

**TVRS 311: Tribal Vocational Rehabilitation Foundations: Financial Management**

This document provides an overview of the course foundation, elements, assignments, schedules, and activities. For more information about general Northwest Indian College policies, please see the Northwest Indian College catalog. For questions pertaining to this course, please contact the instructor via the information provided below.

**Course Title:** TVR Foundations: Financial Management

**Course Number and Section:** TVRS 311

**Number of Credits:** 2

**Quarter being offered:**

**Class Meeting Location, Days and Time:**

**Instructor Information:**

Instructor Name:

Office Hours: By phone appointment

Telephone (Cell):

Telephone (Work):

Email:

**Course Description:**

##### Provides an overview of financial management of TVR programs, with a focus on the responsibilities of directors. Topics include building and managing new and existing TVR agencies; regulatory considerations; managing program grant funds; monitoring cases and services; management of staff, caseloads, and services; and hiring and supervising staff.

**Course Prerequisite:** None

**Required Readings:**

TVRI Financial Management Toolkit

<https://nwic.instructure.com/courses/2335>

Title 34 CFR Part 371: Vocational Rehabilitation Service Projects for American Indians with Disabilities

<http://www.ecfr.gov/cgi-bin/text-idx?SID=dcb2155151b6863a642e68d71b818c8d&mc=true&node=pt34.2.371&rgn=div5>

2 CFR 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>

Additional resources (articles, websites, videos, etc.) will be required reading throughout the quarter and you will be provided a link to these resources in the Canvas website.

**NWIC Institutional Outcomes:**

Upon program completion, a successful student will be able to:

* Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)
* Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. (2)
* Exhibit a sense of place. (5)

**Program Outcomes Met Through This Course:**

Upon program completion, a successful student will be able to meet the following:

* Commitment to community: Self-locate
* Values: Engage and integrate traditional values and ethics
* Leadership: Utilize, implement, and organize resources and partnerships

**Course Outcomes:**

Upon the successful completion of this course, each student will be able to:

1. Identify information and resources necessary for building new, and operating existing, agencies
2. Identify the framework for essential structural components for TVR agencies
3. Explain the regulatory considerations and reporting requirements that require a data management system
4. Describe a financial management system
5. Explain established guidelines and regulations for fiscal management as well as policies and protocols implemented at a tribal and/or program level
6. Describe how to monitor TVR cases and services
7. Describe how to empower staff to manage their caseloads
8. Explain information related to hiring and supervising TVR staff

**Course Policies:**

Class participation is expected and includes attendance, reviewing class notes and other documents prior to class, and verbal and written participation in class.

Students who have a valid issue that prevents them from attending class need to notify the instructor **prior** to the start of the GoToTraining videoconference class either via telephone or email. Each situation will be evaluated separately to determine if it is an excused or unexcused absence.

Students are urged to attend every class because learning is a cumulative process and the class will build on material covered in previous class sessions. Verbal participation during GoToTraining videoconference classes is fundamental to the overall course experience.

Given that this is a 2 credit-hour course, the amount of work for this course will typically require that each student will need to dedicate a total of 60 hours (30 hours per credit) toward the completion of the course. This time includes out-of-course preparations and place-based projects, reading, and in-class time.

**Overview of Course Activities and Grading:**

This is a hybrid course with part of the assignments done at each student’s home base during the 10 weeks of the course. During class, each student will describe a place-based project to be completed.

The grade for the course will be derived using the Northwest Indian College’s grading system, based on the following:

Participation (1 point per class) 10 points total

Discussion Board (3 points per week) 30 points total

Financial Management Project 30 points total

Program Management Project 30 points total

Total 100 points

Participation (10 points):

Attendance and participation in GoToTraining videoconference portion of class is mandatory. Classes meet once per week on XXX from XXX-XXX Pacific Time. If a student needs to miss a class, s/he should inform the instructor as soon as possible about the absence. If a class is missed, there will be a recording of the class available within one day after the class in the “Modules” section of Canvas. For an excused absence, you can make up participation points by watching the video recording of the missed class and emailing the instructor within one week.

Discussion Board (30 points):

One of the many ways to assimilate information is through discussion. For this reason, there are a number of required discussion threads on various topics throughout the quarter in Canvas. Discussion questions will be posted weekly and will be related to course objectives and course materials posted in Canvas. Each discussion question calls for an initial response worth 2 points that is at least 250 words long. Questions will be posted by XXX of each week and initial responses will be due by the end of XXX of the same week. Also required is at least one response to another student’s initial post. The response is worth 1 point and needs to be at least 100 words long. Responses are due by the end of XXX of the following week.

