EDLD 6462
District School Finance

Fall A 2019
Syllabus

Basic Information

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College of Education
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This course is a Web Course and is conducted within Canvas
http://utpb.instructure.com

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

This course is designed to acquaint students with principles, trends and practices in financing public education, including sources of school revenue, taxation and fiscal policies specifically addressing the superintendency (Field-based experience required).

This course is required for graduate students who are working toward Superintendent certification and will examine the exemplary leadership standards for Texas Superintendents as expressed in the State Board for Educator Certification competencies.

Prerequisites:

No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

Measurable Learning Outcomes:

This course will examine the exemplary leadership standards for Texas Superintendents as expressed in the State Board for Educator Certification competencies. Specifically, Competency 8, states, "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." Candidates for the Superintendent Certification will be expected to master the superintendent standards to:

- o Apply procedures for effective budget planning and management;
- o Work collaboratively with stakeholders to develop district budgets;
- o Facilitate effective account auditing and monitoring;
- o Establish district procedures for accurate and effective purchasing and financial record keeping and reporting;
- o Acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources;
- o Use district and staff evaluation data for personnel policy development and decision making;
- o Apply knowledge of certification requirements and standards;
- o Apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel;
- o Manage one's own time and the time of others to maximize attainment of district goals;
- o Develop and implement plans for using technology and information systems to enhance school district operations;
- o Apply pertinent legal concepts, regulations, and codes, (Test Framework for Superintendent, 2002).

While the course concentrates on mastering the standards of Competency 8, students will also recognize the application of other standards (e.g., Competency 2, standard 6, 'The superintendent knows how to facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals'). Superintendent candidates will discover other standards being applied throughout the course, including some of the NCATE Education Leadership Constituent Council (ELCC) standards (e.g., Standard 3, 'Superintendent candidates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment'/ supported by elements such as 'demonstrating the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote

educational equity'). So by the end of this course, Superintendent Candidates will clearly understand national and state standards regarding public school finance.

Today's Superintendent must demonstrate learner-centered leadership as he or she encourages and nurtures maximum student performance and helps improve staff productivity and parent participation in educational success for all. To better acquaint you with the 10 Superintendent Competencies, please visit the following web site: http://www.texes.ets.org/prepMaterials/.

Materials

Required Materials:

No text required--everything we will use in this course is downloadable or accessible on the TEA Finance or other websites.

Make every attempt to check your e-mail the announcements section at least weekly. Good luck, together we can make this a great course and learning adventure.

Conceptual Framework: UTPB - School of Education

Vision

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

- theoretical perspectives of the profession
- the content, processes, and practices appropriate for their students
- child and adolescent development
- diversity
- technology
- planning and assessment
- the learning environment and classroom management
- collaboration
- legal and ethical issues related to education

Skills (S): Our candidates will be able to:

- select appropriate content for use in lesson planning and delivery
- apply best practices to promote learning in all students
- use knowledge of child and adolescent development to direct their teaching

- select from an array of techniques to meet the needs of diverse learners
- integrate the use of technology into the learning environment
- use appropriate assessments to measure students' developmental progress
- develop an appropriate learning environment
- apply classroom management techniques
- communicate with all members of the educational community (students, families, other educators, administration, community members)
- reflect on their professional performance in order to improve their professional effectiveness
- employ ethical and legal standards in education

Dispositions (D): Our candidates will demonstrate a/an:

- respect for themselves and a positive regard for others
- passionate nature about learning
- belief in the value of a learner-centered instruction
- dedication to providing a safe and supportive learning environment
- acknowledgement of and respect for the fact people are shaped by their cultures
- commitment to clear and accurate communication
- professional and ethical attitude
- desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

- Instill the awareness of diversity for implementing inclusive instruction
- Incorporate the diverse nature of learning and teaching as exemplified in the global community.
- Model critical global thinking through coursework
- Conceptualize diversity experiences from a variety of perspectives:
  - to strive for social justice, equality, and equity for all learners
  - to continue the process of self-growth, narrowing the student achievement gap in our nation
  - to empower all learners as citizens in a global society

Important Academic Dates

UTPB Academic Calendar

Course Overview

Module Assignments (Modules 1 - 6)

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module.

