Eds.). (1970). *Criticism and the growth of knowledge.* Cambridge: Cambridge University Press.

Suggested Readings for EDUC 950 and 951

Agger, B. (1992). *Cultural studies as critical theory.* Washington, DC: Falmer.

Alexander, J. C., & Seidman, S. (1990). *Culture and society—Contemporary debates.* New York, NY: Cambridge.

Anderson, G. (1990). *Fundamentals of educational research.* New York, NY: Falmer.

Aoki, T. (1992). Layered voices of teaching: The uncannily correct and the elusively true. In W. F. Pinar & W. M. Reynolds (Eds.), *Understanding curriculum as phenomenological and deconstructed text* (pp. 17-27). New York, NY: Teachers College Press.

Aoki, T. (1993). Legitimating lived curriculum: Towards a curricular landscape of multiplicity. *Journal of Curriculum and Supervision, 8*(3), 255-68.

Aronowitz, S., & Giroux, H. A. (1991). *Postmodern education.* Minneapolis, MN: University of Minnesota.

Berg, B. (1989). *Qualitative research methods for the social sciences.* Toronto, ON: Allyn and Bacon.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality.* Garden City, NY: Doubleday.

Best, J. W., & Kahn, J. V. (1989). *Research in education* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: Introduction to theory and methods.* Boston: Allyn and Bacon (LB 1028 B67).

Bollnow, O. F. (1987). *Crisis and new beginning: Contributions to a pedagogical anthropology.* Pittsburgh, PA: Duquesne University Press.

Boyan, N. J. (1988). *Handbook of research in educational administration.* New York: Longman.

Bredo, E., & Feinberg, W. (1982). *Knowledge and values in social and educational research.* Philadelpia: Temple University Press.

Burgess, R. G. (Ed.). (1983). *Strategies of educational research: Qualitative methods.* Lewes, England: The Falmer Press.

Bruzina, R., & Wilshire, B. (1982). *Phenomenology: Dialogues and bridges.* Albany, NY: State University of New York Press.

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research.* Lewes, England: The Falmer Press.

Chalmers, J. H. (Ed.). (1992). *The empiricist research in teaching.* Boston, MA: Kleuver.

Delamont, S. (1992). *Fieldwork in educational settings.* New York, NY: Falmer.

Denzin, N. K. (1989). *Interpretive biography.* Newbury Park, CA: Sage.

•Eisner, E. (1993). Forms of understanding and the future of educational research. *Educational Researcher*, 5-11.

•Hassard, J. (1990). Ethnomethodology and organizational research: An introduction. In J. Hassard & D. Pym (Eds.), *Theory and Philosophy of organizations: Critical issues and new perspectives* (97-124). London: Routledge.

•Hollingsworth, S. (1992). Learning to teach through collaborative conversation: A feminist approach. *American Educational Research Journal*, *29*(2), 373-404.

•Gitlin, A. (1990). Educative research, voice and school change. *Harvard Educational Review*, *60*(4), 443-466.

•Jaeger, R. M. (1988). Survey methods in educational research. In R. M. Jaeger (Ed.). *Complementary methods for research in education* (pp. 2301-388). Washington: American Educational Research Association.

•LaRocque, L. (forthcoming). Some thoughts on school-university collaboration. *Canadian Administrator.*

•Lather, P. (1986). Research as praxis. *Harvard Educational Review*, *56*(3), 257-277.

•Lather, P. (1992). Critical frames in educational research: Feminist and post-structuralist perspectives. *Theory Into Practice*, *21*(2), 87-99.

•Noddings, N. Fidelity in teaching, teacher education, and research for teaching. *Harvard Educational Review*, *56*(4), 496-510.

•Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher*, *22*, 23-29.

•Richardson, V. (1994). Conducting research on practice. *Educational Researcher*, *23*, 5-10.

•van Manen, M. (1984). Practice of phenomenological writing. *Phenomenology + Pedagogy*, *2*(1), 36-69.

•Wolcott, H. (1988). Ethnographic research in education. In R. M. Jaeger (Ed.). *Complementary methods for research in education* (pp. 185-250). Washington: American Educational Research Association.

Form GS.8

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION Course Number: Educ. EDUC 960-5

Title: Ethics, Law and Professional Leadership

Description: This seminar examines the ethical and legal environment of professional leadership. Specifically, the course addresses moral issues and dilemmas embedded in professional practice including occupational and ordinary morality, issues of deception and honesty, informed consent, privacy and confidentiality, conflict of interest, individual and collective responsibility, *inter alia*. The course will use cases and personal experience as heuristics for learning.

Credit Hours: 5 Vector: 2-3-0 Prerequisite(s) if any: --

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 1996-2

How often will the course be offered: Annually

Justification: The course is designed as a foundational course for doctoral students entering the Ed.D in Educational Leadership. It will provide an opportunity for educational leaders to investigate central issues concerning the relationships between ethics, law and education.

Resources:

Which Faculty member will normally teach the course: Mike Manley-Casimir

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): (To be assessed)

Appended: a) Outline of the Course.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved:

Departmental Graduate Studies Committee: M. Manley-Casimir Date: March 15, 1995

Faculty Graduate Studies Committee: M. Manley-Casimir Date: March 15, 1995

Faculty: [signature] Date: 21/6/95

Senate Graduate Studies Committee: [signature] Date: 97/2/28

Senate: Date:

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Valle, R., & Hailing, S. (1989). *Existential-phenomenological perspectives in psychology: Exploring the breadth of human experience.* New York: Plenum Press.

van Maanen, J. (Ed.). (1983). *Qualitative methodology.* Beverly Hills, CA: Sage.

van Manen, M. (1990). *Researching lived experience.* London, ON: The Althouse Press.

