



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 525: School Finance/Operations**

3 Credits
Effective: Winter 2017/2018

*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, 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:

- Commitment to ethical practice and service

COURSE OUTCOMES

In this course, learners:

- Evaluate the school system's practices in setting priorities for budget development within federal and state 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

- Apportionment formula
- Basic education funding
- Capital projects fund
- Direct and indirect expenditures
- Federal revenues and support
- Fiscal stewardship
- General fund
- Local effort assistance funding
- Maintenance of school buildings and grounds
- Policy and political influences
- School safety
- Special education funding
- Student body fund
- Tax revenues (country and local)

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>
Participation	20%
Reflection Report and Presentation on School and District-level Budgets	30%
Analysis and Summary of Content and Financial Impacts of a Collective Bargaining Agreement	20%
Financial Management of the Learning Environment	30%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives. Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. Instructors may determine and communicate other participation requirements.

<i>Components</i>	<i>% of Grade</i>
Presence in the Discussion	30%
Content and Cognition	40%
Oral and Written Communication	30%
TOTAL	100%

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

Reflection Report and Presentation on School and District-level Budgets

The candidate interviews a school administrator 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 interview is to learn the cycle of analysis that ensures efficient and effective systems and management of the organization: What the leaders consider important for school or program administrators to know and be able to do regarding school/program finance, management, and district-level budgeting; how school administrators are expected to participate in the budgeting process and fiscal routines; how priorities are established and maintained; and how to demonstrate fiscal responsibility. Prepare a three- to five-page written reflection of each interview and identify professional growth goals related to ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The instructor determines an appropriate mode for presentation of reports to the class.

<i>Components</i>	<i>% of Grade</i>
Content	40%
Analysis	20%
Reflection	20%
Communication	20%
TOTAL	100%

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

The candidate demonstrates an understanding of the importance of collective bargaining agreements to instruction, operations, capital improvements, professional development, etc. Strategies for win-win bargaining as well as more traditional models, problem-framing and problem-solving, group process and decision making are addressed. Use a current contract from one's local schools to identify the needs of the school community, school and/or program to include the allocation of resources (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. (If collective bargaining is not a factor in one's setting, gain instructor approval for an appropriate topic for analysis and summary.) The instructor determines an appropriate mode for sharing reports with the class.

<i>Components</i>	<i>% of Grade</i>
Content	40%
Analysis	20%
Reflection	20%
Communication	20%
TOTAL	100%

Financial Management of the Learning Environment

Administrators are expected to lead a collaborative process to develop and manage the budget that promotes the current and future success and well-being of each student and adult. The budget must be student-focused, based on the prioritized and targeted interventions necessary to enhance student learning (usually expressed through a school learning improvement plan), and use available resources to maximum positive effect. The candidate gathers and analyzes data to determine whether and how the budget, operations, and other systems in the school or program work to create a safe, efficient, equitable, and effective learning environment. The candidate analyzes a current school learning improvement plan, 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, equitable, 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	40%
Analysis	20%
Reflection	20%
Communication	20%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written

work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

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.