

George Mason University

Graduate School of Education

Course Syllabus

Spring 2005

Course Number and Title: EDLE 614?Managing Financial and Human Resources

Meeting Day, Time & Location: Mondays, 7:20pm-10:00pm

Instructor: Dr. Drue Shropshire Guy

Office Hours: By appointment, prior to class

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Textbook: Rebores, Ronald W. (2004). Human Resources Administration in Education: A management approach. Boston, MA: Allyn & Bacon.

Brimley, Vern and Garfield, Rulon. (2002). Financing Education in a Climate of Change. Boston, MA: Allyn and Bacon. (supplement- not required for purchase)

Course Description: This course will focus on theory, research and practice relating to financial and personnel administration in education. Emphasis will be placed on practical applications of resource procurement and allocation. The legalities, ethics and politics of managing human and financial resources will be explored.

Student Outcomes: Students will:

- 1) Apply major concepts related to financial and human resources administration to local, state and federal situations.
- 2) Demonstrate an understanding of the research and ethical

foundations of financial and human resource management through regular class work and course projects.

- 3) Define and explain the most significant legal aspects of personnel administration, including due process, equal employment opportunity, and affirmative action.
- 4) Understand and utilize recruitment and interview strategies.
- 5) Analyze, compare and contrast local salary and benefits systems.
- 6) Design and develop a staffing plan and budget, in concert with school priorities and goals

Relationship of Student Outcomes to Program Goals:

This course introduces students to major issues and practices in financial and human resource management as part of the EDLE licensure sequence. Students will:

- 1) engage in reflective practice with regard to financial and human resource management
- 2) strengthen and improve their communication skills through simulation, class discussion, and written work.
- 3) understand how resource acquisition and allocation supports or inhibits cultural, economic and learning diversity.
- 4) reflect on the ethical implications of resource allocation choices
- 5) use technology for communication, data analysis and data presentation.

GSE Expectations of All Students:

- 1) Students are expected to exhibit professional behavior and dispositions
- 2) Students must follow the guidelines of the student honor code (see http://www.gmu.edu/catalog/apolicies/#TOC_H12)
- 3) Students must agree to abide by university policy for Responsible Use of Computing (<http://mail.gmu.edu>)
- 4) Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center and must inform the instructor at course beginning

Internship in Education Leadership ? EDLE 791

Although the internship is a separate course, the Education Leadership Program has integrated internship activities into this and other courses. This course focuses on Professional Development, Organizational Management, Interpersonal Relationships, and Resource Allocation in the NCATE Standards which are found in Appendix A of the Internship Manual.

Course Requirements: Students will be required to attend class regularly, and to participate in class discussions. Each student will complete the required class projects, and will finish all readings as scheduled. Late projects may be accepted in extenuating circumstances, but will be subject to a minimum of a one grade penalty. Students may choose to submit written projects prior to the deadline date for feedback from the instructor. Access to a computer and email accounts will be required in order to complete class requirements.

Course Activities: 1- Attendance and Participation(20%)
Students will be expected to participate in class discussions, and to interact with the instructor and other students. It is expected that students will arrive on time, and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving to class on time or attending a class. Maximum points for class participation will be earned by students who are present for each class, and who are actively engaged in role plays and other class interaction. Selected position papers and other written assignments will also be completed.

2- Interview Project (20%)
Students will review and discuss interview types and roles, and will study the legal implications of interviewing. Students will participate in an interview (classtime-by panel of other students) for a school leadership position. Each student will receive feedback following the interview, and will, subsequently, write a 5-6 page reflective paper, which must include the following components: 1- How well prepared was I for the interview?; 2- What, specifically, did the interviewers suggest as my strengths and weaknesses?; and 3- What might I do differently when the next opportunity for an interview occurs? Approximately on March 3.

3- Staffing Presentation and Report (20%)
Students will work in teams to prepare a staffing plan with budget implications which will be presented* during class time. Each team will analyze a packet of authentic school data about a local school, and will determine school needs and priorities based on the information provided. As a part of the presentation, the team will prepare and justify a budget request. A written report will be presented to the instructor at the time of the presentation. (March 28)

*--40-50 minutes

4- Presentation to Class on Finance/HR Topic(20%)

Students will research a selected topic and make a 40-50 minute* interactive presentation to class. These reports will be scheduled to supplement and coincide with the primary class topic for specific class meetings. (group project)

*---grade penalties associated with failure to comply

5- Final Exam (20%)

A final course exam will be conducted on May 16, and will assess each student's knowledge and understanding of the most important topics and concepts of EDLE 614.

Grading Scale:	A+	---	100	percent
	A	---	95-99	percent
	A-	---	90-94	percent
	B+	---	87-89	percent
	B	---	83-86	percent
	B-	---	80-82	percent
	C	---	75-79	percent
	F	---	0-74	percent

Tentative Course Schedule: Spring 2005

- January 24 Introductions, review of syllabus, and course overview
Topic: The Human Resources function
Assignment: Chapters 1 & 2; students focus on "federal influences on human resources planning" section
- February 2 Topic: Human Resources planning and the role of the feds
Class Activity: Enrollment projections and staffing
- February 7 Topic: Budget Basics & Development "terminology & application"
Class Presentation: Four phases of budgeting
Assignment: Review (for discussion on 2/14) your school's budget development process
- February 14 Topics: Sources of Revenue
Resource allocation
Analysis of the individual school budget
Assignment Chapters 3 & 4 "Recruiting and Selecting"
- February 21 Topic: Recruiting and Selecting
Student Presentation: 21st Century Recruiting
Assignment: Chapter 4, pps 122-125
- February 28 Possible Blackboard Activity---"The Interview?"
(class meets electronically this week)???
- March 7 Topic: The Interview
Class Activity: Interview Project
Assignment: Chapter 5
- Spring Break March 13-20
- March 21 Topic: Placement and Induction
Student Presentation: Mentoring programs
Assignment(nc): Chapter 7
- March 28 Topic: Performance Evaluation
Class Presentation: Progressive Discipline and Reprimands
Student Group #1 -- Staffing presentation

