EDAD 627 School District Organization and Leadership: School Finance
COURSE SYLLABUS: Fall 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. ***School Finance 101: Funding of Texas Public Schools,*** Texas Education Agency publication, April, 2010

2. **Case Study and Facilities Reference Information, Gilmer ISD,** June, 2010, Arnold Oates

3. **Educational Facilities Planning: Evaluation, Demographics, Pre-bond Issues Presentation,** June 2010, Arnold Oates

4. **Good to Great** by Jim Collins

5. **Legal Issues in School Law**, June 2010, Blake Powell

6. **Selected School Board Policies**, Texas Association of School Boards, Revised 2009

BAA	Power and Duties of School Board
BBA	Board Qualifications
BDAA	Duties and Requirements of Board Officers
BE	Board Meetings
BEC	Closed Meetings
BED	Public Participation
BF	Board Policies`
BJA	Qualifications and Duties of the Superintendent
BQ	Planning and Decision-Making Process
BQA	Planning and Decision-Making process District-Level
GF	Public Complaints

Course Description:

EDAD 627 School District Organization and Leadership: School Finance

The course is designed to develop financial competency in potential educational leaders in developing a district-wide systemic culture to sustain a high-performing learning community.

Student Learning Outcomes:

Student learning is directed toward financial competency as a superintendent in developing a district-wide systemic culture to sustain a high-performing learning community.

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. These are the expectations your instructor has for you. Assignments and activities related to these outcomes are described in the assignments and assessment portion of this syllabus.

Using classroom learning opportunities led by superintendents, school financial consultants, school attorneys, school construction specialist, school business managers, state and federal programs and assessments to promote advanced discussion, varied learning opportunities, and research, the student learning outcomes for this course will be demonstrated through individual and group activities, class activities, independent projects, and reading and reporting on research articles. The student learning outcomes for this course are . . .

Learning Outcome #1: The learner will demonstrate an understanding of the ways in which economic, constitutional and political forces have guided the evolution of school finance in public education in the United States in the past, present and will impact the future through active participation in unit activities, class debates, discussion, and major classroom project.

Learning Outcome #2: Through active participation in class debates, and discussion, the learner will demonstrate an understanding of the formal and informal roles of various constituencies including school administrators, local school boards and state education agencies, state legislatures, and court systems in governing American public school finance in public education.

Learning Outcome #3: The learner will demonstrate knowledge of current trends and issues like immigration, choice programs, charter schools, the growing education industry (i.e. textbook and testing), incentive reward funding systems and high stakes assessments etc., special interests groups, and the ways in which these movements shape public school finance through active participation in class debates, and discussion..

Learning Outcome #4: The learner will demonstrate knowledge of the diverse typology of K-12 educational institutions including public schools, private religious schools private independent schools private boarding schools, charter schools (and privately managed public schools), magnet schools and alternative schools through active participation in class debates, and discussion.

Learning Outcome #5: The learner will demonstrate an understanding of the key administrative roles and functions within an organization and the strategies which contribute to financial efficiency and effectiveness through active participation in class debates, major projects, and discussion.

Learning Outcome #6: The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic, and human frameworks as they apply to financial policy development of public and private entities through active participation in class debates, and discussion.

Learning Outcome #7: The learner will demonstrate a working knowledge of the financial organizational and administrative literature of public school education and explore ways to bridge theory into practice in various public school arenas through active participation in class debates, and discussion.

Learning Outcome #8: The learner will be an active and engaged team member within his/her learning community by analyzing, constructing/ creating, and evaluating information presented within the textbooks, external readings and resources, and class activities in order to contribute to and develop the required class projects and products.

Learning Outcome #9: The learner will demonstrate mastery of school finance as defined within the Domains established by the State Board for Educator Certification.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course relies heavily on student participation, interaction, and discussion. It is problem-based and inquiry oriented. While learning in this course will take place as a result of class discussions and debates, lectures/power-point presentations, guest speakers, readings and concentrated study by individual students, a major teaching/learning strategy calls for small group discussions, individual and group presentations (spontaneous and planned), class discussion, and participation in intensive group learning exercises.

Daily/weekly assignments include a series of written and oral responses to readings and class discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in class discussions.
A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, debates, student led discussions, group problem-solving activities, case-studies, simulations, independent research, individual and small group presentations as well as power-point presentations, and the direct teaching model.

GRADING

Student Performance Evaluation:
Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned points towards the total on which the final course grade will be based. Grades will be based on the quality of the writing (both style and content); the degree to which the paper/project meets the defined expectations (syllabus descriptions and rubrics). These grades are the sole judgment of the instructor of record based upon the nature, quality, and completion of each student performance expectation.

Visitation to School Board Meetings (20% of Final Grade) 5 points per visit
Individual Project/Presentation (40% of Final Grade**)** 40 points
Participation in Class Discussions/Activities (20% of Final Grade) 20 points

Completion of Research Reading Activities (20% of Final Grade) 20 points

TOTAL Possible Points: 100 POINTS

FINAL GRADE

A	**90 – 100 Points**
B	**80 – 89 Points**
C	**70 – 79 Points**
D	**60 – 69 Points**
F	**Below 60 Points**

TECHNOLOGY REQUIREMENTS

Access to a computer with
- o Internet access (high-speed preferred)
- o Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo - all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx .

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu .

COMMUNICATION AND SUPPORT

Email is the best way to reach me as I will check it daily, including weekends. A reply will be sent within 12 to 24 hours depending upon the time your message was received.

Phone Calls: If you want to talk via the "phone" you may call me a 903.539.4101. Please leave a detailed message (if I do not answer) and tell me the nature of your concern and when you are available to receive a phone call.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
(See Student 92s Guide Handbook, Policies and Procedures. Conduct)

Late work:
Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Attendance:
Attendance to all sessions is mandatory unless special permission to miss class due to extenuating circumstances is approved by the instructor.

Scholarly Expectations:
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Courtesy regarding Cell Phones/Electronic Devices:
If you carry a communication device/cell phone with you, please be sure it is turned off while you are in class. If you are involved in a crisis situation and need to be available via your cell phone, please talk with the instructor about the situation prior to the start of class. Your cooperation and your respect for our learning time are appreciated.

Dropping the Class:
At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course. 998). You are notified that the deadline date.

Incomplete Grades:
Per university policy, your must visit with the instructor, develop, and sign “A Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07) You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:
Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one"s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material." (*Texas A&M University –Commerce, Graduate Catalog*).

Plagiarism:
Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:
Having a tutor or friend complete a portion of your assignment, having a reviewer make extensive revisions to an assignment, copying work submitted by another student to a public class meeting and/or using information from Online information services without proper citations.

Texas Association of School Boards (TASB) Legislative Hotline: 1-800-580-4885
Note: You can call the I-800 number and ask to have your call transferred to the Representative and/or Senator representing your district. When possible, give the name and/or bill number you are interested in when you call. Tell briefly your principal objections, concerns, or reasons for supporting the bill and ask the representative or senator to vote as you direct. You can also request information regarding pending legislation.
Texas Legislature on-line at http://www.capitol.state.tx.us/
http://www.equitycenter.org/
www.investintexasschools.org/ *(Coalition to Invest in Texas Schools)*
www.tasb.org *(click on "advocacy")*
www.tasanet.org (click on "governmental relations" and then on "capitol watch")

University Mission and Vision Statements

The Texas A&M University- Commerce Mission:
Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission:
The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision:

The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission:
The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision:
The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

ADA Statement:
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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).