



CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

College of Education Vision:
Equity & Excellence in Education

College of Education Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDAD 652 – Resources in Educational Administration
Fall 2020
Educational Leadership Department/EDAD Program

Course Information

Instructor: XXXX	Email: XXXXX@csulb.edu
Virtual Office Hours Days/Times: Tuesdays from 5:30-6:30PM or by appointment	Class Days/Times: Asynchronous with ongoing assignment due dates

Catalog Course Description

Examines the role of leaders in managing school and district resources with an emphasis on fiscal and human resources. Laws related to school finance and human resources will also be covered. An overall focus is equitable resource distribution.

Course Student Learning Outcomes and Goals

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Demonstrate understanding of how to facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed (CAPE 1C)
2. Demonstrate understanding of managing the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources (CAPE 3A)
3. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students (CAPE 3A)

4. Understand legal and ethical procedures, including labor relations and collective bargaining processes, for hiring, evaluating, supervising, disciplining, recommending for non-re-election, and dismissing staff (CAPE 3B)
5. Set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students, using a systems thinking perspective (CAPE 3B)
6. Apply foundational laws and regulations pertaining to California school finance (e.g., LCFF), federal and state program funding, and local allocations (CAPE 3D)
7. Assess and analyze student and site needs, as well as evidence-based best practices, and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans (CAPE 2A, 3D)
8. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school's budget and expenditures including financial record keeping and accounting, using various technologies related to financial management and business procedures (CAPE 3D)

Required Texts/Course Materials:

Andelson, S.J. (2014). FRISK: Fundamentals for evaluators in addressing below-standard employee performance. Atkinson, Andelson, Loya, Ruud & Romo (AALRR).

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Corwin Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial conversations: Tools for talking when stakes are high*. McGraw Hill.

Sorenson, R.D., & Goldsmith, L.M. (2017). *The Principal's guide to school budgeting* (3rd ed). Corwin Press.

The instructor reserves the right to assign additional supplementary readings. Please check BeachBoard regularly.

Additional Useful Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Mode of Delivery and Technical Requirements

This online course is conducted entirely through Alternative Modes of Instruction, using asynchronous learning. Students will access the course material and activities on [BeachBoard](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard, participate in class activities, and complete assignments. Students must also have access to Internet sufficient for doing so. Students can request a laptop by visiting https://csulb.qualtrics.com/jfe/form/SV_3IDBMQJlesnn5d3.

In the event of a technical breakdown, work can be submitted to the instructor directly via the email address provided in the Course Information section of this syllabus. Academic honesty will be enforced through regular and thorough review of responses and all work submitted.

To access this course on [BeachBoard](#), students will need access to the Internet and an up-to-date, supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. It is best to contact the instructor by email to arrange a time to meet or to ask questions. Per University policy, all official course communications must come through your CSULB email address.

Course Evaluation Components and Grading

Assignments

All assignments are due on BeachBoard by their assigned due dates and times (refer to Course Calendar within syllabus). Late assignments are not accepted except in rare circumstances and at the instructor's discretion. If you are having difficulty meeting a deadline, please email the instructor in advance of the due date. The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments.

Course Grading

Letter grade only (A-F).

Prerequisite: Admission into the Preliminary Administrative Services Credential Program.

Course grades will be calculated through a combination of points earned on assignments and overall participation through assignment completion and posting of responses as assigned.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies & Requirements

Attendance and Participation

Adherence to class schedules, observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this EDAD course. Course readings and assignments must be completed and, if applicable, submitted on time.

Students should be actively engaged in the course work during each class session. Students are expected to participate to the best of their ability in all class activities. This includes fully engaging in class activities and completing all assignments on time, including discussion boards. Asynchronous participation in BeachBoard discussions is required. Participation is 15% of your grade and will be monitored through entries in the online discussion board via BeachBoard. Non-participation in aspects of the course will negatively impact your grade. The CSULB Attendance Policy can be found here: [Policy Statement 17-17](#)

This course is participatory and interactive. Your participation is critical to our collective success. Successful participation on the part of students includes:

- Completing all session modules on BeachBoard in their entirety.
- Being prepared for each session (completing readings, working on assignments, asking questions, etc.).
- Moving the conversation forward through thoughtful discussion posts and responses to comments posted by classmates.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

