EDLE 615, Section DL1 – Managing Financial and Human Resources in Independent Schools
3 Credits, Fall 2022
August 22 – December 6, 2022 (Asynchronous Online)

Faculty

Name:	Roberto A. Pamas, EdD
Office Hours:	By appointment via Zoom or phone
Office Location:	Remote
Office Phone:	703-993-2033
Email Address:	rpamas@gmu.edu

Prerequisites/Corequisites

EDLE 620, EDLE 690, and EDLE 792.

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 in the independent school settings with an overview of public settings. Students learn to apply business principles and financial processes that are the foundation for successful independent school management.

Course Overview

The course provides authentic experiences that help students to achieve a deeper understanding of the tasks typically performed by school leaders in independent school settings. Students are expected to participate actively in hands-on, real world-based activities, applying what they read and learn in class. Applications include case studies for identifying and resolving common problems and challenges.

Course Delivery Method

This course will be delivered online (100%) using an asynchronous (not "real time") format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 22, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Wednesday, and finish on Tuesday at 11:59 pm.
Our course week will begin on Monday, August 22, 2022 (this is the exception to the statement above) as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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. develop budgets for their schools that support faculty and staff in meeting their instructional goals (required performance);
3. develop a staffing plan that is consistent with site goals and guidelines from the board of directors (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 an advertising strategy to maximize marketing impact;
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 National Educational Leadership Preparation (NELP) professional standards:

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.

National Educational Leadership Preparation (NELP) Standards:

NELP Building-Level Standard 1: Mission, Vision, and Improvement: to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community.

Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP Building-Level Standard 2: Ethics and Professional Norms: to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.

NELP Building-Level Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

NELP Building-Level Standard 4: Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology- rich curricula, programs, and other supports for academic and non- academic student programs.

Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP Building-Level Standard 5: Community and External Leadership: to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.

NELP Building-Level Standard 6: Operations and Management: to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.

Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP Building-Level Standard 7: Building Professional Capacity: to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.