Wexler, P. (Ed.). (1991). *Critical theory now.* New York, NY: Falmer.

Winter, R. (1989). *Learning from experience: Principles and practice in action-research.* London: Falmer.

Witherell, C., & Noddings, N. (Eds.). (1991). *Stories lives tell--Narrative and dialogue in education.* New York, NY: Teachers College Press.

Wittrock, M. C. (Ed.). (1986). *Handbook of research on teaching* (3rd ed.). New York: Macmillan.

Yin, R. K. (1989). *Case study research.* Newbury Park, CA: Sage.

Levin, D. M. (1988). *The opening of vision.* London: Routledge.

Levin, D. M. (1989). *The listening self: Personal growth, social change, and the closure of metaphysics.* London: Routledge.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Neuman, W. L. (1991). *Social research methods.* Needham Heights, MA: Allyn and Bacon.

Macpherson, R. J. S. (Ed.). (1987). *Ways and meanings of research in educational administration.* Armidale, NSW: University of New England.

Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods.* Beverly Hills, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* Beverly Hills, CA: Sage.

Merriam, S. B. (1988). *Case study research in education.* San Francisco, CA: Jossey-Bass.

Morgan, G. (Ed.). *(1983). Beyond method: Strategies for social research.* Beverly Hills, CA: Sage.

Phillips, D. C. (1987). *Philosophy, science, and social inquiry.* New York, NY: Pergamon.

Pinar,W. (Ed.). (1988). *Contemporary curriculum discourses.* Scottsdale, AR: Gorsuch Scarisbrick.

Polkinghorne, D. (1988). *Narrative knowing and the human sciences.* Albany, NY: State University of New York Press.

Popper, K. R. (1959). *The logic of scientific inquiry.* London: Hutchinson.

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Reason, P., & Rowan, J. (1981). *Human Inquiry. A sourcebook of new paradigm research.* Toronto, ON: Wiley.

Rosenau, P. (1992). *Post-modernism and the social sciences: Insights, inroads, and intrusions.* Princeton, NJ: Princeton University Press.

Schratz, M. *(Ed.).* (1993). *Qualitative voices in educational research.* New York, NY: Falmer.

Sherman, R. S., & Webb, R. B. (Eds.). (1988). *Qualitative research in education: Focus and methods.* Lewes, England: The Falmer Press.

Smart, B. (1993). *Postmodernity.* New York, NY: Routledge.

Squires, J. (Ed.). (1993). *Principled positions--Postmodernism and the rediscovery of value.* London, England: Lawrence & Wishart.

Steinmetz, A. (1991). *Doing qualitative research: Circles within circles.* New York: The Falmer Press.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, CA: Sage.

Eichelberger, R.T. (1989). *Disciplined inquiry: Understanding and doing educational research.* New York, NY: Longman.

Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* Toronto, ON: Macmillan.

Eisner, E. W., & Peshkin, A. (1990). *Qualitative inquiry in education. The continuing debate.* New York, NY: Teachers College Press.

Ely, Margot. (1991). *Doing qualitative research: Circles within circles.* London: Falmer.

Evers, C. W., & Lakomski, G. (1991). *Knowing educational administration: Contemporary methodological controversies in educational administration research.* Oxford: Pergamon Press.

Foster, W. (1986). *Paradigms and promises.* Buffalo, NY: Prometheus Books.

Gadamer, H. G. (1989). *Truth and method.* New York: Crossroad.

Gallagher, S. (1992). *Hermeneutics and education.* Albany, NY: SUNY Press.

Gay, L. R. (1987). *Educational research: Competencies for analysis and application* (3rd ed.). Columbus, OH: Merrill.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction.* White Plains, NY: Longman.

Gluck, S. B., & Patai, D. (Eds.). (1991). *Women's words--The feminist practice of oral history.* New York, NY: Routledge. (See especially Anderson & Jack on listening and Borland on researcher-participant interpretive conflict.)

Greene, M. (1978). *Landscapes of learning.* New York, NY: Teachers College Press.

Greene, M. (1988). *The dialectic of freedom.* New York, NY: Teachers College Press.

Guba, E., & Lincoln, Y. (1989). *Fourth generation evaluation.* London: Sage.

Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge.

Jaeger, R. M. (Ed.). (1988). *Complementary methods for research in education.* Washington: American Educational Research Association.

Keeves, J. P. (Ed.). (1988). *Educational research, methodology, and measurement: An international handbook.* Oxford: Pergamon Press.

Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). Chicago: University of Chicago Press.

Jackson, W. (1988). *Rules for survey design and analysis.* Scarborough, ON: Prentice-Hall Canada.

Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern.* New York: Routledge,

Lakatos, I., & Musgrave, A. (Eds.). (1970). *Criticism and the growth of knowledge.* Cambridge: Cambridge University Press.

Illustrative References for Further Reading

Abbott, Andrew. (1988). *The system of professions*. Chicago: University of Chicago Press.

Andrews, Kenneth R. (1989). *Ethics in practice*. Boston: Harvard Business School Press.

Barnard, C.I. (1964). *The functions of the executive*. Cambridge, Mass.: Harvard University Press.

Bates, S. (1972). My Lai and Viet Nam: The issues of responsibility. In P.A. French (Ed.), *Individual and collective responsibility: The massacre at My Lai*. Cambridge, Mass.: Schenkman.

Beard, E. (1978). Conflicts of interest and public service. In J.T. De-George & J.A. Pichler (Eds.), *Ethics, free enterprise and public policy*. New York: Oxford University Press.

