WKU

SCHOOL OF LEADERSHIP AND PROFESSIONAL STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

NOTICE: All information pertaining to this course, including course policies, is subject to change until the first day of term. Should changes need to be made after the first day of the term, such as for unforeseen events, academic calendar changes made by the university, significant developments in the field, etc., students will be informed, and changes will not penalize students.

EDAD 608: Resource Management for Equitable Outcomes
(3 semester hours credit)
Fall 2024

Instructor Contact Information:
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Meetings by appointment: I am happy to meet with you when it works best in your schedule. To request a meeting, send an email suggesting a few dates, times, and how you'd like to meet, i.e., Zoom, in-person, or phone.

Class Delivery Model and Dates:
This class will consist of three in person class sessions at the Owensboro Regional Campus

Class meeting dates and times are as follows:

- Tuesday, October 15, 4:30-6:30 pm CT
- Tuesday, October 29, 4:30-7:30 pm CT
- Tuesday, November 12, 4:30-7:30 pm CT

Course Description & Rationale: This course focuses on the roles and responsibilities of school principals relative to managing people, processes, and data in service of a vision that ensures the safety and success of all students.

Course Objectives/Specific Learning Outcomes/Standards: WKU principal and education administration candidates will
1. identify strategies for managing and prioritizing the roles of the principal in leading and managing vision, people, and systems coherently for student success (NELP 6.1; **PSEL 1**).
2. apply decision-making strategies including when and how to engage others in the decision-making process (NELP 1.3, 2.1, 2.1, 3.1; **PSEL 1, 2, 3, 5, 7, 8, 9**).
3. manage communication with internal and external partners (NELP 6.3; **PSEL 6, 7, 8, 9, 10**).

4. equitably manage school budgets and resources in compliance with applicable Kentucky school finance laws, policies, and code of ethics to address and support each student's learning needs (NELP 6.2, 6.4; **PSEL 1, 2, 3, 9**).
5. seek and acquire additional resources to support student learning needs (NELP 6.2: **PSEL 9**).
6. lead human resource systems responsible for hiring, developing, and retaining personnel including developing leadership in others (NELP 7.1; **PSEL 4, 6, 7**).
7. take appropriate measures to ensure a safe and orderly environment for all members of the school community (NELP 1.3, 6.4; **PSEL 1, 2, 3, 5**).

Major Course Topics:
- Managing resources, including (a) aligning resource allocation--fiscal, human, and material--with school vision; (b) Kentucky school finance, budgeting and working with the School-Based Decision Council (SBDM); and (c) Kentucky Redbook and state-mandated processes for fiscal resources
- Hiring and staffing
- Development and supervision of all staff, including professional learning plans and evaluations, reprimands and personnel issues, corrective action plans, terminating staff, and holding critical conversations
- Understanding available data in context
- Leading management and decision-making structures such as school-based decision-making councils, school improvement teams, multi-tiered systems of support, professional learning communities, etc.

Pre-requisites (if applicable):
Admission to Graduate Level Educational Leadership Program (Principal, DPP, DoSE, etc.) or by permission of instructor.

Student Expectations and Requirements:
Candidates will apply a problem-solving model to address a pertinent problem and/or issue in practice. Each candidate will conduct an internship within a school district and will collaborate with an assigned mentor, the instructor, and professional colleagues to meet the course requirements. The course website will be used for discussion and sharing of information.

Required Texts and Materials:
Schilling, C.A.., & Tomal, D.R.. (2013). *Resource management for school administrators).* New York: Rowan and Littlefield.
Essex, N. (2016). School law and the public schools: A practical guide for educational leaders, 6th ed. New York City, New York: Pearson. (School Law will be used in this course too)
Kentucky Department of Education (2017). *Financial Management Manual.* Kentucky Department of Education - Financial Management Manual

Course Assignments:

As denoted, some assignments are components building to your cumulative Capstone project which will be completed in EDAD 610.

