

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**Education Leadership  
EDLE 614-603  
Managing Financial and Human Resources  
Fall, 2005  
Tuesdays, 4:30-7:30 PM  
Loudoun Campus  
Ridgetop Two- 203 Lecture Room  
21641 Ridgetop Circle  
Sterling, VA 20166-6597**

**Professor: Dr. Anita Sobol**  
**Home Phone: 703.753.5451**  
**Cell Phone: 516.810.6303**  
**Email address: asobol@gmu.edu**

**COURSE DESCRIPTION:**

**Prerequisites:** Admission to the program and EDLE 610, 612. **Co-requisite:** EDLE 791.

**Description:** This course explores basic functions in financial and human resource management. It examines legalities, ethics, and politics of resource procurement and allocation. It provides experiences to help students better understand tasks typically performed by school leaders.

**NATURE OF COURSE DELIVERY:**

The course will use varied instructional techniques including lecture, blackboard, cooperative learning groups, and independent assignments.

**REQUIRED TEXTS:**

Brimley, Vern and Garfield, Rulon. (2005). *Financing Education in a Climate of Change*. Boston, MA: Allyn and Bacon.

Additional Materials will be distributed

**STUDENT OUTCOMES:**

This course is designed to enable students to:

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 benefit systems.

6. Design and develop a staffing plan and budget, in concert with school priorities and goals.
7. Research, analyze and present information about significant financial and human resources issues in education.
8. Seek external financial resources for their schools or districts.

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

This course introduces student to major issues and practices in financial and human resource 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 in schools and school districts.
- ❖ Use technology for information acquisition, communication, data analysis and data presentation.

**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.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

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.

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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

## **COURSE REQUIREMENTS AND PROCEDURES**

- Students are expected to attend every class for its entirety and participate in class discussions. However, emergencies sometimes arise. Students who need to be absent from class are expected to notify the instructor in advance. Students who miss more than one class will lose participation points.
- 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. A required “blackboard” activity will be completed during the week of Oct. 4-10.

## **COURSE ACTIVITIES:**

### Attendance and Participation (20%)

Students are 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 arriving on time to class, leaving early, or attending 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 activities. Selected position papers and other written assignments may be completed in class.

### Managing Human & Financial Resources – Principal Interview (20%)

Each student will interview a principal (administrator) and write an analysis of how human and financial resources are managed in a local school. A rubric and guidelines for the project will be discussed.

### Interview Project (20%)

Students will review and discuss interview types and roles and study the legal implications of interviewing. Candidates will participate in a mock interview (during class time by a panel of peers) for a school leadership position. Each student will receive feedback following the interview and then write a reflective paper on the process. Guidelines and a rubric will be distributed.

### Presentation to Class on finance/HR Topic – Group Project (20%)

Students will work as a group and research a selected topic and make an interactive presentation to class. A list of topics and dates for these reports will be presented by the instructor at the first class meeting. These reports will be scheduled to supplement and coincide with the primary class topic for specific class meetings. Guidelines and a rubric will be distributed.

### Finance Research Assignment (20%)

Candidates will develop a grant proposal which is practical, applicable, and achievable. Students will present a 5-10 minute overview of their proposal. Guidelines and a rubric will be distributed.

#### **Grading Scale:**

**A+** = 100%  
**A=** 95 - 99%  
**A -** = 90 - 94%  
**B+** = 87 - 89%  
**B =** 83 - 86%  
**B-** = 80 - 82%  
**C =** 75 - 79%  
**F =** 0 - 74%

### **PROPOSED CLASS SCHEDULE**

<b>Date</b>	<b>Topic/Learning Experiences</b>	<b>Readings and Assignments</b>
9/6/05	The Economics of Education Introductions, review of syllabus, and course overview.	Read Chapters 1 & 2
9/13/05	Financing Education Equitably	Read Chapter 3
9/20/05	Sources of Revenue: Federal, State and Local	Read Chapters 4,5
9/27/05	Business aspects of the school Community Analysis of a school budget	Read chapters 6,7,8
10/4/05	Blackboard Lesson “The Interview”	Class meets electronically Prepare for interview
10/11/05	Administrating the School Budget Mock supervisory interviews	Read Chapters 12 <b>Principal Interview Due</b>
10/18/05	Business Aspects of the School Community Acquisition of Private Funding <b>1. Group Presentation:</b> Private Funding in Public Schools <b>2. Group Presentation:</b> Grant Writing	Read Chapter 13
10/25/05	Human Resources and School finance Enrollment Projections & Staffing Budget Preparation <b>3. Group Presentation:</b> Technologies appropriate for school management and business procedures	Read Chapter 14
11/1/05	Ethics and politics of resource allocation Compensation and budget Implications <b>4. Group Presentation:</b> Budget Controls	Read chapter 15 <b>Supervisory Interview Reflection Due</b>

11/8/05	Recruiting and Retaining Qualified Staff <b>5. Group Presentation:</b> 21 <sup>st</sup> Century recruiting: Recruiting Staff and retaining qualified staff	Read chapter 9
11/15/05	Performance appraisal and Releasing Ineffective Staff <b>6. Group Presentation:</b> Evaluating the performance of administrators <b>7. Group Presentation:</b> Evaluating the performance of staff/releasing substandard faculty <b>8. Group Presentation:</b> Virginia Grievance Procedure	Read Chapters 10
11/22/05	Balancing human and financial constraints, the interest of the school community <b>9. Group Presentation:</b> Public Funds and Nonpublic Schools	Read Chapter 11
11/29/05	Financing School Facilities <b>10. Group Presentation:</b> Loudoun County Budget Process/ Comparison of Teacher Salaries and benefits <b>Presentation of Research Project</b>	Read Chapter 16
12/6/05	Looking ahead into school finance Review and Final Comments Evaluation	<b>Research (Grant) Project Due</b>

**Note: This syllabus is subject to change based on the needs of the class.**