Bellah, R.N., & others. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley and Los Angeles: University of California Press.

Bok, Sissela. (1979). *Lying: Moral choice in public and private life*. New York: Vintage.

Bok, Sissela. (1982). *Secrets*. New York: Pantheon.

Bowman, James S. (1991). *Ethical frontiers in public management*. San Francisco: Jossey-Bass.

Brown, Marvin T. (1990). *Working ethics*. San Francisco: Jossey-Bass.

Chandler, R.C. (1983). The problem of moral reasoning in American public administration: The case for a code of ethics. *Public Administration Review, 43*(1), 32-39.

Cooper, T.L. (1987). Hierarchy, virtue, and the practice of public administration: A perspective for normative ethics. *Public Administration Review, 47*(4), 320-28.

Davis, K.C. (1969). *Discretionary justice: A preliminary inquiry*. Baton Rouge: Louisiana State University Press.

Denhardt, K.G. (1988). *The ethics of public service: Resolving moral dilemmas in public organizations*. Westport, Conn.: Greenwood Press.

Dimock, M.E. (1980). *Law and dynamic administration*. New York: Praeger.

Dworkin, Ronald. (1977). *Taking rights seriously*. Cambridge, MA: Harvard University Press.

Texts: Callahan, Joan C., *Ethical Issues in Professional Life,* Oxford: Oxford University Press, 1988

Cooper, Terry L. (1990). *The Responsible Administrator.* San Francisco: Jossey-Bass.

Topics: [The topical outline for the course follows the Callahan organization.]

1. Conceptual and Foundational Issues

   Moral Issues and Moral Developments

   Professions and Professionalization

   Occupational and Ordinary Morality

   Professionals and Clients: Models and Metaphors

2. Some Recurring Moral Problems

   Deception

   Informed Consent

   Privacy and Confidentiality

   [Conflict of Interest]

3. Responsibility, Dissent, Justice and Character

   Individual and Collective Responsibility

   Social Responsibility and Professional Dissent

   Social Responsibility and Justice

   Character, Regulation and Training

SIMON FRASER UNIVERSITY
EDUC 951-3
EDUCATIONAL RESEARCH PARADIGMS B

Objectives

This course builds on and extends the work done in EDUC 950-3, but now with particular attention to specific methodological and ethical issues encountered when planning and conducting educational research. The specific objectives are:

- to examine openly and critically specific research strategies within each of the four broad paradigms which encompass much of current educational research--namely, postpositivist, interpretive, critical and postmodern.
- to practice using these strategies by conducting, as a class, a research study, from problem articulation to reporting.
- to develop individually a pre-proposal document.

The focus of class discussions and activities is again twofold: to help students in their role as educational leaders to interpret and use research wisely, and to help students in their role as doctoral students to plan and carry out high quality thesis research.

Course Topics

The topics to be critically examined within and across paradigms include:

- planning a research study
  - stating the problem
  - selecting the site(s)/sample/participants
  - planning data collection
  - seeking ethics approval
- collecting data
  - the survey
  - the interview
  - observation
  - document analysis
- analysing data
  - quantitative data
  - qualitative data

establishing trustworthiness
  - quantitative data
  - qualitative data

- interpreting data/making meaning
  - quantitative data
  - qualitative data
- being ethical
- reporting
  - the written report
  - the oral presentation

Required Readings

The required texts for EDUC 950-3 serve as useful reference works for this course. As well, excerpts from the following will be assigned.

Educational Research, by W. R. Borg & M. D. Gall.

Doing Qualitative Research, by M. Ely

Getting Smart: Feminist Research and Pedagogy With/In the Postmodern, by Patti Lather.

Students are expected to undertake additional reading within the research orientation they have chosen.

Suggested Readings for EDUC 950 and 951

Agger, B. (1992). *Cultural studies as critical theory.* Washington, DC: Falmer.

Alexander, J. C., & Seidman, S. (1990). *Culture and society—Contemporary debates.* New York, NY: Cambridge.

Anderson, G. (1990). *Fundamentals of educational research.* New York, NY: Falmer.

Aoki, T. (1992). Layered voices of teaching: The uncannily correct and the elusively true. In W. F. Pinar & W. M. Reynolds (Eds.), *Understanding curriculum as phenomenological and deconstructed text* (pp. 17-27). New York, NY: Teachers College Press.

Aoki, T. (1993). Legitimating lived curriculum: Towards a curricular landscape of multiplicity. *Journal of Curriculum and Supervision, 8*(3), 255-68.

Aronowitz, S., & Giroux, H. A. (1991). *Postmodern education.* Minneapolis, MN: University of Minnesota.

Berg, B. (1989). *Qualitative research methods for the social sciences.* Toronto, ON: Allyn and Bacon.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality.* Garden City, NY: Doubleday.

Best, J. W., & Kahn, J. V. (1989). *Research in education* (6th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: Introduction to theory and methods.* Boston: Allyn and Bacon (LB 1028 B67).

Bollnow, O. F. (1987). *Crisis and new beginning: Contributions to a pedagogical anthropology.* Pittsburgh, PA: Duquesne University Press.

Boyan, N. J. (1988). *Handbook of research in educational administration.* New York: Longman.

Bredo, E., & Feinberg, W. (1982). *Knowledge and values in social and educational research.* Philadelpia: Temple University Press.

Burgess, R. G. (Ed.). (1983). *Strategies of educational research: Qualitative methods.* Lewes, England: The Falmer Press.

Bruzina, R., & Wilshire, B. (1982). *Phenomenology: Dialogues and bridges.* Albany, NY: State University of New York Press.

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research.* Lewes, England: The Falmer Press.

