

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION**

**MANAGING FINANCIAL AND HUMAN RESOURCES  
EDLE 614**

**SPRING 2006**

**Instructor:** Debra Reeder  
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**Schedule Information**

**Location:** GMU, Robinson Hall B118  
**Meeting Times:** Tuesdays, 7:20-10:00 PM

**Course Description**

In this course, school division personnel and finance functions are examined. Theory and practice relative to the staffing of schools will be explored. Current challenges influencing the administration of personnel and finance in public schools will be studied and students will be encouraged to apply the concepts to a critical analysis of both human resources and financial issues.

The focus of the course is on developing practical human resource and financial management skills for prospective school-based and central administrators so that they will be able to successfully organize and manage programs for educational institutions. The course will provide authentic experiences that help students better understand tasks typically performed by school leaders.

**Student Outcomes**

Students will focus on major issues in human resource management at the school and district levels. During this course, students will:

- Identify and apply the key functions of financial and personnel administration including staffing, budget analysis and funding, planning, recruitment, selection, induction, development, compensation, evaluation, benefits, and equity and compliance;
- Examine human resource concepts and management skills needed for effective financial and personnel administration;
- Understand the role of relationships in human resource management and the importance of interpersonal skills;
- Participate reflectively in the interview process with an emphasis on panel interviews;
- Strengthen communication skills;
- Research current practices and trends and apply knowledge to their own experiences.

## **EDLE 614 Syllabus**

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### **Course Materials**

Students are required to purchase the book listed below.

Textbook: Smith, Richard E. (2005). Human Resources Administration: A School-Based Approach. (Third Edition). Eye on Education.

### **Nature of Course Delivery**

Instructional methods used in this course include lecture and hands-on experiences that relate to real world problem solving activities. A substantial emphasis on simulation and follow-up discussion will give students opportunities to learn and practice skills they will use in their internship experiences and administrative careers.

### **Relationship of Student Outcomes to Program Goals**

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

- Engage in reflective practice with regard to financial and human resource management.
- Strengthen and improve their communication skills through simulation, class discussion, and written work.
- Understand how resource acquisition and allocation supports or inhibits cultural, economic, and learning diversity.
- Reflect on the ethical implications of resource allocation choices.
- Use technology for communication, data analysis and data presentation.

### **GSE Expectations of All Students**

Students are expected to:

- Exhibit professional behavior and dispositions
- Follow the guidelines of the student honor code (For details, see [http://www.gmu.edu/catalog/policies/#TOC\\_H12](http://www.gmu.edu/catalog/policies/#TOC_H12))
- Agree to and abide by university policy for *Responsible Use of Computing* (<http://mail.gmu.edu>)

Students with disabilities who seek accommodations in a course must be registered with the *GMU Disability Resource Center* and must inform the instructor at the beginning of the course.

### **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.

**Class Assignments and Activities**

***NOTE: Written communication is essential to the success of an administrator. Therefore, all writing assignments will be assessed based on content, organization, and technical merit.***

**Attendance and Participation** (20 points)

Attendance and class participation are considered vital to the successful completion of the course. Absences will result in reduced points in this category. Students are expected to make *constructive and thoughtful* contributions to class discussions, demonstrate a willingness to volunteer for simulations, and share examples from field experiences that illustrate the concepts explored in class to receive full credit for participation.

Each student is required to complete class projects and readings on time. Late projects may be accepted in extenuating circumstances. Students are encouraged to adhere to all assignment deadlines. Access to a computer and e-mail accounts will be required in order to complete class requirements. A required Blackboard assignment will be completed during the week of February 6-10.

A personal resume as well as an in-class staffing/budget activity (*Internship Collective Record*) will be a part of this grade as well.

**Interview/Feedback Session and Personal Reflection** (15 points)

*Internship Collective Record*

Small groups will participate in a “panel-type” interview in which each student will have the opportunity to be both the interviewer and interviewee. In addition, each student will receive interview feedback in a group setting. As a follow-up to this activity, each student will submit a two page personal reflection on their interview/feedback session. The grade will be based on the level of introspection and insight demonstrated.

**HR/Finance Leader Interview** (20 points)

In small groups, arrange to interview a Human Resources or Finance leader in one of the following areas:

*HR:* Equity and Compliance, Salary, Benefits, Employment, Employee Performance

*Financial Services:* Budget, Finance, Food and Nutrition Services, Procurement

Each student will prepare a 3-5 page narrative summary of the interview including your reflections and impressions about the HR function. Pay particular attention to the skills and talents that are required in order to successfully perform the duties of the job.

Time will be provided for groups to meet during class to develop questions for the interview.

**Group Presentation on HR or Finance Topic** (20 points)

Groups will research a selected topic and make a 30 minute interactive presentation to the class. The grade will be based on the level of creativity demonstrated and the ability to communicate the topic or issue successfully to the class. A list of suggested topics will be provided by the instructor.

