



Fall 2017 syllabus

EDAD 6370: Campus Business Management

College of Education – Department of Educational Leadership

EDAD 6370 is a required course for Principal Certification

Instructor: Dr. Veronica Vijil
Cell: 281-989-7579
Email: vgv001@shsu.edu

Location & class hours: Online
Office hours: Online, as needed

Course description

This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant. This course deals with basic concepts of management of campus activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education.

Textbooks

Sorenson, R.D. & Goldsmith, L.M. (2013). *The principal's guide to school budgeting*. (2nd ed.) Thousand Oaks, CA: Corwin Press.

Supplementary materials

Texas Education Agency. (2015). The [Texas Academic Performance Reports \(TAPR\)](http://ritter.tea.state.tx.us/perfreport/tapr/index.html), formerly known as the Academic Excellence Indicator System (AEIS) reports Retrieved from <http://ritter.tea.state.tx.us/perfreport/tapr/index.html> for 2015-2016 School year

Texas Education Agency. (2015). State Accountability. Retrieved from http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/State_Accountability/

Texas Education Agency. (2013). *Financial Accountability System Resource Guide Update 14.0 – January 2010*. Retrieved from: http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/

Texas Comptroller of Public Accounts
<http://www.window.state.tx.us/>

Texas Association of School Administrators
<http://www.capitol.state.tx.us>

Texas Association of School Boards

<http://www.tasb.org>

Moak, Casey, and Associates

<http://www.moakcasey.com>

National School Lunch Program

<http://www.fns.usda.gov/cnd/lunch/>

FERPA

<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

Crisis Planning – US Department of Education

<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

Attendance Accounting Handbook – TEA

[http://tea.texas.gov/Finance and Grants/Financial Compliance/Student Attendance Accounting Handbook/](http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/)

Finance Information

[http://tea.texas.gov/About TEA/Welcome and Overview/An Overview of the History of Public Education in Texas/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/An_Overview_of_the_History_of_Public_Education_in_Texas/)

Course objectives

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

The content of this course will be very practical to you in your role as a future campus or district administrator. This course will provide students the opportunity to develop a working knowledge of the fundamental principles and theories associated with educational finance, as well as the function of the principal in the business management of a campus. Recent regulations regarding Texas public school financing and the management of campus level financial operations will be a primary focus.

Specifically, at the conclusion of this course students will be able to:

1. Define terminology associated with school finance and campus business management.
2. Work collaboratively with stakeholders to develop campus budgets that are aligned with district and campus goals and that support student success.
3. Describe recent laws relating to Texas public school financing as well as political and legal issues associated with public school finance.
4. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
5. Utilize district and Texas Education Agency Web based financial tools and resources.
6. Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
7. Manage student and staff data according to state and federal laws and district policies.
8. Develop and implement plans for using technology and information systems to enhance school management.

9. Identify strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
10. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
11. Develop and implement procedures for crisis planning and for responding to crises.
12. Apply local, state, and federal laws and policies to support sound decisions related to school programs and operations (i.e., acceptable use, facilities use, student services, food services, health services, transportation).

IDEA Objectives

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

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Learning to apply course material (to improve thinking, problem-solving, and decisions).

Important: Learning how to find and use resources for answering questions or solving problems.

Grades

All assignments are graded on a 100 point scale & weigh equally with the exception of the budget assignments. Each of these assignments will count for 2 assignments.

Class assignments are to be turned in by date specified. Each day late will deduct .25 from the student's final assignment score. Late test completion will deduct 1 point per day late. Assignments may be turned in early. All assignments must have full name (as registered for class) on assignment.

Reflections may be completed using the Irby and Brown Reflection Cycle methodology or a model that includes new learning and how you can use the information in the future. Reflections should be no less than one page (single spaced). Point deductions will be administered for general rather than in-depth reflections. I have included an example reflection in my SHSU Online site.

Reflection Cycle consists of five steps as delineated by Brown and Irby (2001):

1. Select. The student must first select the artifacts most representative of each of the seven Texas principal standards that he or she is attempting to demonstrate.
2. Describe. A description of the circumstances, situation, or events related to the selected classroom or field- based activity is included in this step.
3. Analyze. This step involves "digging deeper." The "why" of the selection of the artifact and the "how" of its relationship to the activities, leadership issues or beliefs, circumstances, and/or decisions take place in this step.
4. Appraise. The actual self-assessment occurs in Step 4 as the student interprets the experience gained through the activity, evaluates the impact of the learning on his or her future practice.
5. Transform. This step holds the greatest opportunity for growth as the student uses insights gained from reflection in developing plans designed to improve and transform practice.

