



**ANGELO STATE UNIVERSITY**  
**Department of Curriculum and Instruction**

**EDG 6342**

**Personnel and Fiscal Management**

**Fall 2019**

**Kinsey Hansen, Ed.D.**

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## **COURSE INFORMATION**

### **COURSE NUMBER**

EDG 6342

### **COURSE TITLE**

Personnel and Fiscal Management

### **COURSE DELIVERY**

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on August 19, 2019, 2019 and ends on October 9, 2019.

### **COURSE DESCRIPTION**

This course is designed to develop knowledge and skills related to public school campus budgets, accountability procedures and human relations issues arising from fiscal decisions.

## **INSTRUCTOR INFORMATION**

### **LEAD INSTRUCTOR**

Kinsey Hansen

Email: [kinsey.hansen@angelo.edu](mailto:kinsey.hansen@angelo.edu)

### **INSTRUCTOR TEAM**

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

### **OFFICE HOURS**

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

## **STUDENT LEARNING OUTCOMES**

By the end of the course, the student (candidate) will be able to:

- Demonstrate appropriate ethical and legal conduct as it relates to personnel management.
- Research personnel and fiscal challenges in professional settings.
- Analyze and evaluate three challenges in fiscal management and three challenges in personnel management.
- Create a padlet comprised of research addressing personnel and fiscal management challenges.
- Construct a paper synthesizing lessons learned through research in personnel and fiscal management.
- Examine organizational evaluation components.
- Determine one deficiency within the evaluation process and justify the deficiency.

- Propose a recommendation for future improvement.
- Compose a video addressing one deficiency through the employee evaluation process.
- Apply personnel and fiscal concepts and challenges in a professional setting.
- Analyze and evaluate skills utilized in the profession for working with strategic planning, personnel, and fiscal areas.
- Construct a paper synthesizing findings from your interview.
- Access and collect relevant information from appropriate sources.
- Specify funding avenues within an institution/organization.
- Determine the role of strategic planning in an organization.
- Examine and evaluate the budgeting process within an organization.
- Construct a presentation demonstrating how funding, strategic planning, and budgeting work together.
- Propose ways to improve the strategic planning process and/or budgeting process.
- Conduct an internal and external assessment of an organization
- Formulate assumptions impacting strategic planning.
- Prioritize issues to address in the strategic planning processes.
- Formulate data sets to utilize in strategic planning.
- Create a graphic organizer outlining the planning base for strategic planning which includes internal assessment, external assessment, assumptions, priority issues, and common fact base (data sets).
- Access and collect relevant information from appropriate sources.
- Create a mission and vision statement for an organization to include in a strategic plan.
- Formulate three to five strategic objectives an organization must address in the new year.
- Describe at least three strategies you will utilize in your strategic plan.
- Develop at least three programs to address strategic objectives.
- Choose a review process for a strategic plan.
- Construct a professional presentation proposing your strategic plan to your organization.
- Reflect on personnel and fiscal management objectives addressed in the course.
- Evaluate content in the course.
- Construct a video justifying course reflection.

## **REQUIRED TEXTS AND MATERIALS**

### **REQUIRED TEXTS**

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

### **RECOMMENDED READINGS**

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

### **TECHNOLOGY REQUIREMENTS**

A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology\\_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php).

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

## **GRADING SYSTEM**

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

A = 90.00-100%

B = 80.00-89%

C = 70.00-79%

F = below 70%

## **METHODS OF INSTRUCTION**

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

## **COMMUNICATION**

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations

in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

**USE GOOD “NETIQUETTE”:**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

**INSTRUCTOR COMMUNICATIONS:** Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

**CANDIDATE PARTICIPATION**

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.

- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

### **ATTENDANCE**

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

### **LIBRARY RESOURCES**

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at [www.angelo.edu/services/library/](http://www.angelo.edu/services/library/). Information on library resources is available in the Orientation tab of each course. All candidates can also use the Ask A Librarian research support feature.

### **ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

### **LATE WORK OR MISSED ASSIGNMENTS**

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

### **POLICIES RELATED TO THIS COURSE**

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook  
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog  
<http://www.angelo.edu/catalogs/>
- Academic Calendar  
[https://www.angelo.edu/services/registrar\\_office/academic\\_calendar.php](https://www.angelo.edu/services/registrar_office/academic_calendar.php)

### **ACADEMIC INTEGRITY**

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

### **STUDENTS WITH DISABILITIES**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services

Office of Student Affairs  
(325) 942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

### **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

### **TITLE IX**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu) or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

### **BASIC NEEDS**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs center ([multicultural@angelo.edu](mailto:multicultural@angelo.edu); 325-942-2729).