The guidelines are for the Canvas discussion board postings are:

* Follow proper “netiquette” when participating in the discussion board (detailed below).
* Post your initial response to the discussion board by **midnight on XXX.**
	+ Your initial response should be well thought out and should take into account all of the week’s readings and other assignments.
	+ Your initial response should be at least 250 words long or longer.
	+ Initial responses are worth 2 points. Partial points will be deducted for initial responses posted after XXX.
* You have the rest of the week (through **XXX at midnight**) to respond to at least one post made by your peers.
	+ Responses to your classmate’s posts should be at least 100 words long.
	+ Your response to a classmate’s post is worth 1 point. Partial points will be deducted for responses posted after XXX.

**“Netiquette”** *(Netiquette guidelines adapted from* [*https://www.fau.edu/oit/student/netiquette.php*](https://www.fau.edu/oit/student/netiquette.php)*)*

1. Check the discussion board frequently and respond appropriately and on-topic.
2. Focus on one subject per posting. Use pertinent subject titles in the subject line of the posting.
3. Capitalize words only to highlight a point or for titles - capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional in your communication and careful with your online interaction. Absence of face-to-face cues can result in comments easily being misinterpreted. Please be respectful of others ideas and comments. *If a comment upsets you, give your faculty and fellow student the benefit of the doubt: the intent of the writer is likely not to inflame or offend.*
5. With technology at our fingertips, it is easy to send off a quick or impulsive response, which may not reflect our best communication abilities. *We recommend you wait a minimum of 24 hours before you respond to any communications that leave you feeling emotionally charged.*
6. Part of learning involves challenging ideas and concepts that are presented to us: we encourage you to enhance your critical thinking skills and challenge opinions and ideas generated in course discussions. To create a safe environment where all students feel free to articulate their thoughts, all questions or challenges must come from a professional and respectful grounding rather than a critical or antagonistic approach. This approach hones our counseling skills and prepares us for the inevitable – a consumer or supervisor who demands we justify our opinion or recommendation.
7. Before you forward an email message or posting, please seek the author’s permission.
8. Humor is allowable, but use it judiciously, as it too can be easily misinterpreted. Please don’t use emoticons or online slang/shortcuts such as LOL (laugh out loud), as not everyone is familiar with this terminology.

Financial Management Project (30 points):

Students will complete a place-based project that will enhance, expand, or modify their understanding of TVR financial management using information or skills learned in class. The project is intended to strengthen an area within your current TVR program.

Project topics can vary depending on students’ interests and each student will determine their topic. Students are required to work solo on this presentation, however, the instructor will be available to discuss and assist with the process and format. A completed financial management project must be posted to Canvas for review by the instructor and other students. Projects will also be shared during Week 6.

**Proposals** should include at a minimum (a) a brief description of the financial management issue to be addressed and (b) initial ideas of what needs to be accomplished to strengthen that area of the TVR program. The Proposal should be posted in the “Proposals Discussion Board for Financial Management Project” in Canvas. Proposals are due by XXX and are worth 5 points. See the “TVRS XXX Financial Management Project Guidelines” document for topic and format ideas.

**Financial Management Projects** are due posted in Canvas by XXX and are worth 25 points. See the “TVRS XXX Financial Management Project Guidelines” document for a rubric describing how the projects will be evaluated.

During Week 6, there will not be a discussion board topic to respond to. Instead, discussion board points (3) will be given for responding to at least three students’ Financial Management Projects. Comments to other students’ Financial Management Projects are due by XXX.

Program Management Project (30 points):

Students will complete a place-based project that will enhance, expand, or modify their understanding of TVR program management using information or skills learned in class. The project is intended to strengthen an area within your current TVR program.

Project topics can vary depending on students’ interests and each student will determine their topic. Students are required to work solo on this presentation, however, the instructor will be available to discuss and assist with the process and format. A completed program management project must be posted to Canvas for review by the instructor and other students. Projects will also be shared during the last week of classes.

**Proposals** should include at a minimum (a) a brief description of the program management issue to be addressed and (b) initial ideas of what needs to be accomplished to strengthen that area of the TVR program. The Proposal should be posted in the “Proposals Discussion Board for Program Management Project” in Canvas. Proposals are due by XXX and are worth 5 points. See the “TVRS XXX Program Management Project Guidelines” document for topic and format ideas.