Module 1

Texas Public School Finance 101 and Introductory Discussion
Due Date: September 1, 2019

- Each students downloads the Texas Public School Finance 101 (posted in discussion board as a pdf) and visit the sites in the Texas School Finance Learning Discussion then post key requirements to the discussion board as well as engaging in a meaningful threaded discussion with peers in the course.

Module 2

PROJECT 1--Cost of Education: The Big Picture Worksheet

Due Date: September 8, 2019

- *Each student* will locate the answers to the questions provided and **include the source and date of the data**. Try for the most recent year that data are available. Suggested sources of information include TEA Finance Standard Reports and other sites

Module 3

School District Revenue / Expense Summary—Excel Pie Chart
Due Date: September 15, 2019

- Prepare two (2) pie charts (one for revenue and one for expenses) using information found in the most recent annual financial report in the district office or online on the district web site. In most cases that should be for FY13 (**F**iscal **Y**ear 20**13**) data. The first chart for REVENUES *TEA FUNCTION CODE ONLY* should be in both in dollars and as a percent of the total revenue. The second chart will deal with

EXPENDITURES by TEA FUNCTION CODE ONLY both in dollars and as a percent of the total expenses.

- *Note: If you have not worked with Excel Spreadsheet and charts you will find many helpful HOW TO videos on Youtube. Simply search youtube for Excel charts and graphs or search google for the same.*

Module 4

Activity Funding Flow Chart Project
Due Date: September 22, 2019

Each student will develop flow chart/audit trail that will enable you to track revenue and expenses for student activity funds **OR** any other finance transactions completed in a school setting that might help you in your current or future position. Your project submission should include a permission form to conduct a fundraising project, procedures and form for collecting and depositing of revenue, form expediting expenditures, accounting procedure and any other relevant documentation that would assist an auditor or other qualified financial administrator to track all activity funds. THIS IS ONE OF THE MOST RELEVANT ASSIGNMENTS IN THE COURSE—NOT BUSY WORK!

School administrator are terminated and/or reassigned annually as well as charged with criminal offenses due to improper accounting of activity funds. The two most prevalent reasons that school leaders lose their jobs are for ethical breaches involving finance and romance…remember this if nothing else!

Module 5

Selected Text or Internet Resource Discussions and Forms Sharing
Due Throughout the course

- Information and requirements will be posted periodically with ample time for readings and responses. Prompts will be sent via email throughout the course and podcasts will be posted in the discussion area.

Module 6

District Budget Process—flow chart
Due Date: October 6, 2019

The purpose of this assignment is to learn about the budgetary process in your district. The objectives of the assignment are for you to:

1. Acquire a copy and familiarize yourself with the budget document for your school or district.
2. Identify the person(s) / positions(s) involved in making budgetary decisions.

3. Identify the procedures used in making budgetary decisions.
4. Compare budgetary theory as discussed in class with actual budgetary practices in your school.
5. Interview the building principal and / or central office staff to obtain the information. Please identify the person you interviewed.

Final Project (Module 7) - Due October 13, 2019
The final project will consist of two components:

1. the analysis of your district budget done in consultation with your site supervisor, leading to the development of streaming multimedia presentation using one of the instructor recommended free software applications (will be posted in a discussion board).

2. completion of the purchase requisition coding exercise that will be posted in a discussion board format for downloading, completion and posting.

The final project will require meeting and working with your Superintendent or Assistant Superintendent and someone with coding experience in the business office) several times throughout the semester, be sure to plan accordingly.

The following represents the critical due dates for EDLD 6462, School District Finance. I had to find an acceptable time frame for submitting assignments and discussions. Assignments may be submitted and/or posted prior to due dates. If you anticipate being late in submitting assignments or making postings, please notify Dr. Benavides to make arrangements for an extension of time. Of course, there may be circumstances where due dates are extended.

