

Syllabus for
GADM 830—Business Management Practices in Education
3 Credit Hours
Fall Module
November 6-9, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An assessment of all aspects of the fiscal and resource management concepts and techniques used in the operation of educational organizations. Emphasizes the development of knowledge and skills in several areas including budgeting, purchasing, accounting, maintenance, and operations.

II. COURSE GOALS

The purpose of this course is to provide the following

- A. Basic information pertinent to the overall operation of the school business office
- B. Overall understanding of the business aspect of the educational enterprise

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon satisfactory completion of this course the student will be able to do the following:

- 1. Display a working awareness through classroom discussion or written assignments of the major aspects of the operation of a school business office.
- 2. Discuss the knowledge, skills, and attributes required of the effective and efficient school business official.
- 3. Demonstrate an awareness through classroom discussion or written assignments of the various social, political, cultural, legal, and ethical issues confronting school business officials.
- 4. Define and describe the major elements of the critical areas of school business management including budgeting, purchasing, and accounting.
- 5. Develop and articulate a philosophical and practical basis for the management of school business operations.
- 6. Demonstrate proficiency with the guidelines competencies addressed by this course as identified in III. B.
- 7. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

B. Objectives for Students in Administrator Preparation Programs

This course assists in meeting the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration (2002) for both school-building leadership and school-district leadership.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifact will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address ELCC standards as assigned by the instructor. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Specific readings as assigned by the instructor.
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
 - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
 - 2. Assessment Requirements
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 - 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 - 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and

void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:

Two premodular assignments	150 points
Final examination	100 points
Two postmodular assignments	150 points
- b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%
- c. Grades are assigned as follows:
A=360-400 points
B=320-359 points
C=280-319 points
D=240-279 points
F=Below 240 points
- d. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
- e. There will be two in-class examinations covering assigned readings and information discussed in class.
- f. All modular assignments will be typewritten and double-spaced. They should reflect the mature academic approach/response to the assignment. Quality will be preferred over quantity, and the effort should be complete, concise, and well organized. Preassignments should reflect that the student has read the assigned materials. Postassignments should reflect that the student was an active listener/participant in the class discussions and reflected appropriately upon all class materials, including the texts and presentations by guest speakers. **NOTE: Supplementary materials, class handouts, additional assigned readings, field trips (site visits), resource persons, guest speakers, etc., may all be utilized to present information relevant to course content and may be incorporated as part of an assignment at any time during the course. All preassignments are due at the beginning of class.**

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the State of Education Institutional Standards.

3. Other Policies and/or Procedures

- a. The student is responsible for:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.

- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.
- c. Each student will complete a minimum of 15 hours in an internship in an appropriate administrative setting selected in consultation with the instructor. The internship is one in which the student will receive supervised practical professional field experience in areas directly related to course objectives, and it permits the student to develop a mentoring relationship with a practicing educational administrator. This internship experience should provide insight into the school business management function.
- d. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
- e. **Preassignment:**
The student should complete the following assignments and have them ready to turn in on Wednesday, November 6, 2013, at the beginning of class.
 - (1) Preassignment I (100 points):
 - (a) Read the specific readings as assigned by the instructor.
 - (b) For each of the readings, prepare a written summary (1-2 pages in length, double-spaced) that addresses the identified key point(s) of the reading. Be succinct in your approach, and deal with the most important aspect(s) of the key point(s). Do not exceed two pages in length (double-spaced) for each summary.
 - (2) Preassignment II (50 points):
 - (a) Initiate the internship process described in item V.C.3.c., and complete a minimum of 15 hours of mentored activities dealing with the issue of business management practices in education.
 - (b) Prepare a written summary (2-3 pages in length, double-spaced) that describes the internship experience. Identify who, what, when, where, etc., as related to the experience. Include a personal reflection that summarizes your feelings about the internship experience..
- f. **Postassignment:**
 - (1) Postassignment I (100 points):
Each student will complete a research report appropriate to his/her situation, dealing with some aspect of business management practices in education. The research report should be 3-5 pages in length (approximately 800 words), typewritten, double-spaced, and should refer to the readings in accepted APA style when appropriate. The research report should present and defend the student's position on the selected topic.
 - (2) Postassignment II (50 points):
 - (a) Each student completes a required item for inclusion in the student's portfolio.

- (b) Information regarding selecting and preparing portfolio items will be discussed in class.
- (3) Both postassignments must be emailed by the date announced in class to:

jmyers@oru.edu

VI. COURSE CALENDAR

Session	Topic
1	Overview of School Business Administration
2	Information Management
3	Planning and Budgeting
4	Accounting, Auditing, and Reporting
5	Purchasing and Inventory Control
6	Maintenance and Operation
7	Risk Management and Insurance
8	Final Activities Final Exam

Course Inventory for ORU's Student Learning Outcomes
GADM 830—Business Management Practices in Education
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Due to the individualized nature of the Doctoral Dissertation the outcomes addressed will vary by the Doctoral Dissertation topic.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity		X		

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 8, 10, 18