I. Locator Information:
Instructor: Dr. Christina Amsterdam
Course # and Name: EDAM 670 Resource Management and Schools
Office Location: Butler 315
Semester Credit Hours: 3 Office hours: W13:30-17:30; R 11:30-14:30 & 18:00-19:00 Appointment/ e-mail
Day and Time Class Meets: W 18:00-20:50 BU325
Office Phone: 910 672 1582
Total Contact Hours for Class: 45
Email address: camsterd@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.
Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: EDAM 670
This course is designed to provide an examination of the theory and practice of human resource management and public school finance in relation to expenditures and resources at the local, state and federal levels of support in school districts. It also provides an examination of social issues that impact the school learning environment, to include gender, quality, multicultural education, diversity; and privatization. It provides an in-depth study of the basic principles of money management in public education and how to manage it. The primary focus is on the management of dollars (fiscal), space (building operations), people (human resources), community resources (engagement) and time. The course addresses the issue of equity and adequacy in funding public schools and advancing the critical importance of data driven decision-making that maximizes learning.
Prerequisite: Must be admitted to the MSA degree program

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. TEXTBOOKS:

Currently, there are no prescribed textbooks. Please access documents below. The list will be amended periodically.


7. Luebchow, L. (June 2009). Equitable resources in low income schools: Teacher equity and the federal Title 1 comparability requirement.

8. Corridor of shame film

VI. Student Learning Outcomes

Upon completion of this course, students will be able to:

a. view school resource allocation and management in broader contexts,

b. locate school resource allocation and management in social justice, leadership, management, and organizational frameworks,

c. promote and apply the principles of equity, adequacy, and efficiency in school resource allocation and management, and

d. utilize theory/research to inform practice of human resource management and public school finance

VII. Course Requirements and Evaluation Criteria

A. Major Assignments

1. Principal Interview (50 points)

   Interview a principal and develop a 3-5 page paper that details the principal’s views, experiences, and practices on:
   a) Resource allocation
   b) Resource Management
   c) Recruitment
   d) Selection
   e) Induction
   f) Development
   g) Retention

   Introduction should include background information about the principal (years of experience as a principal, years of experience at this school, number of years spent in positions prior to assuming principal position, academic background – bachelor’s, master’s, doctorate). Complete following narrative format. Attach the interview schedule/protocol and principal responses.

2. Online Weekly Critiques (50 points)

   Online weekly critiques include required, ongoing, regular, and specifically assigned pre-and post-class learning activities that help students relate scheduled reading and other class
materials and activities to current, real-time, and unforeseeable events. The assignments help students stay abreast of pertinent diversity, legal, leadership, ethical, and social justice-related developments in the field, which in turn provides them opportunities to experiment with and practice 21st century empowering leadership that is responsive to actual educational challenges. Blackboard blogs, discussion boards, Twitter, Facebook, and other electronic communication modes become the primary tools for sharing. Students utilize credible sources of current news, including cable news channels, public radio stations, newspapers, magazines, blogs, government websites, non-governmental (.gov) / non-profit organizations (.org) websites and top research university websites (.edu). Certain popular culture and landmark documents may also be used. A variety of short assignments constitute the online weekly critiques required for this class. Blackboard will be used as the primary method of communication for these assignments.

3. Educative/Empowering Artifact (100 points)
You and your group will be required to identify a problem related to resource allocation and management, consult/review research articles, book chapters, research reports, etc., and develop an audience specific, educational, creative artifact appropriate for educating others; disseminate the empowerment artifact; critically evaluate observable / anecdotal evidence for effectiveness. Artifacts may include, but are not limited to: informative websites, blogs, newsletters, creative performances (e.g. rap music, skits, songs, poetry), compact discs, You Tube video, Facebook page, article, handbook, or symposia, or other community presentations.

4. Artifact 6: Resource Management and Schools (20 points)
This artifact is assigned in EDAM 670. The student will be expected to analyze actual student achievement data and draw valid conclusions with regard to the strengths and gaps in student performance, tends, disaggregated sub-group performance. Then develop school improvement goals aligned to the analysis. To address realistic financial concerns, the student will develop school improvement activities that are bound by financial constraints. The student will develop a SIP that contains the information required as per the SIP template distributed in class. The student will develop a school-based human resource plan that will be used to support how teachers and other staff are recruited, hired, oriented, develop professionally, and are evaluated. The plan will be consistent with federal, state, and local statutes and policies. The plan will assist school leadership as they strive to employ the most highly qualified professional and support staff focusing on continuous school improvement.

5. Artifact 6 Presentations (50)

It is the student’s responsibility to complete all the assignments and to submit them on or before the due dates. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

B. Evaluation Criteria and Requirements:
Student assessment and evaluation in the course will be based on the following components and weights:

1. Principal interview 50 points
2. Online Weekly Journal Entries 50 points
3. Educative/Empowering Artifact 100 points
4. Course Artifact 20 points
5. Course artifact presentation 50 points
6. Attendance and participation 30 points

Total possible points: 300 points
Grading: [link]

The following final grades are assigned to indicate the quality of students’ academic performance:
A 90-100 Superior
B 80-89 Good
C 70-79 Marginal (acceptable for graduate credit)
F – Failure (any level of performance below “C”)

PLEASE NOTE: If the work that you submitted does not meet the required standard, I shall ask that you revise and resubmit it in order to have points assigned.