Assignment	Total Points
Attendance, preparation, and participation during in-person classes ● Students will attend three in person meetings. Dates are identified on page 1 of this syllabus. ● Students will be assigned pre-class work, post-class work, and both individual or group assignments.	120
Online Activities ● For each learning module, students will complete online ***group and individual reflective practitioner activities and discussion boards***, posting initial responses by Wednesday night and additional replies by Sunday night (see Course Outline for due dates). (90 points) ● Students will complete two (2) quizzes to demonstrate knowledge and skills gained from readings, video presentations, and class discussions. (30 points) ● Students will respond to three (3) online school-based ***case study activities*** (see Course Outline for due dates). Case studies require students to analyze problems, challenges, or issues; assess needs or diagnose issues; investigate solutions to address them; and defend their approach to a problem with supporting evidence or data. (35 points)	155
Field Experiences ● Students will submit a planning form and complete three (3) **field experiences** for this class. These experiences will be outlined on the Blackboard course website and assessed against the program WKU Experiential Learning Rubric.	50
Capstone Components ● Not applicable for this course.	0
Program PSEL Assessment ● Students will be required to demonstrate proficiency on the anchor assessments throughout the program before proceeding to the next semester. ● Students will complete an in-basket activity that demonstrates their ability to prioritize tasks, take action, and respond effectively.	50
Total	**375**

90-100% of total points = A
80-89% of total points = B
70-70% of total points = C
60-69% of total points = D
Below 60% of total

Because participation in class and timely submission of work are important to the learning in this program, attendance, participation, and timely completion of work are expected of all students. <u>Failure to attend class, participate in activities, and submit work in a timely manner may result in a reduction of points equivalent to a letter grade each (up to three letter grades)</u>.

Course Calendar
A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site no later than August 21, 2023. This calendar is subject to change at the discretion of the instructor.

Regular and Substantive Interaction
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the
[Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:
- Three synchronous, virtual meetings through Zoom;
- Weekly announcements; and
- Timely and detailed feedback on assignments provided within one week of submission.

Professional Standards for Educational Leaders (PSEL) Alignment

PSEL Standards	Alignment with Course Assignments, Activities, & Tasks
Standard 1: Mission, Vision, & Core Values	Course objectives 1, 2, 4, 7
Standard 2: Ethics & Professional Norms	Course objectives 2, 4, 7
Standard 3: Equity & Cultural Responsiveness	Course objectives 2, 4, 7
Standard 4: Curriculum, Instruction, & Assessment	Course objective 6
Standard 5: Community of Care & Support for Students	Course objectives 2, 7

Standard 6: Professional Capacity of School Personnel	Course objectives 3, 6
Standard 7: Professional Community for Teachers & Staff	Course objectives 2, 3, 6
Standard 8: Meaningful Engagement of Families & Community	Course objectives 2, 3
Standard 9: Operations & Management	Course objectives 2, 3, 4, 5
Standard 10: School Improvement	

Course Calendar

A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first virtual face-to-face class meeting and on the Blackboard Course site at the beginning of the semester. This calendar is subject to change at the discretion of the instructor.

MODULE 1: State and District Finance Structure

Topics/ Learning Targets:
- the Kentucky school funding model, including the legal and policy framework of SEEK,
- the relationship between budget-vision and the PSEL Standards,
- the importance of school culture and data-driven decision making, and
- a model for integrating vision and planning into the budgeting process.

To Read and Watch:
- Video Lectures: Introduction to School Finance, SEEK, and SEEK Reports
- Schilling & Tomal, Ch. 1-2
- Cases: *Rose v. Council for Better Education*
- Understanding SEEK readings

What Is Due:
- Case Study Discussion
- Reading and Interpreting SEEK Reports, District Budget Project (In Class)
- Practitioner Reflection

MODULE 2: Managing Budgets and Resources at the School Level

Topics/ Learning Targets:
- school finance and SBDM-based school budgeting,
- budget plans, expenditure accountability/control, sources of income, fraud/embezzlement, and moral/ethical behaviors, and
- major budgeting processes, issues, and considerations.

To Read and Watch:
- Video Lectures: SBDM school-based budgets
- Schilling & Tomal, Ch. 3-4
- SBDM Budget Readings and Staffing Policy

What Is Due:
- Calendar Activity (In class)

- SBDM Budget Project (In Class)
- Redbook Training and Quiz
- Practitioner Reflection

MODULE 3: Hiring, Developing, and Supervising Staff

Topics/ Learning Targets:
- the relationship between culture, personnel, and quality principal leadership;
- the importance of respect, trust, honesty, responsibility, rights, and expectations;
- effective school leadership in the midst of personnel conflict;
- how effective principals seeking the right personnel for the right positions; and
- the role of induction and mentoring programs to maximize school personnel.