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### Research Paper (25 points)

Each student will write an 8-10 page research paper on an HR or Finance topic. The topic must be in a discipline different from the group presentation. The paper must adhere to the style requirements of the APA. It should include, but not be limited to the following sections:

What is the issue being examined?

What does the research tell us about the issue?

What are the personnel or financial implications related to the issue?

### Grading

Grades in this class will be based on points. The maximum number of points for each activity is listed below:

Class Participation/Online Discussion	20 points
Interview/Feedback (one page written reflection)	15 points
HR/Finance Leader Interview	20 points
Group HR/Finance Presentation	20 points
Research Paper	<u>25 points</u>
Total:	100 points

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

### Special Needs

If you are a student with special needs you should let the instructor know within the first week of class. Documentation will be required. You should also visit the following website to review your rights and responsibilities as a student (<http://www.virginia.edu/vpsa/rights.html>) and the following website for the Learning Needs and Evaluation Center (<http://www.virginia.edu/studenthealth/lneec/>). If you would like additional information or assistance, please contact Laurie deBettencourt at 703-536-1129.

### Honor Code

The honor code applies to all work submitted for this course. The honor code states: "On my honor as a student, I have neither given nor received aid on this assignment." The issue of "aid" sometimes becomes unclear when doing research. According to the University, "plagiarism is presenting another person's work as your own. Examples of plagiarism include copying another person's paper, restating ideas from a book or article without citing the article as a source,

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or copying more than seven words from a book or article without quotation marks and a citation of the source of quotation.

**TENTATIVE COURSE SCHEDULE**

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>
Jan.24	<b>Introduction and Course Overview</b> Roundtable Introductions Review of Syllabus Interview Team Assignments Change Style Indicator Providing Effective Feedback
Jan. 31	<b>Resume Writing and Providing Effective Feedback</b> Components of a Great Resume Review and Critique of Sample Resumes Providing Effective and Meaningful Feedback <b><i>Group 1 Interview/Feedback Session</i></b>
Feb. 7	<b>Strategic Planning</b> Blackboard Assignment: <b>Read Chapter 2</b> and discuss the critical components of the strategic planning process and what considerations (philosophical, political, and practical) must be addressed in order for the process to be successful.
Feb. 14	<b>Recruitment, and Job Analysis (Chapter 3 and pp. 309-313)</b> Recruitment Job Specifications and Descriptions Position Classifications <b><i>Group 2 – Interview/Feedback Session</i></b> <b><i>Resume Due</i></b>
Feb. 21	<b>Interviewing, and Selection (Chapter 4 and pp. 313-321)</b> Interviewing and Selection What's Important? Question Development What's Legal and What's Not Body Language <b><i>Group 3 – Interview/Feedback Session</i></b>
Feb. 28	<b>Staff Training, Career Development and Licensure</b> Leadership Development, Mentoring, and Coaching LEAD Fairfax Teacher Licensure <b><i>Group 4 – Interview/Feedback Session</i></b>

- Mar. 7        **School Staffing**  
Developing Projections  
Evaluating School Enrollment Data  
The Role of Budget in Staffing Process  
Staffing Formulas  
Creative Staffing Solutions  
*(Staffing Activity will be ongoing over two class sessions)*  
**Group 5 – Interview/Feedback Session**
- Mar. 14       **GMU Spring Break (NO CLASS)**
- Mar. 21       **School Staffing**  
*Continued from March 7<sup>th</sup>*
- Mar. 28       **Sources of Revenue and Budget Basics**  
Guest Speaker from Financial Services  
School Budgets  
School Funding Sources  
Management of School Funds  
**HR/Finance Leader Interview Due**
- Apr. 4        **Performance Appraisal (Chapters 6 and 7)**  
Supervision vs. Evaluation  
Progressive Discipline  
Reprimands  
Evaluations  
Documentation
- Apr. 11       **Labor Management Relations (Chapter 9 and pp. 321-345)**  
Equal Employment Opportunity  
ADA/EEOC  
Sexual harassment  
Workplace Culture  
Grievances  
Collective Bargaining  
Unions/Associations/Advisory Councils

**DATE**

**TOPIC**

Apr. 18

**HR/Finance Leader Sharing Session**

Groups share information and insights from their meetings with HR/Finance leaders. Please plan on a 20 minute informal sharing session for each group including questions.

Apr. 25

**Orientation and Induction (Chapter 5)**

Orientation vs. Induction

Implementation of Orientation and Induction Programs

Intended Outcomes

May 2

**Preparation for Group Projects**

Groups may use this class time to prepare for final project presentations

May 9

**Presentation of Group Projects**

***Research Papers Due on or before this date***

May 16

**Presentation of Group Projects**

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NAME: \_\_\_\_\_

WORK LOCATION: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_

WORK PHONE: \_\_\_\_\_

From this course, I expect to gain the following (list at least three):

When this course is over, I will believe it was useful if the following takes place: