I. COURSE INFORMATION
   A. ELAD 6053 – Planning and Resource Allocation

   B. Professor: Dr. Steve Bounds
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      For use as Arkansas professional development hours, access the following website: http://arkansased.org/pd/index.html

II. TEXTBOOK(S) READINGS
   A. Primary Text: None

   B. Supplemental Text: None

III. PURPOSE AND GOALS OF THE COURSE
   A. This course addresses planning and resource allocation in public schools. Special attention is given to site-based management responsibilities of the principal.

   B. The course objectives are as follows:
      1. To understand financial management (e.g., budgeting, planning, account auditing, monitoring, cash flow management, and financial forecasting).
      2. To understand the development of the school building budget and its specific implications for the school.
3. To understand how to involve staff and representative members of the community in the development of school budget priorities and the effective utilization of school personnel and available resources.

4. To understand how to plan, prepare, and justify the school budget in accordance with district budgeting and state procedures.

5. To become familiar with the school site budget and expenditure reports and the state and district financial management system utilized by the district and state.

6. To apply and assess current technologies for school management, business procedures, and scheduling.

IV. STANDARDS LINKAGE

A. ELCC Standards

3.1: Candidates understand and can monitor and evaluate school management and operational systems.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

6.1: Candidates understand and can advocate for school students, families, and caregivers.

B. Diversity Related ELCC Standards
5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

C. Strengthening and Enriching Learning Conceptual Framework
   1.1a: Understands ethical and legal standards.
   1.2a: Demonstrates competence in applying knowledge of content and research in professional practice.
   3.1a: Knows content and concepts of the discipline at an advanced level.
   4.2a: Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES
   A. Personal Introduction – (5 pts)
   
   B. Case Study Analysis/Report - The student will respond to questions related to the scenarios where the student will apply the information learned to a real-life situation faced by a school leader. (35 pts)

   C. Field-Based Activities * - The student will complete the three field based activities listed below.
      (1) Community Survey on School Funding & Allocation of Resources (20 pts) [ELCC Standard: 4.3]

      (2) District & School Building Budgeting and Expenditures Report (20 pts) [ELCC Standard 3.2]

      (3) Budgetary Proposal for New Classroom (20 pts) [ELCC Standard: 3.2]

   D. Grading Scale: 100 Points Total
      90 - 100 points = A
      80 - 89 points = B
70 - 79 points = C

IMPORTANT NOTE: Civility is expected in this class when it comes to the Discussion Board posts. “Flaming” or derogatory remarks may result in a grade reduction up to 10 points for each occurrence.

*Mastery Learning Assignments: In the event that the grade on a “Mastery Learning” assignment is lower than a B, a student, using feedback from the professor or teaching assistant, may make corrections and resubmit the assignment within three days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment.

E. Late Submission Policy:
Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

VI. COURSE OUTLINE

Week 1  Context & Funding Perspectives

Videos
- Course Overview
- Syllabus Overview
- Introduction to Module 1

Readings
- Jones – The Economic and Political Context of School Finance
- A Perfect Storm: Annual School Spending Report
- District Buying Power 2007
- School Finance: How Much Should Districts Spend in the Classroom Emerges as a Hot Political Question
- America’s Future Lies in Brainpower
- Making the Most of Intellectual Capital
- Pulling Ourselves Up By Our Own Bookmarks
- State of the States, the Nation in Numbers, 2006 – Education Vital Signs
- What D’Ya Know?: Lifetime Learning in Pursuit of the American Dream
- Unions Don’t Learn: Teachers’ Role in Education
- Assessing Inequities in School Funding Within Districts: A Tool to Prepare for Student-Based Budgeting
- Money Talks
- Appraising a Tax Increase
- Businesses Pay Lion’s Share of Taxes
- Property Tax Primer
- Focus on Real Issues in Millage Proposal
- School District Rate Affects Tax Bill Most
- Report Definitions

Cases (Discussion Board)

- Personal Introductions
- District audit
- School Theft

Assignment

All Week 1 activities due by Sunday midnight.