To Read and Watch:
- [Principal Hiring Practices: Toward a Reduction of Uncertainty](#) (Mason & Schroeder, 2010)
- [Teacher Hiring: the disconnect between research based best practice and processes used by school principals](#) (Kimbrel, 2019)
- Read chapters 4-7 in *Teachers Wanted: Attracting and Retaining Good Teachers* (Heller, 2004).
- Schilling & Tomal, Ch. 5

What Is Due:
- Case Study Discussion
- Managing Conflict SCORM
- Heller Text Quiz
- Decision Making Scenario- In Box Activity (In Class)
- Practitioner Reflection

MODULE 4: Employment Law

Topics/ Learning Targets:
- the importance of employment law;
- the relationship between culture, personnel, and quality principal leadership;
- the importance of respect, trust, honesty, responsibility, rights, and expectations;
- effective school leadership in the midst of personnel conflict;
- how effective principals seeking the right personnel for the right positions; and
- the role of induction and mentoring programs to maximize school personnel.

To Read and Watch:
- Video Lectures: Personnel law & Liability, Teacher Rights &Discrimination Issues, Tenure, Dismissal and Due Process
- Essex, Ch. 6, 8-10
- Cases: *Pickering v. BOE, Connick v. Myers*
- Review [Hire, Train & Retain Great Teachers](#) on the Principal's Playbook website by Dr. Todd Whitaker (University of Missouri).

What Is Due:
- Decision Making Scenario - In Box Activity (Part 2 In Class)
- Practitioner Reflection

MODULE 5: Facility Management and Safety

Topics/ Learning Targets:
- Take appropriate measures to ensure a safe and orderly environment for all members of the school community.
- Identify strategies for managing and prioritizing the roles of the principal in leading and managing vision, people, and systems coherently for student success.
- Apply decision-making strategies including when and how to engage others in the decision-making process. .
- Manage communication with internal and external partners.

To Read and Watch:
- Resources from the Kentucky Center for School Safety
- Schilling & Tomal, Ch. 6-7

What Is Due:
- Discussion Board
- School Design Challenge
- Practitioner Reflection

MODULE 6: Resource Management Equity and Ethics: In Box PSEL Assessment

Topics/ Learning Targets:
- identify strategies for managing and prioritizing the roles of the principal in leading and managing vision, people, and systems coherently for student success.
- apply decision-making strategies including when and how to engage others in the decision-making process.
- manage communication with internal and external partners.
- equitably manage school budgets and resources in compliance with applicable Kentucky school finance laws and policies, and code of ethics to address and support each student's learning needs.

To Read and Watch:
- Ethical Standards Statute
- What is Resource Equity

What Is Due:
- PSEL Assessment (In Box Discussion)
- Field Experiences

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format
Unless instructed otherwise, written materials should be typed or word-processed in 12-point consistent font, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments may be submitted as Word document or a Google Document (be sure to grant access to instructor).

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty,

Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.
https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-27th-edition.pdf

SLPS Departmental Plagiarism Policy/Academic Dishonesty
The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations
Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses are considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations
Tier 2 violations include but are not limited to using artificial intelligence programs, content generators or websites to complete an assignment in ways not allowed by the instructor as described by the course syllabus, sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, employing a person to complete an assignment, and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (https://www.wku.edu/handbook/academic-complaint.php).

Attendance, Participation, and Communication
Regular attendance and participation are necessary for success in the course. Learners are expected to complete all assigned readings, attend classes face-to-face or virtually, and participate in all discussions.
A student's final grade for the course will be adversely affected by a lack of regular participation in class activities and/or failure to complete graded/non-graded assignments.

There is an expectation that students' work will be completed in a timely manner. *Excessive and/or consistent lateness in completing assignments will impact students' final grades in the course.*

The instructor will utilize the WKU email as the primary means to contact students outside of class. Students are expected to check their University email on regular business days (Monday-Friday) to receive information or notices from the instructor.

It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements

Students should have access to the internet and e-mail and should check WKU e-mail and the course site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Statement of Diversity

The School of Leadership and Professional Studies believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Academic Integrity

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.

https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf

Tools for Online Learners

A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.

https://www.wku.edu/online/srp/

Students with Disabilities/ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request

accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender- based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Safety and Evacuation
At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.
https://www.wku.edu/emergency/

Writing Center Assistance
The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.
Take a video tour of the Writing Center or learn about our thesis writing workshops on our Resources for Thesis Writers page!https://www.wku.edu/writingcenter/

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In this course, regular and substantive interaction will take place in the following ways:
- Regular synchronous sessions with faculty and students,
- Faculty participation in discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.