VIII. STUDENT OUTCOMES/RESPONSIBILITIES

The following criteria will be used in judging the quality of a student's work and in determining a student's grade in this course.

1) Class Attendance and Participation – this course will follow the university’ attendance policy. Therefore, students are required to attend class. Students missing three or more class meetings will be dropped from the class and required to have a conference with the professor before being allowed to return to class. Time in class is important, since learning is not an independent process. By its very nature, learning is collective and each student’s learning and synthesis of material is enriched through the class’ discourse and analysis. Your attendance and participation as readers, thinkers, and learners will enable all to make meaning together. Therefore you need to attend each class session unless an emergency or serious illness prevents you from attending. Likewise, you are expected to be punctual in your attendance. If you are going to be late or absent, you need to contact me by phone or email prior to the class session. When absent, the student is responsible for securing information and materials missed due to absence.

2) Neatness and promptness: All assigned work is to be typed (12 pts.), double-spaced, and free of errors, and adheres to APA 5th edition guidelines. Each assignment is to be stapled and to include a cover sheet with the student’s name, date, professor and course information, plus the assignment title. Do not use binders of any sort. You are encouraged to maintain a copy for your record. All work is due at the beginning of the class period of the assigned day. No work will be accepted late, unless the circumstance is extremely extenuating in my opinion. If you are absent on the day an assignment is due and I choose to accept your late paper, the assigned grade shall be reduced by 10% for each day the paper/assignment is late (this includes weekends). There is to be no negotiation over this policy.

3) Originality and substance: Classroom and written work is to reflect original, creative and substantive thought appropriate for graduate students. It is to be concise and free of ambiguity and verbosity.

4) Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at [link]. Students must also follow the guidelines found in the Publication Manual of the American Psychological Association, (5th ed.) regarding the conventions of scholarly citation, which requires acknowledgement of the writings of another author.
5) **Electronic devices**: While I understand that your professional position may require that you be available 24 hours a day, I ask that if necessary, please use the vibrate or silent mode for any electronic devices, such as cell phones or pagers. My preference is that they be turned off completely but I will make allowances for personal and professional emergencies.

**IX. School Administrator Standards**

**A. NCDPI School Executive Standards**

**Standard 1: Strategic Leadership** - School executives will create conditions that result in strategically re-imaging the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

**Standard 2: Instructional Leadership** - School executives set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

**Standard 3: Cultural Leadership** - School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

**Standard 4: Human Resource Leadership** - School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place, which result in recruitment, induction, support, evaluation, development, and retention of high performing staff. The school executive must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

**Standard 5: Managerial Leadership** - School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

**Standard 6: External Development Leadership** - A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for
parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

**Standard 7: Micro-political Leadership** - School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

**Standard 8: Academic Achievement Leadership** - School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations and using appropriate data to demonstrate growth.

**X. TEACHING STRATEGIES**

The graduate class is conducted as a democratic, engaging, empowering, technologically enhanced, and learning-centered environment. Teaching strategies include class and small team activities, individual projects, deliberative dialogue, problem-posing & solving, critical reflection, library research, fieldwork, lecture, discussion, student-led presentations, case studies, Internet research, independent learning, and on-line activities, collaborations, discussion boards, blogs, and Blackboard facilitated teaching/learning activities.

**Diversity**

Diversity is integrated into this course through various instructional, strategies, including: (a) internship assignments related to the leader’s response to the increased diversity in the classroom and community, (b) assigned readings and discussions, (c) reflective journal and portfolio requirements, (d) action research projects, and (e) site-base internship clinical experiences. Through these instructional strategies, candidates should: (a) understand diversity in a broader – local, state, national, and global - sense; (b) understand the role that diversity plays in leadership, teaching and learning; and (d) practice culturally responsive leadership.

Diversity will be assessed through: (a) an analysis of candidates’ behaviors as related to their beliefs, values and commitments displayed throughout the internship, (b) an evaluation of entries in the reflective journal and portfolio, and (c) analysis of responses to assigned readings, and (d) an assessment of the degree to which diversity was addressed in the action research projects.

**Dispositions**

Dispositions that will be addressed in this course are related to the candidates’ beliefs, values, and commitments displayed toward diversity and socially just and inclusive organizational development issues throughout the course in written and oral expressions.

