

Texas A&M University-Texarkana

Course Syllabus

EDLD 540

Fall 2016

Instructor: Jason McCullough

Office Location:

Phone: 903-563-2704

Email: jmccullough@reg8.net

Course Description: This course focuses on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

Course Delivery Method: *Hybrid-50% online, 4 class meetings*

Required Textbooks/Resources:

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

Student Learning Outcomes: Upon completion of the Master of Education in Education Leadership and potential certification as a principal, students will be expected to demonstrate proficiency in the nine TExES Principal Competencies. Students in this course will specifically demonstrate the ability to:

The student will:	Assignment Alignment
1) Analyze a campus budget for funding sources	Analysis of Campus Budget to determine amount of Federal, State, and local funds Discussion
2) Analyze budget for expenditure of federal, state, and local funds	Business Manager Interview Discussion
3) Correlate a campus budget to campus plan	Analysis and Correlation of Budget to Campus Plan Discussion
4) Create a campus budget and aligned to a campus plan	Budget aligned to Campus Plan Discussion

5) Analyze campus SBDM for conformity to state guidelines	School SBDM membership and analysis essay (Rubric) Discussion
6) Research, evaluate, and choose a discipline program for school	Presentation of Discipline Program (Rubric) Discussion
7) Create a school schedule for a secondary school	School Schedule Discussion
8) Evaluate school for safety	Principal Interview Discussion
9) Evaluate self for professional development	Book Review Discussion
10) Analyze decision sets that allow for application of budgeting, scheduling, discipline, and safety practices.	Final Exam

Course Outline:

DATES	READINGS	ASSIGNMENTS	Topics
Week 1 Face-to-Face Meeting	Syllabus	None	Review of Course Expectations Warm-Up/Get to Know your Cohort Schedule of Assignments
Week 2 8/29	Chapter 1	Discussion: Which one of the ten steps to budgeting success is more important than the others? Why?	Basics of School Budgeting
Week 3 9/5		Labor Day	
Week 4 9/12	Chapter 2	Discussion: What are your thoughts on the author's contention that budgeting and vision must be integrated into the planning process in order to promote the success of all students?	Budget-Vision Relationship and National Standards
Week 5 Face-to-Face Meeting 9/19	Chapter 2	Discussion: How have you been a part of or witnessed a situation similar to the budget-	Application of Budget-Vision Relationship and National Standards

		<p>vision disconnect toilet paper problem? Assignment Due: Analysis of Campus Budget and Campus Budget/Campus Plan Alignment</p>	
Week 6 9/26	Chapter 3	<p>Discussion: What are your top 10 data sources for building your campus budget? Why do these sources make the Top 10 list?</p>	Culture, Data, and Celebrating Success
Week 7 Face-to-Face Meeting 10/3	Chapter 3	<p>Assignment Due: Article Assignment #1: Review an article over campus culture and budgeting.</p>	Culture, Data, and Celebrating Success
Week 8 10/10	Chapter 4	<p>Discussion: How is the quote at the beginning of the chapter relevant to this chapter?</p>	A Modeling of Integrating Vision, Planning and Budgeting
Week 9 10/17	Chapter 4	<p>Discussion: Data Analysis, the fourth component of the Sorenson-Goldsmith School Budgeting-Vision Implementation Model was referenced at the “brain center” of this model. What is the significance of this nickname for the fourth component of this model? Assignment Due: Article Assignment #2: Review an article over data analysis and budgeting.</p>	
Week 10 Face-to-Face Meeting 10/24	Chapter 5	<p>In class discussion and budget scenarios</p>	Effective and Efficient Budgeting Practices
Week 11 10/31	Chapter 5	<p>Discussion: What is the purpose of a</p>	Effective and Efficient Budgeting Practices

		<p>budget plan and how does it interact in relation to the school action or improvement plan?</p> <p>Assignment Due: Business Manager Interview</p>	
<p>Week 12 11/7</p>	Chapter 6	<p>Discussion: How have the total quality movement and the site-based decision-making process impacted the development of budgets in public schools?</p> <p>Assignment Due: Elementary Scheduling Assignment</p>	Building the School Budget
<p>Week 13 11/14</p>	Chapter 6	<p>Discussion: Identify “stakeholders” in the budget development process and explain how the concept of “all of us are smarter than any one of us” can serve to ensure better budgets for better schools.</p> <p>Assignment Due: Secondary Scheduling Assignment</p>	Building the School Budget
<p>Week 14 11/28</p>	None	<p>Discussion: Final Reflection</p> <p>Assignment Due: School Safety Audit</p>	

Methods of Evaluation:

- A. Participate in class discussions and comprehension activities as assigned
- B. Complete case briefs on current issues
- C. Complete assignments to demonstrate proficiency in the TExES competencies

D. No work will be accepted late unless prior arrangements are made with the instructor.

ATTENDANCE

Attendance is required for all class sessions. Students are responsible for letting the professor know when he/she is unable to attend class...in advance when possible. For web enhanced weeks student attendance will be considered participation in the week's discussion forum.

