

**George Mason University**  
**College of Education and Human Development**  
**Education Leadership Program**

EDLE 614, Section 602 – Managing Financial and Human Resources  
3 Credits, spring 2017  
Mondays, 1/9/2017 – 4/17/2017 (South County High School, Room A111)

**Faculty**

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**Prerequisites/Corequisites**

EDLE 620, EDLE 690, and EDLE 791.

**University Catalog Course Description**

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.

**Course Overview**

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.

**Course Delivery Method**

This course will be delivered using lectures, discussions, problem-based learning, role-playing, and student presentation format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

### **Professional Standards (National Standards and Virginia Competencies)**

Upon completion of this course, students will have met the following professional standards:

**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.

## **Required Texts**

Articles will be made available.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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.

- **Assignments and/or Examinations**

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

- **Other Requirements**

*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 to be worked on individually. Each student will submit his/her own budget and staffing allocation. 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**

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

### **Professional Dispositions**

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

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The 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 students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express

concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

## Class Schedule (spring 2017)

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

DATE	TOPICS	ASSIGNMENT
01-09-17	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Money Matters</li> <li>• Budget Workshop Overview</li> </ul>	
01-16-17	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b> <i>Martin Luther King, Jr. Holiday observed</i></li> </ul>	Reflect on reading <b>READ: Rebel &amp; Wardenski: “Of Course Money Matters”</b> at <a href="http://www.schoolfunding.info/">http://www.schoolfunding.info/</a>
01-23-17	<ul style="list-style-type: none"> <li>• School Vision, Mission, and Goals and School Budget</li> <li>• Ethical/legal Issues and School Finance</li> <li>• Budget Workshop Overview</li> </ul>	
01-30-17	<ul style="list-style-type: none"> <li>• School Vision, Mission, and Goals</li> <li>• Online Assignment</li> </ul>	
02-06-17	<ul style="list-style-type: none"> <li>• Ethical/Legal Issues and School Staffing</li> <li>• Budget and Staffing</li> </ul>	<u><i>Assignment due: Demographic information for budget and staffing allocation assignment</i></u>
02-13-17	<ul style="list-style-type: none"> <li>• Work on interview assignment and...</li> <li>• Reflect on reading</li> </ul>	First Reflection due (10 points)
02-20-17	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b> <i>Presidents’ Day Holiday observed</i></li> </ul>	
02-27-17	<ul style="list-style-type: none"> <li>• Introduction to Interviewing</li> </ul>	Read, take notes, reflect, & apply: <b>TappingThePotential/TappingThePotential.pdf</b> <a href="http://www.all4ed.org/files/archive/publications/">http://www.all4ed.org/files/archive/publications/</a>

03-06-17	<ul style="list-style-type: none"> <li>• Interview Process</li> <li>• Resume Writing</li> </ul>	<p>Finance Leader Interview Assignment (20 points)</p> <p>Read, take notes, reflect and apply:  <u><a href="#">Teacher Quality and Student Achievement: Making the Most of Recent</a></u> at:  <u><a href="http://www.tqsource.org/publications/March2008Brief.pdf">www.tqsource.org/publications/March2008Brief.pdf</a></u>  and <u><a href="#">Teacher Quality and Student Achievement</a></u> at:  <u><a href="http://epaa.asu.edu/ojs/oldepaa/redirect/?v=8&amp;n=1">epaa.asu.edu/ojs/oldepaa/redirect/?v=8&amp;n=1</a></u></p>
03-13-17	<ul style="list-style-type: none"> <li>• Recruitment and the Interview Process</li> </ul>	<p><u><i>Assignment due: Spreadsheet for Budget and/or Staffing Allocation assignment</i></u></p>
03-20-17	<ul style="list-style-type: none"> <li>• Assisting the Marginal Teachers</li> <li>• Working with Difficult Teachers</li> </ul>	
03-27-17	<ul style="list-style-type: none"> <li>• Supervision and Evaluation</li> </ul>	<p>Budget Allocation Assignment Due (15 points)  Staffing Allocation Assignment Due (15 points)</p>
04-03-17	<ul style="list-style-type: none"> <li>• Support Personnel and Legal Issues in the Workplace</li> </ul>	<p>Second Reflection due (10 points)</p>
04-10-17	<ul style="list-style-type: none"> <li>• <i>FCPS - Spring Break</i></li> <li>• NO CLASS</li> </ul>	
04-17-17	<ul style="list-style-type: none"> <li>• Future of Human Resources</li> <li>• Wrap-up session</li> </ul>	<p>Grant Proposal Due (20 points)</p>

