1. **Instructor:**
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2. **Course Description/Objectives/Standards:**
Prerequisites:  
EDLE 610 Leading Schools and Communities  
EDLE 791 Internship  
EDLE 612 Education Law  
Course Description:  
Explores basic functions in human resource and financial management. Examines the legalities, ethics and politics of resource procurement and allocation. Provides authentic experiences that help participants to better understand tasks typically performed by school leaders.  
This course is designed to enable students to:  
- Identify and discuss the various laws, regulations, and court decisions that determine the legal framework of Equal Employment.  
- Define and explain the most significant legal aspects of personnel administration, including due process, equal employment opportunity, and affirmative action.  
- Identify and discuss diversity and the importance of managing diversity.  
- Participate in simulated interviews consistent with legal guidelines.
• Identify and discuss the various issues associated with employee rights and discipline.
• Analyze and experience efforts to mediate disputes.
• Identify and discuss the rationale for adequately financing education.
• Identify and discuss the methods of school finance systems.
• Identify and discuss major sources of fiscal resources for schools.
• Identify and discuss various court decisions that influence school finance.
• Review and analyze local school budgets.
• Assess school staffing needs and design a staffing plan using financial and enrollment data.

Professional Standards:
• This course meets applicable standards set forth by the Virginia Department of Education, Interstate School Leaders Licensure Consortium, and National Council for the Accreditation of Teacher Education (NCATE).

3. Nature of Course Delivery:
A variety of instructional methods are used to instruct the subject matter and create an interactive learning environment. These methods include lecture, large and small group discussions, media use, group presentations, cooperative learning, simulations, and scenarios.

4. Tentative Class Scope and Sequence:
(Instructor reserves the right to modify the content to meet the needs of the class. Chapters based on 10th edition.)

September 7
Introductions
Nature of Human Resource Management
Review syllabus

September 14
Article Topic Sign-Up
Legal Framework for Equal Employment Opportunity (Chapter 4)
Managing Diversity and Equal Employment (Chapter 5)

September 21
Action Research Sign-Up
Selecting and Placing Human Resources (Chapter 8)
Interview Module

September 28
Interview Module Continued
October 5
Written Articles Due
Dialogue Versus Debate – Expectations for Discourse
*Begin Articles Presentations*
Employee Rights and Discipline (Chapter 16)
Teacher Evaluation
Progressive Discipline and Reprimands
Grievance Procedure
Marginal Teachers – Leadership Scenarios

October 12
*Continue Article Presentations*
Complete October 5 Materials
Mediating Disputes Module

October 19
*Continue Article Presentations*
Mediating Disputes Module Continued
Administering the School Budget (Chapter 12-FE)
Budget and Staffing Module

October 26
*Continue Article Presentations*
Budget and Staffing Module Continued

November 2
*Continue Article Presentations*
Budgeting for personnel—understanding compensation systems and scales
Teacher salaries and benefits
Financing Education Adequately (Chapter 2-FE)

November 9
*Continue Article Presentations*
*Learning Logs Due*
The Influence and Climate of the Courts (Chapter 9-FE)

November 16
*Wrap-up any article presentations*
Wrap-Up Any Incomplete Content
Final “Exam” Activity

November 23
Thanksgiving Recess
November 30
Begin Action Research Presentations

December 7
Complete Action Research Presentations
School Improvement Budget and Staffing Plan Due

5. Course Requirements


6. Assignments/Grading:
Although the internship is a separate course, the Education Leadership Program has integrated internship activities into all licensure courses. This course focuses on Area II (Professional Development) and Area III (Organizational Management, Interpersonal Relationships, and Financial Management and Resource Allocation) in the NCATE Standards found in Appendix B of the Internship Handbook. Activities below meet internship activities listed: 1) Review and analyze school site budget. 2) Participate in budget development activities. 3) Assess school staffing needs and design a staffing plan, using actual enrollment and course selection data of students. 4) Participate reflectively in the interview process.

Class Participation/Attendance (15 points) – See attached rubric.

*Learning Log (15 points) – You will submit a learning log, for the interview module that reflects on the interview process. This log will be two to three pages in length. Your entry will be comprised of three components: 1) These are three questions and answers that reflect my learning. 2) Based upon the content, I deem my most significant learning to be…and these are the reasons why. 3) In progressing through this content these are some of my general reflections. These entries need to be free of grammatical and typographical errors.

Professional Knowledge (15 points) - Complete five article reviews. You may write on any topic related to human resource management and school finance and the five critiques do not need to deal with the same topic as each other.