Chalmers, J. H. (Ed.). (1992). *The empiricist research in teaching.* Boston, MA: Kleuver.

Delamont, S. (1992). *Fieldwork in educational settings.* New York, NY: Falmer.

Denzin, N. K. (1989). *Interpretive biography.* Newbury Park, CA: Sage.

Flathman, R.E. (1966). *The public interest: An essay concerning the normative discourse*. New York: Wiley.

Gilligan, Carol. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Glazer, M.P., & Glazer, P.M. (1989). *The whistleblowers: Exposing corruption in government and industry*. New York: Basic Books.

Hare, R.M. (1972). *Applications of moral philosophy*. Berkeley: University of California Press.

Harmon, M.M. (1971). Normative theory and public administration: Some suggestions for a redefinition of administrative responsibility. In F. Marini (Ed.), *Toward a new public: The Minnowbrook perspective*. Scranton, Pa.: Chandler.

Hart, D.K. (1984, March). The virtuous citizen, the honorable bureaucrat, and public administration. *Public Administration Review, 44*, 116-117.

Hawkins, K. (1992). *The uses of discretion*. Oxford: Clarendon Press.

Hodgkinson, Christopher. (1978). *Towards a philosophy of administration*. New York: St. Martin's Press.

Jackall, R. (1988). *Moral mazes: The world of corporate managers*. New York: Oxford University Press.

Janis, I.L., & Mann, L. (1977). *Decision making*. New York: Free Press.

Jonas, H. (1984). *The imperative of responsibility*. Chicago: University of Chicago Press.

Kass, H.D., & Catron, B. (1990). (Eds.). *Images and identities in public administration*. Newbury Park, CA: Sage.

MacIntyre, A. (1984). *After virtue* (2nd ed.) Notre Dame, Ind.: Notre Dame University Press.

Noddings, Nell. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press.

Nyberg, David. (1993). *The varnished truth*. Chicago: University of Chicago Press.

Peters, Richard S. (1970). *Ethics and education*. London: George Allen & Unwin.

Rawls, J. (1971). *A theory of justice*. Cambridge, Mass.: Belknap Press, Harvard University Press.

Rich, John Martin. (1984). *Professional ethics in education*. Springfield, IL: Charles C. Thomas Publisher.

Robinson, George M., & Moulton, Janice. (1985). *Ethical problems in higher education*. Englewood Cliffs, NJ: Prentice-Hall.

Rohr, J.A. (1978): *Ethics for bureaucrats: An essay on laws and values*. New York: Marcel Dekker.

Srivastra, S., & associates. (1988). *Executive integrity*. San Francisco: Jossey-Bass.

Strike, Kenneth. (1982). *Educational policy and the just society*. Urbana: University of Illinois Press.

Strike, Kenneth A., Haller, Emil J., & Soltis, Jonas, F. (1988). *The ethics of school administration*. New York and London: Teachers College Press.

Thompson, V.A. (1975). *Without sympathy or enthusiasm: The problem of administrative compassion*. Tuscaloosa: University of Alabama Press.

Toulmin, Stephen. (1970). *Reason in ethics*. Cambridge, England: Cambridge University Press.

Vickers, G. (1983). *The art of judgment: A study of policy making*. London: Harper & Row.

Warwick, D.P. (1981). The ethics of administrative discretion. In J.L. Fleishman, L. Liebman, & M.H. Moore (Eds.), *Public duties: The moral obligations of government officials*. Cambridge, Mass.: Harvard University Press.

Form GS.8

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: FACULTY OF EDUCATION Course Number: Educ. 961-5

Title: Educational Governance, Reform and Diversity

Description: The nature and impact of recent wide-ranging systemic educational reform in several different countries are critically examined, through two major themes. One theme is the politics and dynamics of governance, with a particular emphasis on participatory forms of political life in a heterogeneous society. The other theme is the politics and culture of difference, and the development of community which respects these differences.

Credit Hours: 5 Vector: 2-3-0 Prerequisite(s) if any:

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 1996

How often will the course be offered: Annually

Justification: This is designed as a foundational course for doctoral students in the Ed.D. in Educational Leadership. It will provide an opportunity for educational leaders to investigate central issues concerning the politics and dynamics of educational governance and the culture and politics of difference. This is particularly appropriate in an era of widespread criticism of traditional structures and processes, and competing calls for reform.

Resources:

Which Faculty member will normally teach the course: Linda LaRocque

What are the budgetary implications of mounting the course: 1/4FTE every second year

Are there sufficient Library resources (append details): (to be assessed)

Appended: a) Outline of the Course.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved:

Departmental Graduate Studies Committee: [signature] Date: March 15, 1995

Faculty Graduate Studies Committee: [signature] Date: March 15, 1995

Faculty: [signature] Date: 21/6/95

Senate Graduate Studies Committee: [signature] Date: 97/2/28

Senate: Date:

GS 18/1/71

SIMON FRASER UNIVERSITY
EDUC 961-5
EDUCATIONAL GOVERNANCE, REFORM AND DIVERSITY

Objectives

The purpose of the course is to introduce students to the politics and dynamics of educational governance. The specific objectives are to examine openly and critically:

- recent systemic educational reform in the U.K., U.S., and Australia, as well as Canada.
- a number of key issues pertaining to educational governance.
- a number of key issues pertaining to the culture and politics of difference.

Instructional strategies include case studies, problem-based learning and simulations, as well as a critical review of the literature.

Course Topics

The first part of the course examines the nature and impact of recent wide-ranging systemic educational reform in several different countries, including the U.K., the U.S., Australia and Canada. The focus is on describing and analysing the structures and processes for decision-making, links between governance and curriculum, and the rationales for these changes.