**Program Management Projects** are due posted in Canvas by XXX and are worth 25 points. See the “TVRS XXX Program Management Project Guidelines” document for a rubric describing how the projects will be evaluated.

During the last week of class, there will not be a discussion board topic to respond to. Instead, discussion board points (3) will be given for responding to at least three students’ Program Management Projects. Comments to other students’ Program Management Projects are due by XXX.

Grading:

The following is the grading scale for this course.

|  |  |  |
| --- | --- | --- |
|  | A = 93-100 points | A- = 90-92 points |
| B+ = 87-89 points | B = 83-86 points | B- = 80-82 points |
| C+ = 77-79 points | C = 73-76 points | C- = 70-72 points |
| D+ = 67-69 points | D = 63-66 points | D- = 60-62 points |
|  | F = 0-59 points |  |

**CEU Requirements**

Students taking the course for CEU credit will receive a Pass/Fail grade. Students are required to participate in classes via GoToTraining and in the weekly discussion boards. The 2 projects are optional.

**Course Requirements, Assignment, and Assessments:** Students are to read and study the assigned materials before each class, and to complete a final place-based presentation.

**Outline/Schedule of Topics:** List and description of topics covered. Case study scenarios and practice exercises will be a part of most classes.

| **WEEK** | **TOPICS AND ASSIGNMENTS** | **READINGS** |
| --- | --- | --- |
| **Week 1** | **Discussion Board 1 Response – Due XXX****Discussion Board 1 Reply – Due XXX**Module 1: Setting the Foundation* Step 1: Defining TVR
* Step 2: Reviewing grant documents
* Step 3: Organizational structure
* Step 4: Organizational allies
 |  |
| **Week 2** | **Discussion Board 2 Response – Due XXX****Proposal for Financial Management Project – Due XXX****Discussion Board 2 Reply – Due XXX**Module 2: Building Blocks* Step 1: The basics and structure of regulatory guidance for TVR agencies
* Step 5: TVR agency policies and procedure
 |  |
| **Week 3** | **Discussion Board 3 Response – Due XXX****Proposal for Final Project – Due XXX****Discussion Board 3 Reply – Due XXX**Module 2: Building Blocks* Step 2: TVR agency evaluation
* Step 3: Performance and financial reporting
* Step 4: Creating a data management system
 |  |
| **Week 4** | **Discussion Board 4 Response – Due XXX****Discussion Board 4 Reply – Due XXX**Module 3: Setting up the Financial Management System* Step 1: Establishing initial agency budget from grant documents
* Step 2: Set up financial tracking
* Step 3: Budgetary considerations
 |  |
| **Week 5** | **Discussion Board 5 Response – Due XXX****Discussion Board 5 Reply – Due XXX**Module 4: Spending Agency Funds* Step 1: Review regulatory criteria for expenditures
* Step 2: Establish and maintain fiscal protocols and policies
* Step 3: Establish vendors and service providers
 |  |
| **Week 6** | **Financial Management Project – Due XXX****Financial Management Project Discussion Board Responses – Due XXX*** Financial Management Project Presentations
 |  |
| **Week 7** | **Discussion Board 7 Response – Due XXX****Discussion Board 7 Reply – Due XXX**Module 5: Caseload Management* Step 1: Developing a process and format for case files
* Step 2: Setting up regular case review practices
* Step 3: Participant services
* Step 4: Best practices for caseload management
 |  |
| **Week 8** | **Discussion Board 8 Response – Due XXX****Proposal for Program Management Project – Due XXX****Discussion Board 8 Reply – Due XXX**Module 6: Staff Supervision* Step 1: Tips for hiring staff
* Step 2: TVR Positions
* Step 3: Implementing policies
* Step 4: Staff supervision
 |  |
| **Week 9** | **Discussion Board 9 Response – Due XXX****Discussion Board 9 Reply – Due XXX**Module 6: Staff Supervision* Step 5: Teamwork strategies
* Step 6: Organizational development
* Step 7: Planning and preventing staff turnover
* Step 8: Staff self-care
 |  |
| **Week 10** | **Program Management Project – Due XXX****Program Management Project Discussion Board Responses – Due XXX*** Program Management Project Presentations
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Please Note: This syllabus is subject to change. Changes, if any, will be announced in class and posted in Canvas. Students will be held responsible for all changes.