Please be sure the central focus of the articles is human resource management or school finance. An article discussing technology and reading with a passing reference to funding is not a school finance article.
The best source for articles can be found in Education Week, Educational Leadership, The Journal of School Finance, NEA Today, Time, Newsweek, and others education related articles and periodicals. Always cite the printed publication (APA or Chicago); please have articles available in your notebook to help resolve any questions that may arise.

Your critiques should one to two full pages in length. At the top of the assignment should be your name, course, and number of assignment (1-5). Next, you should summarize the key points of the article in a single medium-sized paragraph. The summary should be concise and constitute no more than a quarter of the total critique. The remainder of the critique should analyze the article. Does it make sense? Are there any obvious errors or questionable conclusions? How does the article apply to practice? Especially important is to reflect on how the conclusions of the authors do (or do not) apply to actual practice. You may also discuss and question the article’s data, assumptions, etc. Keep in mind the critical element, for grading purposes, is your analysis, not the summary. This is not a book report.

Professional Knowledge Report (15 points) - The ability to internalize material and present it in a clear and concise manner is a crucial skill for a school principal. Using one of the five articles from above, present orally to the class, and lead a discussion on the topic presented (10 to 15 minutes in length). A one-half page abstract of the article should be distributed to students and the instructor prior to the presentation.

Action Research (20 points) - Students will work in teams to research a selected topic and make an interactive presentation to class utilizing PowerPoint as a talking points medium (see attached rubric). These topics are intended to supplement content and may include: employee induction and mentoring; evaluating principals; recruitment of teachers, principals, or superintendents; and public school salary and benefits. As part of this research each group should interview an authority on the topic to enhance data collected through texts or the internet. Identify the person you interview along with his/her title and cite all sources utilized.

*School Improvement Budget and Staffing Plan (20 points) – Your plan will consist of a narrative describing the current condition of “your” school, a plan that addresses identified needs, a report on resource acquisition or reallocation to fund improvement, and a spreadsheet using line-item budgeting.

* = Activities that support EDLE 791 Collection of Evidence
Grading Scale
100-95 = A
94-90 = A-
89-85 = B+
84-80 = B
79-75 = B-
74-70 = C
69 Below = F

6. Class Procedures:
Excessive absences will take away from the participation grade and hamper the ability to successfully participate and complete in-class assignments and reflections. Also, much of the content for assignments, presentations, and quiz material is provided through class instruction. This information is not readily available outside of class. Assignments are expected to be completed and turned-in when due. Any variance from this must be approved in advance, and late work may be subject to a one-grade penalty.

While the instructor appreciates being informed of a potential class absence and is certainly expected from individuals with professional standing, the instructor’s understanding of this absence does not excuse the student from class and may impact a student’s grade – missing class is a choice of the student.

7. Accommodating Students with Special Needs:
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

8. GSE Syllabus Statements of Expectations:
The Graduate School of Education (GSE) expects that all students abide by the following:
   a. Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
   b. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
   c. Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
## Class Participation Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| 15 (Accomplished) | • Consistently demonstrates a genuine desire to learn and share ideas, demonstrates a high regard for learning  
• Actively enters into dialogue, initiates discussions, asks significant questions, acts as a leader, provides exceptional insights  
• Listens respectfully and actively when others talk  
• Completes preparatory assignments  
• Does not miss a class or arrive late/leave early  
• Promptly transitions from break to work sessions  
• Cell phones, pagers, and beepers turned off. |
| 14 (Benchmark) | • Utilizes the concepts of dialogue, participates regularly in discussions and frequently volunteers ideas  
• Listens when others talk, tolerant of the opinions of others  
• Completes preparatory assignments  
• Not more than one – absence, arrive late, leave early  
• Transitions from break to work sessions |
| 12 | • Infrequently participates in discussions  
• Enters into the realm of debate  
• Listens when others talk, but sometimes carries on private conversations  
• Preparatory assignments incomplete  
• Misses more than one class, arrives late or leaves early  
• Difficulty with transition from break to work sessions, continues conversations with others |
| 10 | • Only offers comments when called upon by instructor or classmate  
• Listens inconsistently when others talk, may not be on task, may display difficulty in accepting differing opinions  
• Unprepared for class  
• Misses more than one class, arrives late or leaves early  
• Difficulty with transition from break to work sessions, continues conversations with others |

Participation evaluated after each session based upon the quality, frequency, and intensity of behaviors as cited in the rubric.