The second part of the course investigates issues arising from consideration of the reforms. They include alternate models of public policy-making and nontraditional metaphors for policy (e.g., policy as dialogue and as narrative), as well as the distinction between consultation and collaboration, and the difficulties of establishing structures and processes for either. Such tensions as between lay and professional control, centralization and decentralization, and equity and excellence are also examined.

The third part of the course focuses on the politics and culture of difference, and the development of community which respects these differences. It considers aspects of diversity such as gender and sexuality; ethnicity and faith; and special needs and the related issue of access. Then the more general issues of identity, representation, and culture; voice and empowerment; and community and commonality are examined.

Suggested Readings

<u>Governance and Reform</u>

Axelrod, R. (1984). *The evolution of cooperation.* USA: Basic Books.

Ball, S. (1990). *Education and policy making.* London: Routledge.

Ball, S., Bowe, R., & Gold, A. (1992). *Reforming education and changing schools.* London: Routledge.

Blackmore, J. (1992). *Policy as dialogue: Feminist administrators working for educational change.* Paper presented at the annual meeting of the AERA, San Francisco.

Blackmore, J. (1989). Educational leadership: A feminist critique and reconstruction. In J. Smyth (Ed.), *Critical perspectives on educational leadership.* London: Falmer.

Boyd, W. L. (1988). *The politics of excellence and choice in education.* London: Falmer.

Boyd, W. L., & Walberg, H. J. (Eds.). (1990). *Choice in education: Potential and problems.* Berkeley, CA: McCutchan.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION** Course Number: EDUC. 962-5

Title: LEADERSHIP, ACCOUNTABILITY, AND THE PUBLIC INTEREST

Description: The special responsibilities of leaders in educational institutions for accountability both to learners and to the wider community with respect to policies, practices, and programs are the focus of this seminar. Contemporary approaches to program assessment and to ensuring cost-effectiveness in educational management are applied to cases emerging from student experience.

Credit Hours: 5 Vector: 2-3-0 Prerequisite(s) if any: --

= =

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 97-1 or 97-2

How often will the course be offered: Annually

= =

Justification: This course is designed as a foundational course for doctoral students entering the Ed.D. in Educational Leadership. It will provide an opportunity for educational leaders to investigate central issues concerning the relationship between leadership and accountability.

= =

Resources:

Which Faculty member will normally teach the course: Peter Coleman

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): (To be assessed)

Appended:

a) Outline of the Course.

b) An indication of the competence of the Faculty member to give the course.

c) Library resources

= =

Approved:

Departmental Graduate Studies Committee: Date: March 15, 1995

Faculty Graduate Studies Committee: Date: March 15, 1995

Faculty: Date: 21/6/95

Senate Graduate Studies Committee: Date: 77/2/27

SENATE: **DATE:**

McLaren, A., & Gaskell. J. (Eds.). (19). *Women and education.*

Mohanty, C. (19). On race and voice: Challenges for liberal education in the 1990's. *Cultural Critique, 14,* 179-208.

Moodley, K.A. (1992). *Beyond multicultural education: International perspectives.* Calgary, AL: Detselig Enterprises Ltd.

Nicholson, L. (Ed.). (1992). Feminism/postmodernism. New York, NY: Routledge.

Noddings, N. (1990). Feminist critiques in the profession. In C. B. Cazden (Ed.), *Review of Research in Education* (Vol. 16). Washington, DC: AERA.

Rees, R. (1990). *Women and men in education: A national survey of gender distribution in school systems.* Toronto, ON: CEA.

Reynolds, C., & Young, B. (Eds.). (forthcoming). Calgary, AB: Detselig.

Rutherford, J. (19). *Identity, community, culture, difference.*

Troyna, B., & Carrington, B. (1990). *Education, racism and reform.* New York, NY: Routledge.

Weis, L., & Fine, M. (1993). *Beyond silenced voices: Class, race and gender in United States Schools.*

Young, J. (1987). *Breaking the mosaic: Ethnic identities in Canadian schooling.* Toronto, ON: Garmond Press.

Diversity and Inclusiveness

Alcoff, L., & Potter, E. (Eds.). (1993). *Feminist epistemologies.* New York, NY: Routledge.

Aronowitz, S. (1992). *The politics of identity: Class, culture, social movements.* Great Britain: Routledge, Chapman and Hall, Inc.

Aranowitz, S., & Giroux, H. (1991). *Postmodern education: Politics, culture and social criticism.* Minneapolis, MN: University of Minnesota press.

Bannerji, H. (Ed.). (1993). *Returning the gaze.*

Bibby, R.W. (1990). *Mosaic madness: The poverty and potential of life in Canada.* Toronto, ON: Reginald Bibby.

Brislin, Richard. (1993). *Understanding culture's influence on behavior.* Orlando, FL: Harcourt Brace Jovanovich College Publishers.

de Castell, S. (1993). Against the grain: Narratives of resistance. *Canadian Journal of Education, 18*(3).

de la Reyes, M., & Halcon, J. (1988). Racism in academe: The old wolf revisited. *Harvard Educational Review, 58*(3), 259-314.

Donald, J., & Rattansi, A. (Eds.). (19). *Race, culture and difference.*

Fleras, A., & Elliott, J.L. (1992). *The challenge of diversity: Multiculturalism in Canada.* Scarborough, ON: Nelson Canada.

Fuss, D. (Ed.). (1991). *Inside/out: Lesbian theories, gay theories.*

Gaskell. J. McLaren, A., & Novogrodsky, M. (1989). *Claiming an education: Feminism and Canadian schools.* Toronto: Garamond.