Week 2 Funding Structures, Accountability, & Budget Planning

Videos

- Introduction Module 2
- Local Tax Bill
- Local Tax Data

Readings

- Jones – The Local School Property Tax
- Arkansas’ Property Tax: A Local Tax Supporting Local Services
- Setting Budget Priorities.
- Problems Cited by Audit of Helena Schools
- State Takes over Helena-West Helena School District
- ADE Recommends Annexation for Bald Knob
- Hevesi Audit Finds School Employees Used at Least $11.2 Million of Roslyn School Funds for Personal Benefit
- Rules Governing the Development of a Uniform Budget and Accounting System
- Education Official Touts Tax Vote Coming Tuesday
- School District Has Only One Choice To Raise More Funds
- Reappraisals May Also Mean Higher Taxes
- Account Coding
- Basic Funding Structures
- Chapter 5 – Budget Planning Overview

Case Analysis
• Local Tax Revenue/ADM

Assignment
• All Week 2 activities due by Sunday midnight.

Week 3  Budgeting for Personnel and Instruction

Videos
• Introduction to Module 3

Readings
• Budgeting for Personnel - overview
• Merit Pay – Good For Teachers?
• Teacher Merit Pay – Prudent or Pointless
• Merit Pay Plan’s Unintended Lesson – a Times Editorial
• How Merit Pay ‘Squelches’ Teaching
• Romney Wants Teacher Merit Pay
• School Chief Urges Teacher Pay Changes
• We Can Pay Teachers More
• Rock-Bottom Pay Drives W.Va. Teachers to D.C. Suburbs
• Legislators Fail Education System
• HISD Policy Puts Hiring To The Test
• Controlling Health Care Costs
• Ninth Annual Salary Survey: Administrator Roles Shift With the Times
• Push Is Nearing Shove In Teacher Contract Talks
• A Perfect Storm – Annual School Spending Report
• Romney Proposes Giving Laptops to Most Students
• Schools Ordered To Spend Equally
• Struggling Readers
• Training For a Trade

Case Analysis:
• School Website Requirement

Assignment
• Field Activity 1: Community Survey on School Funding & Allocation of Resources
  All Week 3 activities due by Sunday midnight.

Week 4  Student Activities, Transportation, and Food Service

Video
• Introduction to Module 4

Readings

• Budgeting for Student Activities – Overview of Thompson chapter
• Budgeting for Food Service – overview of Thompson chapter
• Student Activity Fund Accounting
• School District Student Activity Funds – Questions and Answers
• Activity Fund Safeguards
• Athletic Expenditure Report 2004-05 Actual
• Elements of Accounting: Athletic Coding School Finance 102
• FinancePlus: Athletic Transportation Allocation
• Bus Money
• Rules for Transportation Aid Expenditures in Arkansas
• Rethinking School Bus Safety
• Guide to Hiring Bus Companies for Student Extracurricular Activities
• Fuel Prices Drive Schools to Explore Busing Options
• It’s Just Lunch: Kids’ Program Increases Education
• The Junk In School Lunches
• A Lesson in Loss Control
• How Often do You Talk About Safety With Your Employees?
• Teacher Fired for Premarital Sex
• Mowing Safety
• School Reverse Decision on Bus Service
• Riding in Truckbeds Dangerous to Students
• Room Heat and Air Unit Burns Building
• Safety Alert – Extension Cords
• Supervisor Safety Responsibilities
• We Hate Ashley

Case Analysis

• Transportation and Food Service Report
• Fundraising Activities

Assignment

• Field Activity 2: District & School Building Budgeting and Expenditures Report

All Week 4 activities due by Sunday midnight.

Week 5  Facilities and Site-Based Leadership

Videos

• Introduction to Module 5
Readings
- A Note on Pupil Transportation
- Planning to Finance School Construction
- Budgeting for School Infrastructure
- Educational Framework Session
- PowerPoint presentation to Task Force to Joint Committee on Educational Facilities, May 12, 2004. Little Rock, Arkansas.
- Creative Ways of Reducing Energy Costs
- Emergency Planning and Operations for School District Facility Staff
- Friday Night Fever
- Ins and Outs of Outsourcing
- School Districts Fight For Facility Funding
- Schools Looking to Winterize Budgets
- The Grass is Greener on this Side
- The Role of the School Site Council
- School Site Councils
- School Advisory Committee Frequently Asked Questions
- Site Committees Election Process Guide
- Parental Engagement Pays Off

Case Analysis
- Liability Issues

Assignment
- Field Activity 3: Budgetary Proposal for New Classroom

All Week 5 activities due by Friday midnight.

VII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THE CLASS

A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

B. Candidates are required to access Epic to check for announcements, retrieve course documents, and participate in on-line discussions and assignments.

C. Students are required to use word processing and APA Publication Manual, 5th Edition to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

D. Students are required to utilize LiveText for portfolio construction.
E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities http://www2.astate.edu/disability/ 870-972-3964.

IX. REFERENCES