Discussion Boards - Questions will be posted on Blackboard regarding educational laws. Each student is responsible for posting an original thread and required to comment on the post of two other class members. Students will have one week per Discussion Board to complete this activity. These are posted each week that is completely online (100 points total=10 pts. Each)

Analysis of Campus Budget- Ask your principal how the budget items are grouped on your campus budget. Then review your school budget. Summarize how your budget is used. For example, how is most of the budget being used? How much is being used for staff development? For instructional materials? For Special Education? For other programs? How much is being used for parental involvement? Where are the funds coming from for each of these expenditures? Write up your analysis. Write an introduction to your paper. Then include your summary. By writing this summary, you are learning to recognize how monies are spent and where those monies come from. After you complete your summary, write a conclusion stating what you discovered about the school's spending and how it aligned to what you read in your book.

Business Manager Interview – Choose a business to manager to interview. The interview can be submitted in either a question/answer format or in paragraph form. Come up with a list of questions that should include things such as what is the difference between local, state, and federal funds, including the different ways they can be used; what role does the business manager believe the principal should play in the budget; how is the district budget divided up among the campuses; and what is the one big thing the business manager wishes all principals understood? Be prepared to discuss the interview in class.

Analysis and Correlation of Budget to Campus Plan –. As a principal, you will always have to model the standards set forth by TEA as you work at your campus to ensure success for all students. Review your essay on how funds are spent at your campus. Now look at your campus plan. Did the spending reflect the focus of the campus plan? Was the performance of the student group that performed lowest addressed in the plan? Was the budget used for staff development to address the needs of the low-performing students? Does everyone on the campus know what is in the Campus Improvement Plan? For this lesson you will be writing an essay to explain how your budget correlates the your campus plan goals.

Secondary Schedule – Interview an administrator at a secondary school and ask him/her to explain to you how the master schedule is developed. Take notes and write up a 1-2 page

report explaining what you learned. Include an introduction, what you learned, what you feel you still need to know more about in the area scheduling, and a conclusion. Determine if it is a traditional 8 or 9 period, block, or modified block. Do some reading and research to see what you find to be the best option for students to have the best opportunity to be successful. Then create your own version of the schedule you would want to use on your own campus. Put your schedule into a excel spreadsheet format so that it shows you understand how the schedule works.

Elementary School Schedule Assignment – Interview an administrator at a secondary school and ask him/her to explain to you how the master schedule is developed. Take notes and write up a 1-2 page report explaining what you learned. Include an introduction, what you learned, what you feel you still need to know more about in the area scheduling, and a conclusion. Determine if it is a traditional 8 or 9 period, block, or modified block. Do some reading and research to see what you find to be the best option for students to have the best opportunity to be successful. Then create your own version of the schedule you would want to use on your own campus. Put your schedule into a excel spreadsheet format so that it shows you understand how the schedule works.

Article Reviews (50 Points each) – You will select two journal articles over topics presented in class to review.

School Safety Audit – Get a copy of your campus safety audit for the previous year. Go through the building and do an audit using the form. Write a summary of the previous year’s audit and what you feel the audit would be if done today.

ALL assignments must be typed/turned in or presented on time. Work not turned in when due will have 5% PER DAY deducted. No work will be accepted after one week late.

Absences from live classes will be a 10% reduction of the overall grade unless excused by the professor prior to class.

GRADING

ASSIGNMENTS	Points
Blackboard discussions (10 @ 20 Points Each)	200
Campus Budget Analysis	100
Secondary Schedule Assignment	100
Elementary Schedule Assignment	100
Business Manager Interview	100
Campus Plan/Budget Alignment	100
School Safety Audit	100
Article Reviews (50 points each)	100
Participation in class activities (4 live meetings)	100
	1000

- 90 – 100 A 900-1000 points
- 80 – 89 B 800-899 points
- 70 – 79 C 700-799 points
- 65 – 69 D 600-699 points
- Below 59% F Below 599 Points

Missing class or discussion boards will reduce the student’s final grade by 10% on each occurrence unless professor gives approval for an exception PRIOR to the class meeting/discussion due date. Notifying the professor does not mean that you have been given approval.