The Multicultural and Student Activities Program Center has a [food pantry](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

### **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Course Calendar

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

Objectives	Assignments	Points	Due Dates
<b><u>MODULE ONE</u></b>			
Analyze ethical dilemmas.	Plagiarism Certificate	0	
Demonstrate professionalism through respect for others' thoughts and opinions.	Syllabus Review	0	Wednesday August 21
Synthesize information to effectively communicate and defend your position to others.	Academic Portfolio Creation	0	
Create a well-organized, logical, and thorough response to the moral and ethical dilemmas presented through this discussion forum.	Discussion Board: Introduction	2	Initial Post: Thursday August 22
	Case Scenario Discussion Board	8	Responses: Sunday August 25

<p style="text-align: center;"><b><u>MODULE TWO:</u></b></p> <p>Research personnel and fiscal challenges in professional settings.</p> <p>Analyze and evaluate three challenges in fiscal management and three challenges in personnel management.</p> <p>Create a padlet comprised of research addressing personnel and fiscal management challenges.</p> <p>Construct a paper synthesizing lessons learned through research in personnel and fiscal management.</p>	<p>Personnel and Fiscal Management Challenges Padlet and Paper</p>	<p>10</p>	<p>Sunday September 1</p>
<p style="text-align: center;"><b><u>MODULE THREE:</u></b></p> <p>Examine organizational evaluation components.</p> <p>Determine one employee deficiency within the evaluation process and justify the deficiency.</p> <p>Propose a recommendation for future employee improvement.</p>	<p>Employee Evaluation Simulation Video</p>	<p>15</p>	<p>Sunday September 8</p>

<p>Compose a video addressing one employee deficiency through the employee evaluation process.</p>			
<p style="text-align: center;"><b><u>MODULE FOUR:</u></b></p> <p>Apply personnel and fiscal concepts and challenges in a professional setting.</p> <p>Analyze and evaluate skills utilized in the profession for working with strategic planning, personnel, and fiscal areas.</p> <p>Construct a paper synthesizing findings from your interview.</p>	<p style="text-align: center;">Professional Interview Paper</p>	<p style="text-align: center;">10</p>	<p style="text-align: center;">Sunday September 15</p>
<p style="text-align: center;"><b><u>MODULE FIVE:</u></b></p> <p>Access and collect relevant information from appropriate sources.</p> <p>Specify funding avenues within an institution/organization.</p> <p>Determine the role of strategic planning in an organization.</p>	<p style="text-align: center;">Budget Process Presentation</p>	<p style="text-align: center;">15</p>	<p style="text-align: center;">Sunday September 22</p>

<p>Examine and evaluate the budgeting process within an organization.</p> <p>Construct a presentation demonstrating how funding, strategic planning, and budgeting work together.</p> <p>Propose ways to improve the strategic planning process and/or budgeting process.</p>			
<p style="text-align: center;"><b><u>MODULE SIX:</u></b></p> <p>Conduct an internal and external assessment of an organization.</p> <p>Formulate assumptions impacting strategic planning.</p> <p>Prioritize issues to address in the strategic planning processes.</p> <p>Formulate data sets to utilize in strategic planning.</p> <p>Create a graphic organizer outlining the planning base for strategic planning which includes internal assessment, external assessment, assumptions, priority issues, and common fact base (data sets).</p>	<p style="text-align: center;">Strategic Planning- Planning Base Graphic Organizer</p>	<p style="text-align: center;">15</p>	<p style="text-align: center;">Sunday September 29</p>

<p style="text-align: center;"><b><u>MODULE SEVEN:</u></b></p> <p>Access and collect relevant information from appropriate sources.</p> <p>Create a mission and vision statement for an organization to include in a strategic plan.</p> <p>Formulate three to five strategic objectives an organization must address in the new year.</p> <p>Describe at least three strategies you will utilize in your strategic plan.</p> <p>Develop at least three programs to address strategic objectives.</p> <p>Choose a review process for a strategic plan.</p> <p>Construct a professional presentation proposing your strategic plan to your organization.</p>	<p>Strategic Planning Presentation</p>	<p>20</p>	<p>Sunday October 6</p>
<p style="text-align: center;"><b><u>MODULE EIGHT:</u></b></p> <p>Reflect on personnel and fiscal management objectives addressed in the course.</p>	<p>FlipGrid Reflection</p> <p>Course Evaluation</p>	<p>5</p> <p>0</p> <p>0</p>	<p>Wednesday October 9</p>

Evaluate content in the course.	Practical Application Assignment Evaluation	0	
Construct a video justifying course reflection.	Academic Portfolio Submission		

*Version Date: Approved for Fall 2019 Courses*