Schedule

Week	Dates	Topics	Activities & Assignments Due
		Getting Started/ Introductions	1.Post Your Introduction (click discussion board link) 2.Read Syllabus 3.Secure Textbook Sorenson, R.D. & Goldsmith, L.M. (2013). <i>The principal's guide to school budgeting</i> . (2nd ed.) Thousand Oaks, CA: Corwin Press.
1		Topic One Assignments (click on the <i>Modules</i> link to find the assignments and readings)	1.Historical Perspective 2. TPS Handbook, Sesquicentennial Handbook 1854-2004 3. Topic one written reflection on both topics (You are to write two separate reflections. Combine them on one word document and submit the document) – Due August 28th, midnight.
2		Topic Two Assignments	1. Education Legislation Status 2. State Financing of Public Schools 3. Topic two reflection on both topics (You are to write two separate reflections. Combine them on one word document and submit the document) – Due September 5th, midnight.
3		Topic Three Assignments	1. Budgeting Processes, Laws and Regulations 2. Site-based Decision Making and Financial Accountability Topic three reflection on both topics (You are to write two separate reflections. Combine them on one word document and submit the document) – Due September 11th, midnight
4		Topic Four Assignments	1.Topic – Budgeting Codes and How Budgets Function – Read Chapters 1 and 2 (S&G) 2. Answer Case Study (Application) Questions 1-5 (pp 32-33) + Case Study (Application) Questions 1-6 (pp 56-57) Topic four reflection = ch 1 & ch 2 questions – Due September 18th midnight
5		Simple Campus Budgeting See week 5	Simple budget – Due September 25th, midnight

6		Mid-term	Weeks 1-5 Due October 2nd, midnight Watch Video Guest Speaker - Transportation
7		Coordinated Budgeting	Assignment – Coordinated Complex Budgeting Due October 9th, midnight
8		Embedded Activities 1 & 2	EMBEDDED ACTIVITY 1 DUE October 16th, midnight EMBEDDED ACTIVITY 2 DUE October 16th, midnight
9		Embedded Activity 3	EMBEDDED ACTIVITY 3 DUE October 23rd, midnight
10		Textbook Questions	Assignment – Chapter 3 and Chapter 6 Application Questions, Page 78 #1,2,3,4,5 Discussion Questions, Pages 188-189 #1,3,6,7,8 Due October 30th, midnight
11		Watch the Guest Speakers entitled Finance & PEIMS.	Reflection including, “things I learned”. Due November 6th, midnight
12		View PPT: Introduction to Child Nutrition Programs (PWP Intro to F&N) and research http://www.squaremeals.org/	Write a reflection on the material including new information learned and how this information is important in the role of an administrator. Due November 13th, midnight
13		Attendance, Admission, Enrollment Records and Tuition	Write a reflection on the reading entitled, “Attendance, Admission, Enrollment Records & Tuition” See module for week 13 for further details. Due November 20th, midnight
14		Final Exam	Final Exam – Weeks 7-14. Write a 1500-2000 word summary/synopsis (does not need to be in Brown & Irby reflection cycle format) describing the important points about the various topics, learned information, and how you will apply the information in the future as an administrator. Due November 27th, midnight

[Principal Standards](#) TAC §149.2001

University policies

SHSU Academic Policy Manual – Students

- [Procedures in cases of academic dishonesty #810213](#)
- <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students #900823](#)

SHSU Academic Policy Manual – Curriculum and Instruction

- [Use of telephones & text messagers in academic classrooms & facilities #100728](#)
- Technology during instruction: N/A
- Technology during exams: N/A
- Technology in emergencies: N/A

Course expectations

Assignments are due on Monday night. This gives you the weekend if you need it to complete assignments.

Please contact me if extenuating circumstances arise and you are unable to complete an assignment on time. I cannot help/support you if I do not know what is happening.

Bibliography

Brown, G., & Irby, B. J. (2001). *The principal portfolio* (3rd ed.) Thousand Oaks, CA: Corwin Press.

Finance-related websites

Texas Education Agency (TEA)

<http://www.tea.state.tx.us/index.aspx>

TEA School Finance

Click the link on the TEA Website

Texas Comptroller of Public Accounts

<http://www.window.state.tx.us/>

Texas Legislature On-line

<http://www.capitol.state.tx.us>

Texas Association of School Administrators

<http://www.tasanet.org>

Texas Association of School Boards

<http://www.tasb.org>

Moak, Casey and Associates

<http://www.moakcasey.com>

Texas ISD.com

<http://www.texasisd.com>

Grants

<http://tea.texas.gov/index4.aspx?id=5040>

College of Education 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](#)).

College of Education 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.