A minimum of 5% will be subtracted from any assignment or test not completed on time (per DAY late) unless the professor accepts explanation &/or makeup.

Library/Media Resources Assessment:

Lexus/Nexus Library Database

- www.law.cornell.edu/index.html (U.S. Supreme Court opinions)
- www.ca5.uscourts.gov (Fifth Circuit Court of Appeals website and opinions)
- www.courts.net (recent state court and appellate court decisions; federal court opinions)
- www.law.emory.edu/LAW/refdesk/country/us/state/ (state court opinions; Law.Guru.com)
- www.legaldigest.com (website for Texas School Assoc. Legal Digest—current legal issues)
- www.lexisnexis.com (general legal website)
- www.findlaw.com (comprehensive legal site)
- www.washlaw.edu (provides wide range of legal data bases)
- www.nsba.org/cosa (National School Boards Association website for school attorneys)
- www.edlaw.com (Swartz & Eichelbaum Law firm)
- <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> (Texas Education Code)
- www.tea.state.tx.us/rules/home (SBOE Rules, Texas Administrative Code)
- www.tea.state.tx.us/commissioner (TEA Commissioner’s decisions)
- www.tea.state.tx.us/special.ed/hearings (special education hearings)
- www.oag.state.tx.us/opinopen/ogindex.shtml (Texas Attorney General Opinions)
- www.capitol.state.tx.us (state legislative news)
- www.tasb.org (*go to member services; then to policy services and legal services*)
- www.arkedu.state.ar.us (Arkansas State Department of Education)
- www.arkedu.state.ar.us/rulesregs/index.html (Arkansas Dept. of Ed. Rules+Regulations)

Student Participation: Lecture and student engaged instruction will form the foundation for the course. Students will use case studies and scenarios to build skills needed to demonstrate competency in the standards for this course.

Cooperative learning, writing and research presentations will be employed to teach processes and skills for legal and ethical leadership behavior. Students will have multiple opportunities to demonstrate writing skills and research strategies.

Course Etiquette: Students are expected to be professional while interacting online with the instructor and/or other classmates. Derogatory, rude, or offensive conduct will not be tolerated. This kind of behavior can result in failure of the course.

Discussion Board Standards: Prompts will be posted on Blackboard during each module. Each student is responsible for posting an original thread of at least 350 words and required to comment on the post of at least two other class members, with a minimum of 250 words. Students will have one week to complete the discussion board, original posts and all responses. Any posts made after midnight on Sunday of the week assigned will receive no credit.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Drop Policy: To drop this course after the census date, a student must complete a [Drop/Withdrawal Request Form](#), located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be

dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Class Participation: Students are responsible for showing up to the first night of class. It is a live class and students will be dropped if they do not show up or contact the professor prior to Wednesday of the week.

Students with federal loans and/or grants:

Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course the student will be required to refund all federal funds prorated from the last date of participation. A student’s last access to Blackboard would not suffice as participation. The required weekly activity could include a comment to a blog, a discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

Student Technical Assistance:

Solutions to common problems and FAQ’s for your web-enhanced and online courses are found on the [Online Student Training](#) page on our website.

If you cannot find your resolution there, you can submit a support request by contacting the IT HelpDesk:

Email: helpdesk@tamut.edu

Phone: 903-334-6603

Submit a [Support Request Ticket](#)

Additional student help for Blackboard can be found here:

[Blackboard Help for Students](#)

Technical Requirements:

The following are the minimum computer requirements for online learning:

A computer capable of handling streaming video. A mid-range multi-core CPU should be adequate.

A sound card.

A high speed internet connection preferably directly connected to the computer via a hard-wired Ethernet connection rather than wirelessly connected.

Virus and adware protection software.

Microsoft Word, minimum version 2007 or above.

[Mozilla Firefox](#) browser available free.

The most recent versions of Java, Flash, QuickTime, Adobe Reader, and Shockwave. You can check this in the Firefox browser by visiting:

[Firefox Plugin Check Tool](#)

Please note: some instructors may require the use of a headset with microphone and/or a webcam. If so, the cost of these items is not included in your course fees and will need to be acquired at your own expense.

Blackboard Mobile for iOS and Android Devices

Android and iOS devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



The Blackboard Mobile App provides limited access to courses, including the ability to read and contribute to discussions, check grades and announcements, access content, read and comment on blogs, reflect in journals, link to your

personal Dropbox, and receive push notifications when courses are updated. Limited course features may also be available via your mobile device's browser; however, your mobile device does not replace your personal computer and should not be used as a substitute for one. High stakes assignments, tests, etc. should be completed on your personal computer, and not on your mobile device.