Ghosh, R., & Ray, D. (1987). *Social change and education in Canada.* Don Mills, ON: Harcourt Brace Jovanovich, Canada, Inc.

Greene, M. (19). The passions of pluralism. *Educational Researcher,*

Giroux, H. (1993). *Postmodernism as border pedagogy: Redefining the boundaries of race and ethnicity.*

Haig Brown, C. (199). *Resistance and renewal: Surviving the residential school.*

Hill-Collins, P. (19). Black feminist thought.

Hoodfar, H. (1992). Feminist anthropology and critical pedagogy: The anthropology of classrooms' excluded voices. *Canadian Journal of Education, 17*(3), 303-318.

Kallen, E. (1982). *Ethnicity and human rights in Canada.* Toronto, ON: Gage Publishing Ltd.

McCarthy, C. (1990). *Race and curriculum: Social inequality and the theories and politics of difference in contemporary educational research.* London: Falmer.

Burlingame, M. (1988). The politics of education and educational policy: The local level. In N. Boyan (Ed.), *Handbook of research on educational administration.* New York, NY: Longman.

Carlson, D. (1993). The politics of educational policy: Urban school reform in unsettling times. *Educational Policy, 7*(2), 149-165.

Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, and America's schools.* Washington, DC: The Brooklings Institute.

Cibulka, J. E., Reed, R. J., & Wong, K. K. (Eds.). (1991). *The politics of urban education in the United States.* London: Falmer.

Clune, W. H. (1993). The best path to systemic educational policy: Standard/centralized or differentiated/decentralized? *Educational Evaluation and Policy Analysis, 15*(3), 23-254.

Dror, Y. (1988). *Policymaking under adversity.* New Brunswick, NJ: Transaction Books.

Elmore, R. (1983). Complexity and control: What legislators and administrators can do about implementing public policy. In L. S. Shulman & G. Sykes (Eds.), *Handbook of teaching and policy.* New York, NY: Longman.

Elmore, R., and Associates. (Eds.). (1990). *Restructuring schools: The next generation of educational reform.* San Francisco, CA: Jossey-Bass.

Etzioni, A. (1994). *The spirit of community.* New York, NY: Touchstone.

Hannaway, J., & Crowson, R. (Eds.). (1988). *The politics of reforming school administration.* London: Falmer.

Hill, P. T., & Bonan, J. (1991). *Decentralization and accountability in public education.* Santa Monica, CA: RAND Corporation.

Leeuw, F. L., Rist, R. C., & Sonnichsen, R. C. (1994). *Can governments learn?* New Brunswick, NJ: Transaction.

Mazzoni, T. L. (1993). The changing politics of state education policy making: A 20-year Minnesota perspective. *Educational Evaluation and Policy Analysis, 15*(4), 357-379.

Mazzoni, T. L. (1991). Analysing state school policymaking: An arena model. *Educational Evaluation and Policy Analysis, 13*(2), 115-138.

Mcneil, L. M. (1988). *Contradictions of control: School structure and school knowledge.* New York, NY: Routledge.

Mitchell, D E., & Goertz, M. E. (1990). *Educational politics for the new century.* London: Falmer.

O'Reilly, R. R., & Lautir, C. J. (1992). *Policy research and development in Canadian education.* Calgary, AB: University of Calgary Press.

Sarason, S. B. (1990). *The predictable failure of educational reform: Can we change the course before it's too late.* San Francisco, CA: Jossey-Bass.

Schneider, B., & Coleman, J. S. (Eds.). (1993). *Parents, their children, and schools.* Boulder, CO: Westview.

Shedd, J. B., & Bacharach, S. B. (1991). *Tangled hierarchies: Teachers as professionals and the management of schools.* San Francisco, CA: Jossey-Bass.

Form GS.8

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Calendar Information:

Department: **FACULTY OF EDUCATION** Course Number: Educ. 963-5

Title: The Problems of Practice: Seminar in Problem Based Learning

Description:

This seminar will use problem based learning (Bridges & Hallinger, 1992) as the heuristic and pedagogy for focusing students on the systematic investigation of a practical problem of their own choosing. This approach will require the collection and application of relevant knowledge and skills to resolve problems encountered in the professional workplace.

Credit Hours: 5 Vector: 1-2-2 Prerequisite(s) if any:

Enrollment and Scheduling:

Estimated Enrollment: 12/15 When will the course first be offered: 97-2 or 97-3

How often will the course be offered: Annually

Justification:

This seminar is a required seminar to enable doctoral students to confront the problems of practice in a systematic way.

Resources:

Which Faculty member will normally teach the course: Faculty

What are the budgetary implications of mounting the course: 1/4 FTE every second year

Are there sufficient Library resources (append details): (to be assessed)

Appended: a) Outline of the Course.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved:

Departmental Graduate Studies Committee: Date: March 5/1995

Faculty Graduate Studies Committee: Date: March 15/1995

Faculty: Date: 21/6/95

Senate Graduate Studies Committee: Date: 97/2/27

Senate: Date:

GS 18/1/71

Rosenholtz, S.J. (1986). Career ladders and merit pay: Capricious fads or fundamental reforms? Elementary School Journal, 86(4), 513-529.

Rossmiller, R. A. (1986). Resource utilization in schools and classrooms: Final report. Madison, WI: Wisconsin Center for Education Research.

Rossmiller, R. A. (1986). Achieving equity and effectiveness in schooling. Journal of Education Finance, 12(4), 561-577.

Stern, D. (1986). Compensation for teachers. Review of Research in Education, 13, 285-316.