Professionalism

We see professionalism, among faculty *and* students, as foundational to creating a robust learning environment. While consistent attendance is one aspect of this professionalism, there are others that we expect to see displayed during this course as well:

- **Preparation and Engagement:** We expect everyone to read the assigned readings, give thought to questions or issues raised in the readings, and complete the assignments due for each session. We expect each student to engage with the material in a critical way and to participate in whole class and small group discussions.
- **Respect:** We expect all students to demonstrate respect for their colleagues, instructors, and themselves. This means seeking to listen and understand before responding and critiquing, offering critiques in a constructive and thoughtful way, and drawing out and engaging one another even as you participate yourself.
- **Focus:** Professionalism means being present not just physically, but mentally.

The Writing Process

The ability to communicate clearly and thoroughly in writing is an essential skill for all students and for all leaders. Therefore, we put a great deal of emphasis on this skill in this course. We expect all submitted work to reflect careful editing as well as your best thinking (at that time), organization, and writing. Grammar, spelling, coherence and format (not just content) matter and will be taken into account in grading.

Writing is a process. No one produces a final draft in one sitting. Therefore, we strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, instructors) and go through the revision process. As you review and revise your work, ask yourself these questions in order:

- Does my paper contain all required elements? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

Plagiarism/Academic Integrity Policy

We expect that all material submitted as part of any class exercise, in or out of class, is your actual work and is properly documented. The concept of academic honesty includes receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university policy.

Resources

The following may be useful resources as you go through the semester:

- [Academic Technology Services Resources for Students](#) (including links to BeachBoard Help and Software Depot)
- [ITS Help Desk on Learning Remotely](#)
- [Graduate Student Resource Center](#)

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Syllabus and Course Calendar Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Assignment Descriptions

Assignment #1: Local Control and Accountability Plan (LCAP) – Signature Assignment (25 points) – SLOs 1,2,3,4,6,7,&8

DUE BY OCTOBER 11TH AT 12:00PM

Students will utilize a modified Local Control and Accountability (LCAP) template to create a plan that accounts for goals, actions, and expenditures, based upon a provided district scenario. (Further details and resources can be found in the Week 3 module on BeachBoard.)

Assignment #2: The Entrepreneurial Leader (20 points) – SLOs 6,7,&8

DUE BY OCTOBER 18TH AT 12:00PM

Students will assume the role of school principal and work to create a local School Site Fundraising Plan. Students will research, examine, and consider alternative methods of school funding and fundraising, including education foundations, booster clubs, PTOs/PTAs, etc. This will include researching laws, regulations, and policies pertaining to spending and record keeping associated with the chosen fundraising methods. (Further details and resources can be found in the Week 6 module on BeachBoard.)

Commented [EB1]: CAPE 3A (A)
CAPE 3D (A)

Assignment #3: Employee Discipline Case Study Name (20 points) – SLOs 1,2,&5
DUE BY NOVEMBER 22ND AT 12:00PM

Students will be provided with a case study about an employee whose performance is unsatisfactory and will create documentation related to supporting this individual in the improvement of their performance. (Further details and resources can be found in the Week 12 module on BeachBoard.)

Commented [EB2]: CAPE 3B (A)

Assignment #4: Administrator Interview (20 points) – SLOs 1,2,&6
DUE BY DECEMBER 6TH AT 12:00PM

Students will create an interview protocol and select a site or district administrator to inquire about topics related to resource management for equitable student achievement. The interview should ask the leader to share what they have learned on the job and what surprised them about managing four or more of the following areas: budget, the LCAP (including community involvement), hiring, employee discipline and dismissal, facilities management, record keeping, equitable distribution of resources, and the master schedule. (Further details and resources can be found in the Week 5 module on BeachBoard).

Assignment #5: Collaborative Participation and Interaction (15 points)
Ongoing

Students are expected to post items, respond to posts, and interact with colleagues in accordance with directions provided by the instructor.

