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

EDLE 614-603& 604 – Managing Financial and Human Resources
Summer 2024, 3 credit hours
Region North 22 Cohort
Class Meetings: Lake Braddock Secondary Library
Wednesdays 4:45-7:45PM

Faculty

Name: Scot Turner, EdD
Office Hours: By appointment via Blackboard, Zoom, or Email
Office Location:
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Course Term: May 15, 2024- July 17, 2024

In addition to the content of this syllabus, please note that it is your responsibility to take any applicable training and be in compliance with the Safe Return to Campus policies and remote learning guidance for students enrolled in CEHD courses, especially if you are planning to be on campus. (Attached in Blackboard)

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. Applications include case studies for identifying and resolving common problems and challenges.

Course Delivery Method

This course will be delivered asynchronously (60%) and face-to-face (40%) 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 Friday, May 10, 2024.

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:
- This course is delivered through a combination of synchronous and asynchronous sessions via the Blackboard learning management system (LMS) housed in the MyMason portal.
- This course will begin on Wednesday, May 15, 2024 as indicated on the schedule of classes.
- Major assignments notwithstanding, all activities during the asynchronous weeks should be completed by Sunday of the following week prior to the next synchronous class.
- 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 ensure 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.

Required Texts

Schilling, Craig A. & Tomal, Daniel R. (2013). *Resource Management for School Administrators*. Rowman & Littlefield Education.

Course Performance Evaluation

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

Submission of Work: All assignments must be submitted on time, meaning no later than by midnight of the due date, electronically via Blackboard and/or VIA. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. If accepted, late assignments will have a maximum of two (2) points deducted every day that the assignment is late. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments and project-based learning activities. The assignments constructed for this course reflect a mix of skills associated with the application of independent school budget and staffing practices as it pertains to the national, state, and local practices. 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 ability to write in a clear, concise, and organized fashion.

Additionally, a significant portion of the class grade will be based on participation in various individual and group activities. The overall weights of the various performances are as follows:

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date with penalty. Please take advantage of instructor's availability to get assistance prior to assignment deadlines.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-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 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://ds.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 or https://cehd.gmu.edu/aero/tk20. 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, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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.

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

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e., we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the

student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.