EDAD 5367 / 6367: “Public School Finance” (Spring 2020)

Instructor: Dr. Doyne “Scott” Elliff

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Offices Hours: Mon 12:00 noon – 2:00 p.m.

Thu 1:00 p.m. – 3:00 p.m.

…or as scheduled by appointment

Classroom: ECDC 219A

Class Hours: F2F 8:30 a.m.– 4:00 p.m. Saturday (2/1, 3/28; and 4/18); One additional synchronous WebEx session will be scheduled, with date and time to be decided during the 2/1 Saturday seminar.

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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:

In order to be successful, school superintendents must be prepared 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. / IV. STATE ADOPTED PROFICIENCY DOMAINS / TExES COMPETENCIES:

Domain I—Leadership in the Educational Community

- Competency 1—The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.
- Competency 2—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 educational community.
- Competency 4—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.

Domain II—Instructional Leadership

- Competency 5—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.
Domain III--Administrative Leadership

- Competency 8--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.
- Competency 9—The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.
- Competency 10--The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

State Certification Examination (TExES): The Texas Examination of Educator Standards is based on the domains and competencies listed in the Test Framework that is a separate handout. Please see the SBEC website, http://www.sbec.state.tx.us, for the framework and the Superintendent Study Guide.

V. COURSE OBJECTIVES AND LEARNING OUTCOMES:

The student will:

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

VI. COURSE TOPICS:

The following general topics will be included in this course. Other topics may be added as appropriate:

- 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
VII. INSTRUCTIONAL METHODS AND ACTIVITIES:

- Lecture and Discussion
- Research
- Online discussion
- Guest Speakers
- Student Presentations

VIII. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:

- **Comprehensive Examination (30 points maximum):** Students will complete a take-home comprehensive examination encompassing major topics covered over the course of study. Details on the comprehensive examination will be presented during the first Saturday seminar.

- **District Budget Development Study (30 points maximum):** The student will review the budget process for his/her own district and write a reflection of the findings, including a description of the process used, chronological highlights, evidence of practices described in class, and examples or non-examples of the TExES competencies. The personal reflection should not less than 5, nor more than 6 pages in length (word processed, Times New Roman, 12 pt. font, double-spaced). No bibliographical citations are required.

- **Mini-Quizzes (30 points maximum):** Three (3) mini-quizzes will be administered online based on content from the text, lectures, or online activities and resources.

- **Class Attendance and Participation (10 points maximum):** 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.

IX. COURSE SCHEDULE, EXPECTATIONS AND POLICIES:

- **This is a hybrid online / traditional course.** In addition to online requirements, the class will meet for three (3) required “face-to-face” Saturday seminars. An additional required WebEx session will be scheduled during the semester. Availability of outside speakers and opportunities may impact scheduled topics. The detailed class schedule will be posted on Blackboard. The instructor reserves the right and discretion to change the schedule in order to take advantage of opportunities that may arise during the semester.

- **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, pre-approved by the instructor. Acceptance of late work and any grade penalties imposed will be at the discretion of the instructor.

- **The required texts are integral resources for this class, as are other readings required by the instructor.** Students are expected to read all assigned text assignments and additional readings prior to class discussion in seminars and online discussion forums.

- **Attendance and class participation—both online and in class—are expected and will be considered in the computation of the final grade.** Students will be expected to familiarize themselves with the uses of Blackboard and
WebEx in order to navigate the online class environment.

- Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and Human Development and the University.

- The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

X. REQUIRED TEXTS:

The following texts are required for this course:


NOTE: These text resources will be provided online via Blackboard at no cost to the student.

XI. BIBLIOGRAPHY AND RESOURCES:

The following represent source material for this course:

The following represent resources that may be helpful in completing the required assignments for this course:

- Bell Library – http://rattler.tamucc.edu/
- EndNote – http://endnote.com/
- OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

XII. GRADE APPEALS:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. DISABILITIES ACCOMMODATIONS:
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.