SELECTED BIBLIOGRAPHY

- Adams, J. (Ed.) (2010). *Smart money: Using educational resources to accomplish Ambitious learning goals*. Cambridge, MA: Harvard Education Press.
- Alsaaty, F.M., and Morris, A. (2016). High school leadership: The challenge of managing resources and competencies. *Journal of Case Studies in Education*, 8.
- Chauncey, C. (Ed.) (2010). *Strategic priorities for school improvement*. Cambridge, MA: Harvard Education Press.
- Chauncey, C., & Walser, N. (Eds.) (2007). *Spotlight on leadership and school change*. Cambridge, MA: Harvard Education Press.
- Chauncey, C. (Ed.) (2005). *Recruiting, retaining, and supporting highly qualified teachers*. Cambridge, MA: Harvard Education Press.
- Childress, S. (Ed.) (2010). *Transforming public education: Cases in education entrepreneurship*. Cambridge, MA: Harvard Education Press.
- City, E. (2010). *Resourceful leadership: Tradeoffs and tough decisions on the road to schoolimprovement* (2nd ed.). Cambridge, MA: Harvard Education Press.
- Clay, K., Hughes, K.S., Seely, J.G., & Thayer A.N. (1989). *Public school foundations: Their organization and operation*. Arlington, VA: Educational Research Service.

- Curtis, R., & Wurtzel, J. (Eds.) (2010). *Teaching talent: A visionary framework for humancapital in education*. Cambridge, MA: Harvard Education Press.
- Crampton, F.E., Wood, R.C., & Thompson, D.C. (2015). *Money and schools* (6th ed.). New York: Routledge.
- Gonring, P., Teske, P., Jupp, B. (2009). *Pay-for-performance teacher compensation: An inside view of Denver's procomp plan* (2nd ed.) Cambridge, MA: Harvard Education Press.
- Guinier, L., Torres, G., & Guinier, L. (2009). *The miner's canary: Enlisting race, resisting power, transforming democracy*. Cambridge, MA: Harvard University Press.
- Hannaway, J., & Rotherham, A. (Eds.) (2010). *Collective bargaining in education: Negotiating change in today's schools* (2nd ed.) Cambridge, MA: Harvard Education Press.
- Hess, F., & Osberg, E. (2010). *Stretching the school dollar: How schools and districts can save money while serving students best*. Cambridge, MA: Harvard Education Press.
- Howard, T. (2010). *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*. New York: Teachers College Press.
- Jimenez-Castellanos, O. (2010). Relationship between educational resources and school achievement: A mixed method intra-district analysis. *Urban Review*, 42(4), 351-371.
- Kemerer, F., and Sansom, P. (2013). *California school law* (3rd ed.). Palo Alto, CA: Stanford University Press.
- Knight, D.S., Izquierdo, E., and DeMatthews, D.E. (2016). A balancing act: School budgeting and resource allocation on a new dual language campus. *Journal of Cases in Educational Leadership*, 19(4), 32-46.
- MacDonald, J.A. (2006). The new principal: Managing human resources. *Journal of Cases in Educational Leadership*, 9(4), 1-10.
- McCormick, D.H., Bauer, D.G., & Ferguson, D.E. (2001). *Creating foundations for American schools*. Gaithersburg, MA: Aspen Publishers.
- Miles, K. H., & Frank, S. (2008). *The strategic school: Making the most of people, time, and money*. Thousand Oaks, CA: Corwin Press.
- Norton, M.S. (2014). *The principal as human resources leader: A guide to exemplary practices for personnel administration*. New York: Routledge.
- Pappano, L. (2010). *Inside school turnarounds: Urgent hopes, unfolding stories*. Cambridge, MA: Harvard Education Press.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2011). *Crucial conversations:*

Tools for talking when stakes are high. New York: McGraw Hill.

Rebore, R.W. (2015). *Human resources administration in education* (10th ed.). Boston, MA: Pearson Education, Inc.

Runhaar, P. (2017). How can schools and teachers benefit from human resource management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, 45(4), 639-656. Retrieved from <http://journals.sagepub.com/doi/10.1177/1741143215623786>

Saunders, M., DeVelasco, J.G., & Oakes, J. (Eds.) (2017). *Learning time: In pursuit of educational equity.* Cambridge, MA: Harvard Education Press.

