EDAD 656
Building Capacity for Powerful Learning
Course Syllabus: Summer 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings


Course Description

THIS IS AN INTENSIVE COURSE; 7 WEEKS HAVE BEEN CONDENSED INTO SEVEN MODULES COVERED OVER A FOUR WEEK PERIOD. This school leadership course is divided into two major categories of resources. It is designed to develop the candidate’s knowledge and skills of human resources
and the financial matters related to the operation of a school. The human resource section will focus on personnel management and instructional supervision to create an effective learning environment for all students. The finance section will focus on resource acquisition, budgeting, accounting and financial management.

**Student Learning Outcomes**

The student will be able to:
1. Understand the dynamics of personnel management integrating site-based leadership with the in-the-school setting.
2. Analyze and apply the principles and procedures related to administering personnel policies and procedures including recruitment, retention, interviewing, professional development and supervision.
3. Identify causes of and procedures for the suspension, transfer, reduction, and dismissal of personnel.
4. Articulate the human resource skills required by SBEC for principal certification.
5. Develop an understanding of business functions for district-wide and campus business administration.
7. Understand and utilize the 20-digit FASRG expenditure codes.
8. Develop a general understanding of the current school finance system and discuss current topics related to school finance.

**COURSE REQUIREMENTS**

**Instructional Overview:**
The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to
assist you in achieving the course learning objectives/outcomes. In each module you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you on the first day of the Module and will close on the last day of the module. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned.

**GRADING**

**Assignments: 40 Points**
Each module will include readings and activity segments. Assignments related to these activities will reflect your understanding of the topic. These assignments will be due at the end of each module and submitted through the eCollege drop box or as directed each week.

**Learning Outcomes - Numbers 1, 2, 3, 4, 8**

**Critical Assignment Project: 20 Points**

**Competency 008**: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

**Section 149.2001 - Principal Standard 5 Strategic Operations**: The principal is responsible for implementing systems that align with the school’s vision and improve the quality of instruction.

**Critical Assignment: Budgetary Systems**
Budgeting is a process that involves planning, allocation, and expenditures of funds, and a continuous monitoring and evaluation of each of the pieces within the process (Brimley & Garfield, 2005). The school budget serves numerous functions, often depending on which system of budget administration a school district uses. The most common budgetary systems are: zero-based budgeting, school-based budgeting, and function/object budgeting. A description, strengths and weaknesses of each of these budgetary systems are discussed in Chapter 5 of *Effective and Efficient Budgeting Practices* in your textbook, *The Principal’s Guide to School Budgeting*. After reviewing these budgetary systems, respond to the discussion questions below. Use APA 6th edition in writing the response.

**Discussion Questions:**
1. Describe each of the budgetary systems.
2. Discuss the strengths and weaknesses of each system.
3. Describe the budgetary system your school or school district uses. Discuss the strengths and weaknesses of the system.
4. Describe the training given to school principals regarding the budgeting process. Who provides the training? When and where is the training provided?

5. Describe how your district’s budgetary system aligns with the district’s vision and improves the quality of instruction.

Grading Rubric

Points | EDAD 656 Critical Assignment Rubric: Budgetary Systems
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20 | Exemplary response to each of the discussion questions. Descriptive details and examples were provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district’s vision and quality of instruction. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.

16 | Very good response to each of the discussion questions. Some descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district’s vision and quality of instruction. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.
12
Good response to each of the discussion questions. Several descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district’s vision and quality of instruction. Great organization and clarity of expression. Some APA errors. No grammatical errors.

8
Below average response to each of the discussion questions. Major descriptive details and examples were not provided in the discussion of the budgeting systems and strengths and weaknesses; budgeting training process, persons responsible and when and where; and in the discussion of the alignment of budget system with district’s vision and quality of instruction. Great organization and clarity of expression. Several APA errors. No grammatical errors.

4
Failed to discuss each of the five discussion questions. Cursory overview of discussion. Lack detail description of each budgetary systems, strengths
and weaknesses, training provided, and alignment to vision and quality instruction.

Assignment was not submitted.

Discussion Forums: 20 Points

Learning Outcomes- Numbers 1, 2, 3, 4, 8

Each module will be made up of several learning activities will include small discussion, reflection activities, individual learning activities and written papers. In order for this class to be beneficial, each student is expected to participate in online discussions daily, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities. Students will be required to make entries of reflections in the eCollege journal. The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities. The instructor will monitor discussions daily.

Journal Entries: 10 Points

Journal entries are an opportunity for the student to reflect on learning; express ideas and thoughts; and make comments about contemporary topics etc. Entries may be short in nature but should be thoughtful and scholarly.

Exams: 30Points

Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to you following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Learning Outcomes – 1 through 8

Exams will be open book/open resource assessments. You should prepare for the test using study guides as provided. Exams are intended to address all the Learning Outcomes of the course at the application level.

TOTAL COURSE POINTS POSSIBLE: 120 Points

Grading:
FINAL GRADE: A = 108 or more Points
B = 96-107 Points
C = 84-95 Points
D = 72-83 Points
F = 82 or less Points

TECHNOLOGY REQUIREMENTS

• To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
  o sound card, which is usually integrated into your desktop or laptop computer
  o speakers or headphones.

• Depending on your course, you might also need a:
  o webcam
  o microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.
• You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader
  o Adobe Flash Player

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

• For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

**ACCESS AND NAVIGATION**

**Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.
The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio
tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. ONLY Pearson LearningStudio based problems are legitimate.

**Internet Access**
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location. Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

### COMMUNICATION AND SUPPORT

Feel free to text or call me during the day. E-mail is the best method to contact me during the week. TAMU-Commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each weekday. Please reserve the use of cell phone calls for emergencies. If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed. We can make an appointment to talk anytime.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures**

**Examination Policy**
Exams are to access the students’ ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

**Assignment Policy**
Assignments will be available in class and under each module in eCollege. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

**Late Work**
Late work will only be accepted with prior approval of the professor. A late box is provided in the drop box for late assignments. Late work will not receive full credit.

Incompletes
An incomplete will not be available for this course.

Graduate Online Course Attendance Policy
A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or units. It is important to stay on schedule with the class agenda.

University Specific Procedures

ADA Statement

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
COURSE OUTLINE / CALENDAR

The course is divided into 7 modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the syllabus tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.