

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 614, Section 001, fall 2016
Managing Financial and Human Resources (3 credits)

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Office Hours: Available by email and/or phone. In person – by appointment.

Meeting Times: Tuesday (August 29, 2016 – December 10, 2016)
(4:30 pm – 7:10 pm)

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Campus - Thompson Hall L014

Course Description

EDLE 614 Managing Financial and Human Resources (3:3:0)

Explores basic functions in financial and human resource management. Examines legalities, ethics, and politics of resource procurement and allocation. Provides experiences to help students better understand tasks typically performed by school leaders.

Prerequisite(s): EDLE 620, EDLE 690, and EDLE 791.

Additional Course Description

The course provides authentic experiences that help students to achieve a deeper understanding of the tasks typically performed by school leaders. Students are expected to participate actively in hands-on, real world-based activities, applying what they read and learn in class.

Nature of Course Delivery

Class sessions will consist of lectures, discussions, problem-based learning, role-playing, and student presentations. Students should see themselves as my partners in creating a valuable and memorable educational experience.

Student Outcomes

At the conclusion of this course, successful students should be able to:

1. apply major concepts related to financial and human resource allocation and management;
2. use a site allocation to build a budget that supports school mission and goals (required performance);
3. develop a staffing plan that is consistent with site goals and district guidelines (required performance);
4. evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines;
5. experience their efforts to mediate disputes;
6. construct a persuasive grant proposal to support school improvement;
7. use technology for learning and administrative purposes; and
8. participate in reflective practice.

Relationship of Course Goals to Program Goals

This course introduces students to major issues and practices in financial and human resource management as part of the Education Leadership licensure sequence. A substantial emphasis on simulation and follow-up discussion gives students opportunities to learn and practice skills they will use in their internship experiences and administrative careers. All of the program goals are active, to a greater or lesser degree, in this course. 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 paper writing.
- understand how resource allocation supports or inhibits cultural, economic, and learning diversity.
- reflect on the ethical implications of resource allocation choices in schools and school districts.
- use computers for communication, data analysis, and data presentation.

Relationship of Course to Internship

All students should be making progress on their internship during the semester in which they are enrolled in EDLE 614. Consequently, we will bring up issues related to the internship. Students should be seeking internship opportunities that provide practice with budget allocation, staffing planning, and personnel management.

National Standards and Virginia Competencies

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

This course addresses the following VDOE Competencies:

- 1.b. Knowledge, understanding and application of systems and organizations, including (7) Effective communication skills including consensus building, negotiation, and mediation skills.
- 1.c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including (3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models; (4) Principles and issues related to fiscal operations of school management; and (7) Technologies that support management functions.

Course Materials

Readings:

Articles will be made available.

Outside-of-Class Resources:

All students are required to use <http://www.mymason.gmu.edu> as part of this course. This is a GMU's Blackboard platform where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Education Leadership course with a required performance-based assessment are required to submit these assessment, **the Budget Allocation Proposal and the Staffing Allocation Proposal**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component.

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

Class participation	10 percent
Oral and Written communication	90 percent

Class participation

A large proportion of the work in this class will be done either individually and/or in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session and outside of class. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. **If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit for it.** Such an absence will cause you to lose participation points regardless of your overall attendance record.

Attendance

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. Any absence will result in two (2) points reduction in participation. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent **must be submitted via Blackboard by the due date.**

Written assignments

There are four writing assignments for this course. The budget, staffing, and interview assignments are worked on individually. Each student will submit his/her own budget and staffing allocation with cover memos. Small groups will then combine their best thinking for role playing budget and staffing meetings. It is critical that all group members contribute equally to a high quality final product. Reflections on the interview process and the grant proposal will require substantially more writing. All written work should be **of the highest quality**. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

Grading Scale

A+	=	100 percent
A	=	95 – 99 percent
A-	=	90 – 94 percent
B+	=	86 – 89 percent
B	=	83 – 85 percent
B-	=	80 – 82 percent
C	=	75 – 79 percent
F	=	74 percent or below

George Mason University Policies and Resources for Candidates

Policies

1. Candidates must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
2. Candidates must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
3. Candidates are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to candidates **solely** through their Mason email account.
4. Candidates with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
5. Candidates must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to TK20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
2. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support candidates as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
3. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance candidates' personal experience and academic performance (See <http://caps.gmu.edu/>).
4. The George Mason University Office of Candidate Support staff helps candidates negotiate life situations by connecting them with appropriate campus and off campus resources. Candidates in need of these services may contact the office by phone (703-993-5376). Concerned candidates, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason candidate or the community by going to <http://candidatesupport.gmu.edu/>, and the OSS staff will follow up with the candidate.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Professional Dispositions

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Candidates are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

EDLE 614.001 Weekly Course Schedule (fall 2016)

Please note: To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester.

DATE	TOPICS	ASSIGNMENT
08-30-16	<ul style="list-style-type: none"> • Course Overview • Money Matters • Budget Workshop Overview 	
09-06-16	<ul style="list-style-type: none"> • School Vision, Mission, and Goals and School Budget • Ethical/legal Issues and School Finance • Budget Workshop Overview 	
09-13-16	<ul style="list-style-type: none"> • School Vision, Mission, and Goals • Online Assignment 	READ: Rebell & Wardenski: "Of Course Money Matters" at http://www.schoolfunding.info/
09-20-16	<ul style="list-style-type: none"> • Ethical/Legal Issues and School Staffing • Budget and Staffing 	
09-27-16	<ul style="list-style-type: none"> • Work on interview assignment and... • Reflect on reading 	<u>Assignment due: Demographic information for budget and staffing allocation assignment</u>
10-04-16	<ul style="list-style-type: none"> • Introduction to Interviewing 	First Reflection due (10 points) Read, take notes, reflect, & apply: TappingThePotential/TappingThePotential.pdf http://www.all4ed.org/files/archive/publications/
10-11-16	<ul style="list-style-type: none"> • NO CLASS • Tuesday classes do not meet due to Columbus Day 	
10-18-16	<ul style="list-style-type: none"> • Interview Process • Resume Writing 	Resume Read, take notes, reflect and apply: <u>Teacher Quality and Student Achievement: Making the Most of Recent</u> at: www.tqsource.org/publications/March2008Brief.pdf and <u>Teacher Quality and Student Achievement</u> at:

		epaa.asu.edu/ojs/oldepaa/redirect/?v=8&n=1
10-25-16	<ul style="list-style-type: none"> Recruitment and the Interview Process 	Finance Leader Interview Assignment (20 points)
11-01-16	<ul style="list-style-type: none"> Assisting the Marginal Teachers 	<u>Assignment due: Spreadsheet for Budget and/or Staffing Allocation assignment</u>
11-08-16	<ul style="list-style-type: none"> Working with Difficult Teachers 	
11-15-16	<ul style="list-style-type: none"> Supervision and Evaluation 	
11-22-16	<ul style="list-style-type: none"> Support Personnel and Legal Issues in the Workplace 	Budget Allocation Assignment Due (15 points) Staffing Allocation Assignment Due (15 points)
11-29-16	<ul style="list-style-type: none"> Future of Human Resources 	Second Reflection due (10 points)
12-06-16	<ul style="list-style-type: none"> Wrap-up session 	Grant Proposal Due (20 points)