Schilling, C.A., & Tomal, D.R. (2013). *Resource management for school administrators: Optimizing fiscal, facility, and human resources.* Lanham, MD: Rowman & Littlefield Publishers, Inc.

Sergiovanni, T. (2005). *Strengthening the heartbeat: Leading and learning together in Schools.* San Francisco, CA: Jossey-Bass.

Smith, R. (2008). *Human resources administration: A school-based perspective* (4th ed.). New York: Routledge.

Tomal, D.R., and Schilling, C.A. (2013). *Leading school change: Maximizing resources for school improvement.* Lanham, MD: Rowman & Littlefield.

Webb, L.D., and Norton, M.S. (2013). *Human resources administration: Personnel issues and needs in education* (6th ed.). Boston, MA: Pearson Education, Inc.

Case Studies

Brown, K. M., & Schainker, S. A. (2008). Doing all the right things: Teacher retention issues. *Journal of Cases in Educational Leadership*, 11(1), 10-17.

Clayton, J. K. (2009). Teacher with a learning disability: Legal issues and district approach. *Journal of Cases in Educational Leadership*, 12(2), 1-7.

Covrig, D. M. (2001). Get rid of incompetent teachers, any way you can!. *Journal of Cases in Educational Leadership*, 4(2), 1-19.

Ingle, W. K., & Rutledge, S. A. (2010). Selecting the "best applicants" with limited options and policy constraints. *Journal of Cases in Educational Leadership*, 13(1), 37-47.

McDonald, J. A. (2006). The new principal managing human resources. *Journal of Cases in Educational Leadership*, 9(4), 1-10.

Trenta, L. S. (2003). Crisis-to-crisis: It's all negotiations. *Journal of Cases in Educational Leadership*, 6(2), 46-57.

Course Calendar

Fall 2020 (August 24th – December 11th) - **Does not reflect assigned readings found on BeachBoard.**

Week 1

Discussion Board: Student Introduction (Due by August 30th at 12:00pm)
Discussion Board: Proposition 13 (Due by August 30th at 12:00pm)
Discussion Board: Response to Classmate on Proposition 13 Posting (Due by September 1st at 11:59pm)

Week 2

Discussion Board: Local Control Funding Formula (LCFF) (Due by September 6th at 12:00pm)

Week 3

Discussion Board: Local Control and Accountability Plan (LCAP) (Due by September 13th at 12:00pm)
Discussion Board: Response to Classmate on LCAP Posting (Due by September 15th at 11:59pm)
LCAP Assignment and Materials Introduced (Due in Week 7 by October 11th at 12:00pm)

Week 4

Discussion Board: Funding Advocacy (Due by September 20th at 12:00pm)
Discussion Board: Response to Classmate on Funding Advocacy (Due by September 22nd at 11:59pm)

Commented [EB3]: CAPE 3D (I)

Week 5

Interview Assignment and Materials Introduced (Due in Week 14 by December 6th at 12:00pm)

Week 6

Entrepreneurial Leader Assignment and Materials Introduced (Due in Week 8 by October 18th at 12:00pm)

Week 7

Discussion Board: Funding Adequacy (Due by October 11th at 12:00pm)
LCAP Assignment Due by October 11th at 12:00pm
Discussion Board: Fraud (Due by October 13th at 11:59pm)

Week 8

Discussion Board: Contract Provision (Due by October 18th at 12:00pm)
Entrepreneurial Leader Assignment Due by October 18th at 12:00pm

Week 9

Discussion Board: Staff Recruitment and Retention (Due by October 25th at 12:00pm)

Week 10

Discussion Board: Clear Performance Feedback (Due by November 1st at 12:00pm)

Week 11

Discussion Board: Employee Investigations (Due by November 8th at 12:00pm)

Week 12

Employee Discipline Case Study and Materials Introduced (Due in Week 13 by November 22nd at 12:00pm)

Week 13

Employee Discipline Case Study Due by November 22nd at 12:00pm

Commented [EB4]: CAPE 3B (P)

Week 14

Interview Assignment Due by December 6th at 12:00pm

Discussion Board: The New Principal (Due by December 8th at 11:59pm)

Week 15

Discussion Board: Implications for Practice (Due by December 11th at 12:00pm)