Assessment of dispositions will be completed through observations of candidates during class and an analysis of responses to all assignment related to candidates’ beliefs, values and commitments in working with a variety of diverse people.
XI. PLANNED COURSE TIMELINE

Proposed Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Introduction to The Course; Contexts, Frameworks</td>
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<tr>
<td>January 21</td>
<td>Assigned online activities</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<td></td>
<td></td>
<td>* Schedule interview with principal.</td>
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<tr>
<td>January 28</td>
<td>ISLLC Standards; NCDPI Standards; Equity, Adequacy; Efficiency</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<td>* Conduct interview.</td>
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<td>February 4</td>
<td>Assigned online activities</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<td></td>
<td></td>
<td>* Analyze interview data and start draft of paper.</td>
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<tr>
<td>February 11</td>
<td>Discuss interview data and draft papers.</td>
<td>* Complete write up of principal interview.</td>
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<tr>
<td></td>
<td>Human resources</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<tr>
<td>February 18</td>
<td>Submit interview write up. Assigned online activities</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<td></td>
<td>* Start literature review for educative/empowering artifact.</td>
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<tr>
<td>February 25</td>
<td>Fiscal resources</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<tr>
<td>March 4</td>
<td>Assigned online activities</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
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<td></td>
<td></td>
<td>* Continue work on educative/empowering artifact.</td>
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<tr>
<td>March 11</td>
<td>Spring Break</td>
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<tr>
<td>March 18</td>
<td>Physical resources Discussions – educative/empowering artifact</td>
<td>* Read relevant materials, and complete online weekly critique.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Continue work on educative/empowering artifact.</td>
</tr>
</tbody>
</table>
March 25 | Assigned online activities | * Read relevant materials, and complete online weekly critique. * Submit educative/empowering artifact.

April 1 | Presentations: educative/empowering artifact | Submit Capstone project and complete work on artifacts

April 8 | Assigned online activities | * Read relevant materials, and complete online weekly critique. * Start work on resource management (course) artifact.

April 15 | Course Artifact Discussions | * Continue work on resource management (course) artifact.

April 22 | Assigned online activities | * Continue work on resource management (course) artifact.


May 6 | Course Summary and Reflections

May 11 | Final Grades Submitted | Instructor

(N.B. This program is subject to change where necessary for learning enhancement. Please check Blackboard and class notes for announcements.)

XIII. COURSE ARTIFACTS

Purpose of Pre-service Artifacts

All students in the MSA program must demonstrate competency in all North Carolina School Executive Pre-Service standards as evidenced by evaluations based on the elements which comprise the standards. To provide the student experiences prior to the internship, each core MSA course has an artifact activity designed to provide the student experiences at the emerging and developing levels. Each artifact will be uploaded to TASK Stream and evaluated using a rubric specifically designed for said artifact. Each artifact is designed to simulate a task or role a practicing school executive may experience.

Artifact (20 Points)

Artifact 6: Resource Management and Schools

This artifact is assigned in EDAM 670. The student will be expected to analyze actual student achievement data and draw valid conclusions with regard to the strengths and gaps in student performance, tends, disaggregated sub-group performance. Then develop school improvement goals aligned to the analysis. To address realistic financial concerns, the student will develop school improvement activities that are bound by financial constraints. The student will develop a SIP that contains the information required as per the SIP template distributed in class. The student will develop a school-based human resource plan that will be used to support how teachers and other staff are recruited, hired, oriented, develop professionally, and are evaluated. The plan will be consistent with federal, state, and local statutes and
policies. The plan will assist school leadership as they strive to employ the most highly qualified professional and support staff focusing on continuous school improvement.

**School Improvement Assignment** - The school improvement assignment is a simulation of integrating fiscal and human resource decision-making with the concept of continuous school improvement. School administrators must be able to adequately analyze student performance data and lead the decision-making process on how to utilize the understanding gained from the analysis as it supports the development of school improvement activities constrained by realistic human and capital resource capacities.

**Alignment with North Carolina Pre-Service School Executive Standards (SEPS)**

- Analyze actual student achievement data and draw valid conclusions about the strengths and gaps in student performance, trends, disaggregated sub-group performance.

  a. SEPS Standards:

  2a. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment**: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.
Develop school improvement goals aligned to the analysis.

SEPS Standards:
1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Develop school improvement activities that are bound by financial constraints.

SEPS Standards:
4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.
5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.

Develop a SIP that contains the information required as per the SIP template distributed in class.

SEPS Standards:
1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Human Resource Plan
Students will develop a school-based human resource plan that will be used to support how teachers and other staff are recruited, hired, oriented, develop professionally, and are evaluated. The plan will assist school leadership as they strive to employ the most highly qualified professional and support staff focusing on continuous school improvement.

Alignment with North Carolina Pre-Service School Executive Standards (SEPS)
Develop a comprehensive HR plan that includes the various activities school administrators utilize during the entire human resource cycle.

SEPS Standards:
3a. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.
4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.
5d. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Formalize the plan such that it can serve as a template which could be customized across various school locations.

SEPS Standards:
4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.
6b. Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates.
Understand that the human resource activities conducted by school administrators should be planned, formalized, measured and improved as with any other strategic operation in a school.

SEPS Standards:
2b. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time