Instructor: Dr. Doyne “Scott” Elliff  
Location / Time: Bay Hall 127  
1/21, 2/4, 2/18, and 3/3 from 5:30 – 8:00 p.m.; online activities as scheduled  
Office Hours: Tuesdays (11:30 a.m. – 1:30 p.m.) & Thursdays (3:00 p.m.—5 p.m.)  
Office Telephone: 361-825-4637  
E-Mail: Doyne.Elliff@tamucc.edu

I. Course Description: This course is a study of the financial operations of public schools of Texas. The superintendent is held accountable for the management of a significant amount of resources provided by the public. This course seeks to prepare the prospective superintendent with the knowledge and skills necessary to understand and apply the myriad finance functions of a school district.

II. Rationale: This course is designed to prepare a successful school superintendent to provide leadership and management for the fiscal issues of today’s modern educational organization. Theories, principles, and practice will be presented, particularly as they relate to the business administration functions of a modern school district and the campuses comprising the district.

III. State Adopted Proficiency Domains:
   - Leadership of the Educational Community
   - Instructional Leadership
   - Administrative Leadership

IV. TExES Competencies covered in this course:

1. Competency 001 – The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.
2. Competency 002 – The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the education community.
3. Competency 004 – The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.
4. Competency 008 – The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
V. Carnegie Project on the Educational Doctorate (CPED) Principles:
It is the intention of the instructor that this course...

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

VI. Course Objectives and Outcomes: This course is designed to enable students to:

1. Understand the history and theory of school finance.
2. Understand the financial duties and responsibilities of the superintendent.
3. Understand the responsibility and the relationship between the campus principal, business manager, school board and superintendent in finance, budget development and management.
4. Demonstrate a working knowledge of the shared decision making approach to the district budget development process.
5. Develop a district budget.
6. Demonstrate a working knowledge of the district accounting process.
7. Demonstrate a working knowledge of the district auditing process.

VII. Course Topics:

The major topics to be considered are:

- The Ethics of Financial Management
- History of School Funding
- Revenue (Federal, State, and Local)
- Property Tax System
- Budgeting (Needs- and Policy-Based)
- Payroll and Employee Benefits
- Risk Management
- Accounting
- Auditing
- Facilities Funding
VIII. Instructional Methods and Activities:

Instructional delivery methods will include, but are not limited to, the following:

A. Lecture and Discussion
B. Research
C. Online discussion
D. Guest Speakers
E. Student Presentations

IX. Evaluation and Grade Assignment:

1. Research Paper: Each student will prepare a research paper on any of the topics discussed in class or related to the content of the course (public school finance). The student will include the findings of the latest research and writing in the field on the ethical considerations of budget development, fiscal responsibility and school district leadership. The paper should be typed and double-spaced. It should follow the bibliography format as required by APA. A minimum of six (6) works should be cited in the bibliography. Required length of paper (exclusive of bibliography) is 4-5 pages for EDAD 5367 students and 6-7 pages for EDAD 6367 students.

30% of Grade

Presentation of Research Paper: The student will present the findings of the research paper in the format of answering questions through a media presentation (Power Point, Prezi, or similar), not to exceed 10 minutes. The media presentation will be presented to the class.

20% of Grade

2. District Budget Development Study: The student will review the budget process for his/her own district and write a reflection of the findings. The reflection should not exceed four (4) pages double spaced. Each experience in this regard will be individual and will include a description of additional information needed if any.

20% of Grade

3. Mini-Quizzes: Four (4) mini-quizzes will be administered online based on content from the text, lectures, or online activities and resources.

20% of Grade

4. Class Attendance and Participation: While it is understood that many students have personal and professional responsibilities to fulfill during the term of this class, regular and punctual class attendance, as well as participation in online experiences, is expected.

10% of Grade
X. Course Schedule and Policies:

This is a hybrid online / traditional course. In addition to online requirements, the class will meet for four in-person sessions. The schedule of class meetings and assignment due dates will be finalized and disseminated during the first class session. Below you will find the proposed in-person class schedule. Additional online meeting requirements, such as WebEx meetings or required viewing of video lectures or clips, will be scheduled. Availability of outside speakers and opportunities will impact the topics. The professor reserves the right and discretion to change the schedule in order to take advantage of opportunities that may arise during the semester.

Meeting 1 Thursday, January 21
Introduction and Discussion of the Syllabus
Historical Perspectives of School Finance
Property Tax System
Text: Chapters 1, 2, 3, and 5

Meeting 2 Thursday, February 4
State Funding Structure
School Finance Policy
Needs-Based Budgeting
Text: Chapters 4, 8, 9, and 11

Meeting 3 Thursday, February 18
Payroll
Accounting and Auditing
Employee Benefits and Risk Management
Purchasing and Procurement
Facilities Funding
Emerging Issues in School Finance
Text: Chapters 10, 12, and 13

Meeting 4 Thursday, March 3
Research Presentations
Research Papers DUE

WebEx online meetings may be scheduled on additional dates during the semester.

Policies

- This is a graduate course, and graduate-level performance is expected. Students will be expected to comport themselves accordingly, arrive punctually for class, and refrain from texting or using cell phones during class time. Written assignments will be expected to demonstrate graduate-level writing skills. Students who need assistance with writing skills should avail themselves of assistance at CASA.
- Students are expected to complete all assignments on time. Late assignments WILL NOT BE ACCEPTED AND CREDIT WILL NOT BE GIVEN unless in emergency situations, as approved by the
instructor. Acceptance of late work and any grade penalties imposed will be at the discretion of the instructor.

- The textbook is an integral resource for this class, as are other readings required by the instructor. Students are expected to read all assigned textbook chapters and additional readings prior to class discussion.
- Attendance and class participation—both online and in class—are expected and will be considered in the computation of the final grade.

X. **Textbook**


XI. **Bibliography**


