



EDAD 6381
School District Business & Financial Management
Fall 2017

EDAD 6381 is a required course for SUPERINTENDENTS CERTIFICATION PROGRAM

College of Education, Department of EDUCATIONAL LEADERSHIP

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OFFICE HOURS: Wednesdays, 10:00 am to 2:00 pm or by appointment

Class Format: ONLINE

Class day and time: AS SCHEDULED ONLINE

Class location: SHSU ONLINE

Course Description: AN ADVANCED COURSE IN PUBLIC SCHOOL FINANCE, ACCOUNTABILITY AND REPORTING FOR DISTRICT LEVEL ADMINISTRATION WITH AN EMPHASIS ON LAWS AND REGULATIONS FOR THE STATE OF TEXAS.

REQUIRED WEBSITES, ACCOUNTS AND TEXTBOOK:

WEBSITES

Texas Education Agency. School Finance and Grants and Accountability.

http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/

Texas Education Agency. Texas Financial Accountability System Resource Guide (FASRG).

http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/

Texas Association of School Business Officials

<http://www.tasbo.org>

TK20 Account

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.

<https://tk20.shsu.edu/>

REQUIRED TEXTBOOKS/ONLINE HANDOUTS

Vornberg, J.A. (2016) *Texas Public School Organization and Administration*. Dubuque, IA: Kendall/Hunt.

Webb, D. (2005). *A Brief History of Texas School Finance*. Texas Association of School Business Officials. (link to handout provided in Blackboard)

Course Objectives: The following objectives will be met during this course:

1. To develop an understanding of the sources of revenue for funding public schools and the property tax system.
2. To examine school finance structures and understand the relationship among the variables that drive funding to schools.
3. To be able to make applications of the principles of the Texas Foundation School Program.
4. To understand and apply methods for assessing equity and adequacy in school finance programs.
5. To examine budgeting principles and to develop and apply an appropriate budgeting procedure.
6. To understand and apply the various functions associated with school business administration.
7. To develop the ability to establish and facilitate comprehensive communications for building faculty, staff and other district employees; to lend voice and guidance on district needs, budgeting and performance as it relates to school district finance, accountability and reporting.

Additional course/program objective references:

Texas Administrative Code. Standards Required for Superintendent Certification

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=242&rl=15](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=242&rl=15)

TExES preparation manual. Superintendent competencies.

http://cms.texas-ets.org/files/4613/7218/4648/superintendent_195.pdf

Council for Accreditation of Educator Preparation (CAEP). Accreditation standards.

caepnet.org

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building knowledge base.

Important:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

Course/Instructor Requirements: Course eligibility requires acceptance into the superintendency certification program

Just a reminder that all courses taken in the superintendent certification series are designed with information and experiences that will be necessary to pass the state superintendent certification exam. Upon completion of the coursework it is advisable to take the certification exam as soon as possible.

The university requires that you take the certification exam within one year of the end of the coursework to avoid having to retake any courses.

Course Outline

Assignments

Module 1	Overview and History of Public School Finance
Module 2	Funding for Public Schools
Module 3	State Funding for Public Schools
Module 4	District Budgeting
Module 5	District Purchasing

Reading Discussions, Assignments and Class Engagement and Participation 60%: Each student is expected to complete the module assignments and thoughtfully participate in the class discussions by tightly connecting the topic, readings and course materials to the assignments. Class discussions will be weekly and each student is expected to engage the activity at a graduate level also appropriate for a senior school district administrator. All assignments will be turned into Blackboard. You will also upload some of these activities into TK-20 as part of your portfolio.

WebEx Discussions: These meetings will assist and contribute to the learning of the material for assignments. WebEx discussions will be scheduled as needed.

Mid-Term Examination 20%: The mid-term examination will cover the PowerPoints, discussions, reading and experiences over the first half of the semester. This exam will be taken on Blackboard.

Final Examination 20%: The final exam will cover discussions, reading and experiences over the second half of the semester. This exam will be taken on Blackboard.

Grading Scale

A=Exceeds standards and demonstrates learning beyond the course and state expectations. “A” work is earned by learners who extend learning and coursework beyond the state outcomes and submit assignments on time.

B= Meets standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility and complete course assignments that meet graduate work and expectations.

C or F = Failure to meet standards/complete course/program requirements.

Schedule

MODULE 1	8/23/17 TO 9/6/17
MODULE 2	9/7/17 TO 9/27/17
MODULE 3	9/28/17 TO 10/18/17
MODULE 4	10/19/17 TO 11/8/17 (MID TERM EXAM WINDOW)
MODULE 5	11/9/17 TO 12/1/17
FINAL EXAM	WEEK OF 12/4/17

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: This is an online course.
 - Technology during exams: This is an online course.
 - Technology in emergencies: This is an online course.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Expectations for attendance and timeliness are the same for this course as you would expect for your students and teachers as a professional educator.

Course Expectations

Online assignments and WebEx discussions should be well thought out, excellently prepared, and presented in a professional manner. There are no provisions for extending deadlines for each module’s assignments so please pay attention to deadlines.

Assignment Schedule

Dates	Readings to be Completed for Assignments	Class Online Assignments and Discussion Boards (See Blackboard for full details)
Module #1 – Overview and History of Public Finance		
August 23-September 6	A Brief History of Public Finance (link in syllabus) Chapters 15 and 16 of Vornberg textbook Other websites listed in syllabus	<ul style="list-style-type: none"> • Review Syllabus • Journal #1 – Terminology • Assignment #1 – Finance Facts
Module 2 – Funding Sources for School Districts		
September 7 – September 27	A Brief History of Public Finance (link in syllabus) Chapters 15 and 16 of Vornberg textbook Other websites listed in syllabus	<ul style="list-style-type: none"> • Journal #2 – Terminology • Assignment #2 – Property Tax Revenue • Discussion Board #1 – Property Tax Revenue and your school district
Module 3 – State Funding for Public Schools		
September 28-October 18	A Brief History of Public Finance (link in syllabus) Chapters 15 and 16 of Vornberg textbook Other websites listed in syllabus	<ul style="list-style-type: none"> • Journal #3 – Terminology • Discussion Board #2 – Current State Funding • Mid-Term Exam
Module 4 – District Budgeting		
October 19 – November 8	A Brief History of Public Finance (link in syllabus) Chapters 15 and 16 of Vornberg textbook Other websites listed in syllabus	<ul style="list-style-type: none"> • Journal #4 – Terminology • Assignment #3 – District Staffing Process • Discussion Board #3 – Staffing Process
Module 5 – District Purchasing		
November 9 – December 4	A Brief History of Public Finance (link in syllabus) Chapters 15 and 16 of Vornberg textbook Other websites listed in syllabus	<ul style="list-style-type: none"> • Journal #5 - Terminology • Assignment #5 – Sound Financial Management • Final Exam

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.