



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS (BLENDED FORMAT)
EDLD 5317 PUBLIC SCHOOL FINANCE AND FISCAL MANAGEMENT

FALL SEMESTER 2022

Instructor: Bobby Ott

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INSTRUCTOR'S PERSONAL STATEMENT

This course provides the fundamentals of public school finance including the development of a working knowledge of the history of school finance, current and emerging financial issues and litigation, budget development, and district/campus/individual accountability. You will be prepared to enter a school district leadership position and deal with the intricacies of public school finance.

MODE OF INSTRUCTIONAL DELIVERY

This course will use a blended delivery mode with 51% of the learning in five (5) face-to-face class sessions and the remainder of the learning (49%) in an online format through the TAMUCT Canvas Learning System. You will use the Canvas username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet at TAMUCT Warrior Hall from 8:00 a.m.-12:00 p.m. in Room 305, 1001 Leadership Way, on the following Saturdays: (8/27, 9/17, 10/15, 11/12, 12/3). All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by email through the Canvas system, so be sure to check Canvas course site and your class schedule regularly. The instructor is available by email at any time should issues arise. Face-to-face appointments may be scheduled by email or through virtual office hours on the course Canvas site.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt-out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE DESCRIPTION

This course engages students in a study of the Texas school finance system, good business practices, and the do's and don't's of setting up a school finance system. Students will learn to utilize the principles of school finance, budgeting, and accounting procedures used in schools and school districts to develop the knowledge and skill to lead fiscally responsible learning organizations.

COURSE OBJECTIVES

Student Learning Outcomes

- Understand the basics of the Texas public school finance system operation.
- Understand the evolution and history of Texas public school finance.
- Understand basic operations of public school business office operation.
- Understand and apply Tier I and II funding computation.
- Understand law and policy surrounding Texas public school finance.

Standards for Superintendent Certificate

Superintendent certificate preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to renew the Standard Superintendent Certificate. This course is designed to focus specifically on the following superintendent Texas [standards](#) and skills statements:

- (b) Learner-Centered Values and Ethics of Leadership (all)
- (c) Learner-Centered Leadership and School District Culture (8, 9, 10)
- (e) Learner-Centered Policy and Governance (2, 5, 6, 7, 8)
- (g) Learner-Centered Organizational Leadership and Management (1, 2, 3, 7)

The course specifically addresses the following domains/competencies of the Superintendent TExES:

- **Domain I Leadership of the Educational Community**
Competency 001 Act with integrity, fairness, and in an ethical manner in order to promote the success of all students, including the code of ethics and standard practices for Texas educators
- **Domain III Administrative Leadership**
Competency 008 Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications. (A, B, C, D, E, K)
Competency 010 Apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.
http://www.texas.ets.org/assets/pdf/testprep_manuals/195_superintendent.pdf

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on public school finance and fiscal management, the role of the superintendent in leading sound fiscal management, and the district function of business operations. Topics that may be addressed in the course include (1) a history of Texas public school finance, (2) sound fiscal system policy and practice, and (3) school district business operations. The following are required textbooks. Specific reading assignments are outlined in this syllabus and posted on Canvas.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
 Texas Association of School Boards. (2012). *A guide to Texas school finance (revised)*. Austin, TX: Author.

COURSE OUTLINE AND CALENDAR

Session One – Saturday, August 27th 1:00-5:00

SCHOOL BOARD INTERVIEWS

Session Two – Saturday, September 17th 1:00-5:00

TOPICS

Syllabus/Assignments Review

Tier I Funding

GRADED ASSIGNMENTS

Funding Equity Exercise

Homework

- Research Paper Topic (due Friday, September 30th via email)
- Research Paper (due Saturday, December 3rd)
- Paper Presentations (due December 3rd)

Session Three – Saturday, October 15th 1:00-5:00

TOPICS

Tier II Funding

GRADED ASSIGNMENTS

Tier II Funding In-Class Exercise

Homework

- Research Paper (due Saturday, December 3rd)
- Paper Presentations (due December 3rd)

Session Four – Saturday, November 12th 1:00-5:00

TOPICS

Determining Local Revenue/Account Codes

GRADED ASSIGNMENTS

Local Revenue Exercise

Account Code Exercise

Homework

- Research Paper (due Saturday, December 3rd)
- Paper Presentations (due Saturday December 3rd)

Session Five – Saturday, December 3rd 1:00-5:00

TOPICS

Budget Calendar

Terminology Quiz

GRADED ASSIGNMENTS

Terminology Quiz

Research Paper Presentations (due Saturday, December 3rd)

COURSE REQUIREMENTS/GRADING RUBRIC

Attendance	5 percent	Listed in Schedule
School Board Interview Reflection	5 percent	Listed in Schedule
Research Paper	30 percent	Listed in Schedule
In Class Quizzes/Exercises (5X20)	30 percent	Listed in Schedule
Research Paper Presentation	30 percent	Listed in Schedule

A = 90 to 100	C = 70 to 79
B = 80 to 89	F < 70

EVALUATION OF PAPERS, PROJECTS, PRESENTATIONS, PARTICIPATION, AND PORTFOLIOS SUPERINTENDENT CERTIFICATE PREPARATION PROGRAM

The focus of the evaluation process is on improving professional performance. Just as there is no silver bullet, secret formula or set of foolproof steps for ensuring success as a school administrator, there is no magic formula for assigning grades in a graduate class focused on professional preparation. The value of the learning that occurs as a result of being in a class is the ultimate measure of success—not the grade that is assigned. Graduate students are generally evaluated on their overall performance in a course, not on a single criterion or performance. To facilitate the assigning of grades, a standard set of criteria and grading rubrics will be used in evaluating student performance. Use of the criteria and rubrics is at the discretion of the instructor. In all cases, the awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is satisfactorily completed. Accuracy and care in preparing materials are essential.

In addition to specific suggestions and/or criteria given in individual courses, the following grading criteria and rubrics will be used in the course as designated in the explanations of course assignments. Rubrics are scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. Students should check their work against the criteria to ensure they are providing evidence of quality work. It is important to let your audience know the purpose your work, what you have learned, and the level of mastery you have obtained. If you don't show it or share it—it will not be known. Throughout the course students will be asked to evaluate their own work through reflection. Students will also be asked to evaluate the work of their cohort members through peer evaluation. Evaluation is used to support learning and growth, not to discredit or embarrass.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

COURSE PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Canvas site.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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Technology Requirements

This course will use the new TAMUCT Canvas Learning System for class communications, content distribution, and assessments. Logon to <https://tamuct.Canvas.com> to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the "Browser Check" link on the TAMUCT Canvas logon page. (<https://tamuct.Canvas.com>) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to Canvas, you will see a

link to Canvas Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Canvas Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines*

Technology Support

For issues related to course content and requirements, contact your instructor. For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week.

Email: helpdesk@tam.u.edu; Phone: (254) 519-5466; Web Chat: <http://hdc.tamu.edu>

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

ACADEMIC INTEGRITY

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.

DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>.

TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Canvas account and click "Online Tutoring."

LIBRARY SERVICES

Library distance education services aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.tamuct.edu/departments/library/deservices.php>.

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.tamuct.edu/departments/library/index.php>.

INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. No credit will be awarded for quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association* (6th ed.).

Copyright Information: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use student work without permission. The professor requires all students to familiarize themselves and to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.

Late Work: Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. You must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course. A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.