Name:                        Grade:
# Learning Log Activity

**Name:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accomplished</th>
<th>Benchmark</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Entry comprised of all log components (cited in syllabus) with equal balance and development to each section.</strong></td>
<td><strong>Entry comprised of all log components with adequate development of each section.</strong></td>
<td><strong>Entry does not totally meet the assignment parameters.</strong></td>
</tr>
<tr>
<td>13 12 11</td>
<td><strong>Responses utilize critical thinking and make connections to prior and new learnings.</strong></td>
<td><strong>Responses demonstrate synthesis and comprehension of subject matter.</strong></td>
<td><strong>Responses demonstrate comprehension of subject matter.</strong></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td><strong>Honors all rules of spelling and conventions of writing.</strong></td>
<td><strong>Adequately (minimal errors) honors rules of spelling and conventions of writing.</strong></td>
<td><strong>Multiple errors in spelling and conventions of writing.</strong></td>
</tr>
<tr>
<td>2 1 0</td>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**
Professional Knowledge Article Review(s)

Name:

Score:

3 points
• Review is written with an interesting summary to bring the reader into the topic.
• Review has a clearly stated analysis, and opinion toward the topic.
• Opinion is supported by multiple, distinct, and logical reasons.
• Utilizes effective words throughout the article to make transitions between ideas.
• Utilizes all correct grammar and spelling.
• Identifying information complete (see syllabus).

2 points
• Review is written with a sufficient summary of the topic.
• Opinion is supported by logical reasons.
• Utilizes transitions between ideas.
• Utilizes mostly correct grammar and spelling.
• Identifying information complete.

1 point
• Review contains a summary of the article.
• Review has an opinion but is somewhat confusing.
• Opinion is supported by debatable reasons.
• Limited transitions between ideas.
• Contains multiple grammar and spelling errors.
• Identifying information incomplete.

0 points
• Review is not presented for consideration.
Professional Knowledge Oral Presentation

Name:

Score:

15 points
• Makes eye contact throughout report.
• Natural hand gestures are demonstrated.
• Exhibits considerable enthusiasm for the topic.
• Voice is fluent, articulate, and utilizes a variety of effective voice levels.
• Presentation falls within given timeframe.
• Facilitates interaction with audience.
• Opinions supported by multiple, distinct, and logical reasons.
• Abstract is distributed to class.

14 points
• Makes eye contact throughout report.
• Natural hand gestures are demonstrated.
• Demonstrates enthusiasm for topic.
• Utilizes effective voice levels.
• Presentation falls within given timeframe.
• Facilitates some interaction with audience.
• Opinions supported by logical reasons.
• Abstract is distributed to class.

12 points
• Eye contact focused on one part of the class, does not scan audience.
• Hand gestures may be distracting.
• Demonstrates limited enthusiasm for topic.
• Voice effectiveness is limited – some articulation and fluency errors.
• Presentation extends past maximum time or falls short.
• Facilitates little or no interaction with audience.
• Opinion supported by debatable reasons.
• Abstract distributed to class, but limited in detail and scope.

0 points
• Fails to present.
# Budget and Staffing Simulation

## Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accomplished</th>
<th>Benchmark</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong> (18 points)</td>
<td><img src="#" alt="Table" /></td>
<td><img src="#" alt="Table" /></td>
<td><img src="#" alt="Table" /></td>
</tr>
<tr>
<td>18 17 15</td>
<td>Narrative thoroughly answers questions regarding “current condition” of school found in syllabus. Utilizes many examples to support content. Creatively synthesizes information gathered to address “school” needs. Data is appropriate to the spreadsheet.</td>
<td>Narrative answers questions regarding “current condition” of school found in syllabus, and uses some elaboration. Information gathered is synthesized. Some creativity is evident. Data is appropriate to the spreadsheet.</td>
<td>Narrative answers each question regarding “current condition” of school found in syllabus, but with little elaboration. Information is presented with limited interpretation. Creativity is narrow. Some data entry errors within spreadsheet.</td>
</tr>
<tr>
<td><strong>Conventions</strong> (2 points)</td>
<td><img src="#" alt="Table" /></td>
<td><img src="#" alt="Table" /></td>
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<tr>
<td>2 1 0</td>
<td>Honors all rules of spelling and conventions of writing.</td>
<td>Adequately (minimal errors) honors rules of spelling and conventions of writing.</td>
<td>Multiple errors in spelling and conventions of writing.</td>
</tr>
</tbody>
</table>
## Action Research PowerPoint Rubric

**Group:**

<table>
<thead>
<tr>
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<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Clear summary of topic. Analysis is logical, intuitive, and makes connections to professional experiences.</td>
<td>Adequate summary of topic. Analysis is intuitive and logical.</td>
<td>Passable summary of topic. Analysis is straightforward but lacks depth.</td>
</tr>
<tr>
<td><strong>(16 points)</strong>**</td>
<td>Encourages and facilitates interaction among class members.</td>
<td>Encourages interactions among class members.</td>
<td>Minimal interaction with other members of the class.</td>
</tr>
<tr>
<td>16 15 9</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
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<tr>
<td><strong>(2 points)</strong></td>
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