

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

**EDLE 814.002 – Education Finance and Human Resources  
3 Credits, spring 2024**

**Faculty**

**Name:** Roberto A. Pamas, EdD  
**Phone:**  
**E-mail:** rpamas@gmu.edu  
**Mailing address:** George Mason University  
Education Leadership Program  
Thompson Hall, Suite 1302 or 2701  
4400 University Dr., MSN 4C2  
Fairfax, VA 22030-4444  
**Office hours:** By Appointment

**Prerequisites/Corequisites:** None

**University Catalog Course Description**

EDLE 814 Education Finance and Human Resources (3:3:0)

Investigates and evaluates principles of human resource management and economic, legal and technical dimensions of school finance at the federal, state, and local levels of government. Reviews concepts and develops approaches for planning and implementing activities for effective human resource management, including current theories and practices related to recruitment, development, and appraisal of personnel. Applies concepts and procedures of conflict resolution, effective communication skills, managing change processes, and creating and maintaining a positive school system organization climate.

**Course Overview**

All public-school administrators need an understanding of how public schools are managed and financed, and what public policy options exist for improving funding. An important element of this course is the integration of school finance with the theory and practice of human capital investment, economic growth, taxation, state equity litigation, and state and federal school funding formulas.

**Course Delivery Method**

*Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

Each session will consist of some combination of large and small group work and discussion in a combination of face-to-face, synchronous, and asynchronous format. Students will work with a variety of primary sources and original research in class, both individually and in small groups. Knowledge is constructed collaboratively. For this reason, it is essential that students read the assigned materials carefully and come prepared to participate in discussion.

## **Learner Outcomes**

Students who successfully complete this course will:

1. Understand the basic concepts in the field and be prepared to apply them to practical problems.
2. Grasp the central issues in public school financial policy, evaluate public policy alternatives, and be able to recommend appropriate policy options.
3. Explain why universal education and its public financing is fundamental to the democratic form of government.
4. Discern the public policy implications for provision of equality of educational opportunity.
5. Explain to laymen the economic value of investment in education for the state and the individual.
6. Quantify the principal measures of education funding such as fiscal capacity, fiscal effort, income elasticity, etc.
7. Recognize the validity of political discourse concerning investment in public education.
8. Utilize the various statistical measures of resource distribution among states and local school districts.
9. Understand the effects of different types of taxation on public schools and the taxpayer.
10. Explain the various methods and structures of state funding mechanisms for public schools.
11. Discuss the various consequences of public funding of ecclesiastical private schools, and charter schools.
12. Explain the basic aspects of the American federal system and the principal laws by which the central government assists in the financing of public schools.
13. Explain how public-school infrastructure (capital outlay) is financed.
14. Demonstrate knowledge of the human resource function in schools and school districts.
15. Apply knowledge of school leadership domains and standards to human resources planning, hiring and retention of personnel, professional development, and personnel policies and issues.
16. Evaluate school human resource planning for consistency with district goals and plans, school mission, and student academic and social outcomes and make recommendations for improvement.

## **Professional Standards**

Upon completion of this course, students will have met the following National Educational Leadership Preparation (NELP) standards:

- 3.1 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.
- 7.1 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 6.3 Candidates understand and can monitor and evaluate school management and operational systems.
- 6.3 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 4.2 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 5.1 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- 5.2 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners
- 3.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.
- 2.3 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.
- 3.2 Candidates understand and can advocate for school students, families, and caregivers.
- 1.1 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- 7.2 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

## **Required Texts**

## **Recommended Texts**

**Readings.** All additional required readings are available in Blackboard. See the Tentative Weekly Schedule below for specific titles. Selected optional articles and documents may also be found on Blackboard.

**Outside-of-class resources.** Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems.

**E-mail.** All students are required to activate and monitor their GMU e-mail accounts. I recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily.

**Blackboard.** All students are required to use Blackboard as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time.

**Microsoft Office.** It is my expectation that all students have access to Microsoft Office. We will be using Word for this course. If you do not have access to this software, you are required to obtain it within the first two weeks of the course. It is best to have the most recent (2010) version of the software.

## **Course Performance Evaluation**

**Submission of assignments.** All papers must be submitted *on time, electronically via Blackboard and/or hard-copy.*

**Written assignments.** Consistent with expectations of doctoral courses in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The degree to which writing is clear, concise, and organized

### **Other requirements.**

**Attendance.** Students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will be subject to loss of participation points (see below).

**Class participation.** Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students

**Weights of performances.** The overall weights of the various performances are:

**Class participation,** Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes and is considered an element of participation. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

**Written assignments** Four types of performance-based assignments will be completed during the semester. Each of the first two assignments builds toward the final Research Essay, while the application assignment focuses on applying theories to practice. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments and the points assigned are:

## Grading Policies

### *Grading scale.*

**Late work.** Assignments submitted after 11:59 p.m. on the due date will be considered late.

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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