Module 1   Assignments and Discussion Boards Sunday 11:59 PM – 9/1/2019
Module 2   Assignments and Discussion Boards Sunday 11:59 PM – 9/8/2019
Module 3   Assignments and Discussion Boards Sunday 11:59 PM – 9/15/2019
Module 4   Assignments and Discussion Boards Sunday 11:59 PM – 9/22/2019
Module 5   Assignments and Discussion Boards Throughout the course as posted.
Module 6   Assignments and Discussion Boards Sunday 11:59 PM - 10/6/2019
Module 7   Final Project   11:59 PM - 10/13/2019

At this time, these are the recommended due dates. If as a class we discover that more time may be needed for submitting responses to certain Module activities, we will mutually agree upon calendar revisions. Unless otherwise noted, all assignments will be due as noted above.

Internships

Each superintendent certification course has field experiences built into the assignments. Please have your superintendent complete the Immediate Supervisors

Acceptance Form (you will need Adobe Reader) and either scan and email or fax to Dr. Jessica Garrett at UTPB.

The University of Texas Permian Basin
Attention: Dr. Jessica Garrett

Garrett_j@utpb.edu

OR

Fax: 432.552.2125

One copy of this form is required to be on file for the program. There is no need to duplicate this form unless you change districts or get a new superintendent.

Grading:

Item	Points
Assignments (11 @ 25 each)	275
Discussions (5 @ 10 each)	50
PIP	100
Total Points:	425

Grading Scale:

Range	Letter Grade
391 - 425	A
353 - 390	B
319 - 352	C
0 - 318	F

Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

The professor will respond to all email inquiries within 48 hours. Be sure to use the email tab on the course homepage. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students. In case of emergencies you may contact the UTPB School of Education at 432.552.2120. This syllabus is subject to change, please check back periodically.

Time Management:

It is important to develop a Time Management Plan to be successful.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.

- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

Students are expected to attend class and have completed assignments prior to the start of class. Missing more than one class may result in a **reduction of the student's grade** by one letter. Students **must** participate in class discussions in such a manner that their preparation is evident. Students are encouraged to ask questions which the professor will generally answer at the time they are asked.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook: Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All

students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243
Voice Telephone: 432-552-3702
Email: Leverington_P@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Computer Skills, Technical & Software Requirements

The student should be sufficiently comfortable in an online environment to handle basic web navigation and to upload and download assignments.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to UTPB Office 365 Page.

Computer Technical Requirements

See Technical Requirements.

Online Student Authentication

The University of Texas of the Permian Basin (UTPB) maintains policies and procedures to ensure that each student who registers for a distance or correspondence course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to authenticate student identity by employing at least two methods of verification. To access online courses students must login to the Canvas learning management system to establish their identity by using their unique personal identifying username login and a secure password. UTPB's Distance Education Policy allows faculty multiple options (Proctored Examinations, Field/Clinical Experiences, Synchronous/asynchronous video activities, other technologies and practices that are effective in verifying student identification) for satisfying the second method of validating student identity. This course satisfies the second method of student verification by requiring a clear the following (non-graded but mandatory):

1) A clear image of yourself

 a) In color
 b) Well lit, and no shadows on your face or your ID that can obscure your image
 c) Must be taken on the day you submit the photo to reflect your current appearance
 d) Taken in full-face view directly facing the camera
 e) With a neutral facial expression and both eyes open

2) Then a picture of your ID (can be a UTPB ID or government issued ID) with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers).

I just need to see you, then the image of you on the card with your name.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	UTPB E-Advisor (432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Outlook 365, my.utpb.edu	Information Resources Division (IRD)
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Dean of Students (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and

procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

Class Calendar

Fall A 2019

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Module	Topic	Date
Module 1	Assignments and Discussion Boards	9/1/2019
Module 2	Assignments and Discussion Boards	9/8/2019
Module 3	Assignments and Discussion Boards	9/15/2019
Module 4	Assignments and Discussion Boards	9/22/2019
Module 5	Assignments and Discussion Boards	Throughout the Course
Module 6	Assignments and Discussion Boards	10/6/2019

Module	Topic	Date
Module 7	Assignments and Discussion Boards	10/13/2019

At this time, these are the recommended due dates. If as a class we discover that more time may be needed for submitting responses to certain Module activities, we will mutually agree upon calendar revisions. But unless otherwise noted, all assignments will be due as noted above.