Strike, Kenneth A. (1988). The ethics of resource allocation in education: Questions of democracy and justice. In D. H. Monk & J. Underwood, (Eds.), Microlevel school finance: Issues and implications for policy. The Ninth Annual Yearbook of the American Education Finance Association. Cambridge, MA: Ballinger.

Thomas, H. (1990). Education costs and performance: A cost-effectiveness analysis. London: Cassell.

Walberg, H. (1984). Improving the productivity of America's schools. Educational Leadership, 41(8), 19-30.

Walberg, H.T., & Fowler, W.J.. (1987). Expenditure and size efficiencies of public school districts. Educational Researcher, 16(7), 5-15.

Walberg, H.T., & Shanahan, T. (1983). High school effects on individual students. Educational Researcher, 12(7), 4-9.

Willett, J. B. (1988-89). Questions and answers in the measurement of change. Review of Research in Education, 15, 345-422.

Willms, J. D. (1992). Monitoring school performance: A guide for educators. London: Falmer.

Barnett, W. S. & Escobar, C. M. (1987). The economics of early educational intervention: A review. Review of Educational Research, 57(4), 387-412.

Boyd, W.L., & Hartman, W.T. (1988). The politics of educational productivity. In D. H. Monk & J. Underwood (Eds.), Microlevel school finance: Issues and implications for policy. The Ninth Annual Yearbook of the American Education Finance Association. Cambridge, MA: Ballinger.

Brown, B. W. (1988). The microeconomics of learning: Students, teachers, and classrooms. In D. H. Monk & J. Underwood, (Eds.), Microlevel school finance: Issues and implications for policy. The Ninth Annual Yearbook of the American Education Finance Association. Cambridge, MA: Ballinger.

Childs, T.S., & Shakeshaft, C. (1986). A meta-analysis of research on the relation between educational expenditures and student achievement. Journal of Educational Finance, 12(2), 249-263.

Coleman, P. (1982). The closing of Howden School. McGill Journal of Education, 17(3), 263-284.

Coleman, P., & LaRocque, L. (1984). Economies of scale revisited: School district operating costs in British Columbia, 1972-1982. Journal of Educational Finance, 10(1), 22-35.

Easton, S.T. (1988). Education in Canada: An analysis of elementary, secondary and vocational schooling. Vancouver, B.C.: The Fraser Institute.

Hanushek, E. A. (1989). The impact of differential expenditures on school performance. Educational Researcher, 17(3), 24-32.

Kirst, M. W. (1988). The internal allocation of resources within U.S. school districts: Implications for policy-makers and practitioners. In D. H. Monk & J. Underwood, (Eds.), Microlevel school finance: Issues and implications for policy. The Ninth Annual Yearbook of the American Education Finance Association. Cambridge, MA: Ballinger.

Lawton, S. (1987b). The price of quality: The public finance of elementary and secondary education. Toronto, Ontario: Canadian Education Association.

Levin, B. (1994). Improving educational productivity: Putting students at the centre. Phi Delta Kappan. 75(10), 758-760.

Levin, B. (1994). Improving educational productivity through a focus on learners. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Levin, H. (1983). Cost-effectiveness: A primer. Newbury Park, CA: Sage.

Levin, H. (1983). Cost-effectiveness: A primer. Newbury Park, CA: Sage.

Levin, H.M. (1988). Cost-effectiveness and educational policy. Educational Evaluation and Policy Analysis, 10(1), 51-69.

Monk, D. Educational productivity research: An update and assessment of its role in education finance reform. Educational Evaluation and Policy Analysis, 10(1), 51-69.

Porter, A.C. (Spring, 1991). Creating a system of school process indicators. Educational Evaluation and Policy Analysis, 13(1), 13-29.

3. ACCOUNTABILITY AND COST-EFFECTIVENESS IN EDUCATIONAL ORGANIZATIONS:

Administration in an era of declining resources

Cost-effectiveness is a special form of accountability in public sector institutions, in which the "to whom" question often has a rather vague response - the taxpayer. Since others to whom accountability is exercised (professors, teachers, unionized employees, students, families with special educational needs) are generally more salient to the administrator, cost-effectiveness has not been of high significance for educational administrators in Canada. Additionally the specification of the input-output model fundamental to cost-effectiveness (or cost-benefit) analyses has been controversial. Particularly difficult is the issue of benefit or outcome measures, with some arguing that the desirable outcomes of education are either not knowable or not measurable, in part because the benefits occur far later than the "treatment". Here we will argue that the best although admittedly flawed measure of benefit usually lies in the perceptions of the student (and/or family in the case of younger students).

Costs in educational institutions are usually considered to be budget items like teacher salaries, or class size. Yet neither of these seems to affect outcomes. However, a broader notion, resources, can include such elements as opportunity to learn, or student time, often treated as student "opportunity costs", the foregone earnings of students who choose to attend post-secondary institutions rather than work; and teacher energy, which is clearly a scarce resource and one often overlooked in (for example) planning curriculum change. One advantage of focussing on such variables as these is that they are often found to be strongly associated with student outcomes of various kinds.

Furthermore, cost analyses are rarely specific as to the intended beneficiary; data on average per-pupil expenditures by an institution tell the analyst little about the costs associated with a particular student; yet effectiveness or gain measures typically use child-specific data. The careful specification of level of analysis is important given the salience of equity issues in public education.

Cost-effectiveness analyses can be used prospectively in program planning; retrospectively in program evaluation; or continuously in program improvement. In any of these uses, broader perspectives on costs (labeled resource perspectives) and more precise measures of both costs and benefits to individuals are important.

KEY QUESTIONS:

A. WHAT RESOURCES ARE OF MOST IMPORTANCE?
B. HOW CAN THESE FACTORS BE MEASURED WITH VALIDITY AND RELIABILITY?
C. HOW CAN IMPROVEMENTS BE MADE AND DEMONSTRATED?

