



Syllabus

School of Education and Leadership **EEA 536: School Finance and Operations**

3 Credits
Effective: Winter 2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, candidates develop an understanding of how schools are financed and knowledge of best practices in the acquisition of resources, budgeting, accounting, and the fiscal stewardship of the school's human and financial resources. Topics include the formulation of the budget, the development of budget priorities, the administration of budget expenditures, and administration of the school's facilities and financial resources. Candidates become knowledgeable about the budgeting process and the school financial management responsibilities of the educational leader.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinkers and information literate

COURSE OUTCOMES

In this course, learners:

- Evaluate the school system's practices in setting priorities for budget development within provincial and district regulations
- Apply sound financial practices in developing budgets

- Evaluate staff, parent, and community involvement related to development of the school’s budget

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Basic education funding;
- Apportionment formula;
- Capital projects fund;
- Direct and indirect expenditures;
- Fiscal stewardship;
- General fund;
- Local effort assistance funding;
- Maintenance of school buildings and grounds;
- Policy and political influences;
- School safety;
- Special education funding

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Reflection Report and Oral Presentation on Interviews with Principal and Superintendent or School System Financial Officer	25%
Analysis and Summary of Content and Financial Impacts of a Collective Bargaining Agreement	25%
Allocation of Resources Aligned with respect to relevant Provincial Leadership Standards	25%
Instructor Determined Assignments (Also Including Participation)	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Reflection Report and Oral Presentation on Interviews with Principal and Superintendent or School System Financial Officer

The candidate interviews a school administrator (principal) and a central office supervisor or, in larger districts, the central administrative officer who serves as the financial officer for the school or program.

The purpose of the interviews is to learn what the leaders consider important for school or program administrators to know regarding school/program finance, management, and district-level budgeting; how school administrators are expected to participate in the budgeting process and fiscal routines; and how priorities are established and maintained. Prepare a three- to five-page written reflection of each interview. Present a summary to the class.

<i>Components</i>	<i>% of Grade</i>
Organization and clarity of issues with appropriate depth of analysis, synthesis, and evaluation, in a written report.	50%
Voice -- statement and support of personal opinion in written and oral presentation.	25%
Ease in making presentation and engaging the audience; clarity, pace, and organization.	25%
TOTAL	100%

Analysis and Summary of Content and Financial Impacts of a Collective Bargaining Agreement

The candidate demonstrates an understanding of the importance of collective bargaining agreements in developing resource forecasts as well as short- and long- term school or program plans for instruction, operations, capital improvements, professional development, etc. Many principals have the opportunity to participate in the bargaining process. Strategies for win-win bargaining as well as more traditional models are addressed. Use a current contract from one's local schools and identify the requirements for the school community, school and/or program resources to include the allocation of revenues, time, and materials. Append a copy of the bargaining agreement(s) to the analysis. The analysis and summary is an APA formatted paper not to exceed five (5) pages.

<i>Components</i>	<i>% of Grade</i>
Organization and clarity of issues with appropriate depth of analysis, synthesis, and evaluation, in a written report.	50%
Voice -- statement and support of personal opinion in written and oral presentation.	25%
Ease in making presentation and engaging the audience; clarity, pace, and organization.	25%
TOTAL	100%

Allocation of Resources Aligned with School Learning Improvement Plan and relevant Provincial Leadership Standards

The candidate gathers and analyzes data to determine whether and how the systems in the school or program work to create a safe, efficient, and effective learning environment. Administrators are expected to lead a budget development process with staff that is student-focused and based on the prioritized and

targeted interventions necessary to enhance student learning (usually expressed through a school learning improvement plan). The candidate creates and analyzes a current school learning improvement plan (SLIP), its systems for allocation of revenues, expenditures, time, human and material resources. The candidate reflects upon alignment of resources with the student learning improvement goals. The candidate references the data and artifacts, and evaluates to what extent these systems work to support a safe, efficient, and effective learning environment. Based on the analysis, reflection, and evaluation, the candidate recommends changes in resource allocation(s) and/or in goals for student learning improvement. Frame the data-driven rationale and recommendations for presentation to a school or program leadership team.

<i>Components</i>	<i>% of Grade</i>
Content -- presentation of issues with appropriate depth of analysis, synthesis, and evaluation.	50%
Relevance -- presentation of an understanding of the SLIP's relationship to the allocation of resources.	25%
Clarity -- focused, organized, appropriately formatted, and grammatically correct presentation of ideas.	25%
TOTAL	100%

Instructor Determined Assignments (Also Including Participation)

<i>Components</i>	<i>% of Grade</i>
Attendance and participation	20%
Presentation—organization, technical quality, verbal & non-verbal elements	40%
Essay, including APA formatting and writing mechanics	40%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy

for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.