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2. ACCOUNTABILITY IN EDUCATIONAL ORGANIZATIONS:

By whom, to whom, for what, and how.

"the right to autonomy rests on a duty to evaluate" (Shipman, 1979)

Accountability here is broadly defined as a task of administrators which involves first the identification and assessment of those factors which most strongly influence the quality of educational institutions, and second the active and continuous attempt to improve quality by bringing about adjustments in these causal influences. That is, both "measuring" and "changing" are seen as part of the leadership task of accountability.

For accountability to exist these activities must both be done and be seen to be done. The latter responsibility is often overlooked. Leaders are held accountable for quality by all organizational members but the emphasis differs. Teachers (used generically here to include anyone who teaches for a living) thinking about accountability are likely to focus upon the quality of the institution as workplace, and to blame the CEO if this quality is poor; families and students are likely to focus upon the social climate of the institution for students, or upon examination results, and hold the administrator accountable for ensuring that these are positive; Ministries are likely to focus upon measurable outcomes, and upon cost differences between organizations.

KEY QUESTIONS:

A. WHAT ALTERABLE INSTITUTIONAL FACTORS AFFECT QUALITY?

B. HOW CAN THESE FACTORS BE MEASURED WITH VALIDITY AND RELIABILITY?

C. HOW CAN IMPROVEMENTS BE MADE AND DEMONSTRATED?

SUGGESTED READINGS - 2. ACCOUNTABILITY IN EDUCATIONAL ORGANIZATIONS

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KEY QUESTIONS:

A. DESCRIBE THE MOST COMMON FEATURES OF LEADERSHIP ASSOCIATED WITH POSITIVE/PRODUCTIVE ETHOS IN EDUCATIONAL ORGANIZATIONS.

B. DESCRIBE HOW LEADERS SHAPE ORGANIZATIONAL ETHOS.

C. CAN WE HAVE GOOD SCHOOLS/COLLEGES/UNIVERSITIES WITHOUT GOOD LEADERS?

SUGGESTED READINGS - 1. LEADERSHIP AND QUALITY:

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EDUCATION 962-5 FALL 1994

LEADERSHIP, ACCOUNTABILITY, AND THE PUBLIC INTEREST

COURSE OUTLINE

The course is organized around three topics: 1. LEADERSHIP AND QUALITY; 2. ACCOUNTABILITY IN EDUCATIONAL ORGANIZATIONS; 3. ACCOUNTABILITY AND COST-EFFECTIVENESS IN EDUCATIONAL ORGANIZATIONS. These are treated as inter-related aspects of the general theme; for each topic several key questions are provided which are intended to guide discussion and the identification of relevant "problems".

For each topic a set of readings will be provided (the lists provided here are illustrative rather than exhaustive). Students will be expected to pre-read the assigned material; class sessions will be used to clarify the content of the readings and to apply the ideas from the readings to a particular educational context and a particular administrative problem.

Each student will be responsible for providing an informed rendition of the "problem" existing within a particular educational context, and a "solution" for critique by colleagues in the class. The main outcome of each class session will be some consensus on the precise nature of the problem, the relevance of the information available (or a listing of needed information), the most appropriate interpretation of that information, and the preferred administrative actions, initiatives, or proposals, with rationale.

In addition students will be expected to prepare an extended paper on some aspect of the general theme which includes a brief case study drawn from an existing situation.

1. LEADERSHIP AND QUALITY:

Do educational leaders make a difference?

No matter whether leadership is defined broadly - "influencing others" - or narrowly - "exercising legal authority in a defined role in an organization" - tracing the benefits accruing to the organization from good leadership or the harm done by bad leadership has proven very difficult. Decision-making practices do not to discriminate between successful and unsuccessful leaders; "craft" descriptions of leader activity, or examinations of the perceptions of followers, do not usually concern themselves with the consequences of particular approaches to leadership for those being served by educational institutions.

Most recently leadership studies have been revitalized by the "effective schools" research which, beginning with outcome differences between ostensibly similar institutions, has found suggestive differences in organizational functioning associated with leadership. Such studies usually use "ethos" or "culture" as a label for institutional characteristics causally connected with high or low outcomes, and argue that leadership's main effects are upon ethos.

Text

Bridges, E.M., & Hallinger, P. (1992). *Problem based learning for administrators.* University of Oregon: ERIC Clearinghouse on Educational Management

Other Readings

Acheson, K., & Gall, M. (1997). *Techniques in the clinical supervision of teachers.* New York: Longman. 225 pages.

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SIMON FRASER UNIVERSITY

To: Mike Manley-Casimir
Assoc. Dean, Faculty of Education

From: Sharon Thomas, Head
Collections Mgmt.

Re: Ed.D. - Harbour Centre

Date: June 12, 1995

This will confirm our verbal agreement with respect to the proposed ED.D. to be located at Harbour Centre.

With the existing resources already in place at the W.A.C. Bennett Library we can support this Harbour Centre offering with a one-time assessment of $6,000 for monographs (spread over several years) and an on-going assessment of $979 per year which will be spent, as agreed, on journals ($479) and monographs ($500). Specifically, the budget for the first five years will be as follows:

Year 1	One-time	$3,000
	Recurring	979
	Total	$3,979
Year 2	One-Time	$1,000
	Recurring	979
	Total	$1,979
Year 3	One-time	$1,000
	Recurring	979
	Total	$1,979
Year 4	One-time	$1,000
	Recurring	979
	Total	$1,979
Year 5	Recurring	$ 979
	Total	$ 979

Sharon Thomas