



**WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF EDUCATION  
PLAINVIEW CAMPUS**

**WBU Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE: EDAD 6303 Politics, Governance and Finance of Education**

**TERM AND DATES:** Spring 2018 Virtual Campus Term (February 26- May 19, 2018)

**INSTRUCTOR'S NAME:**

Dr. George McFarland

**Contact Information:**

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**OFFICE HOURS:**

You may contact me via email.

You may call my cell phone any time after 9:00 am and before 9:00 pm, M-F. If I do not answer, please leave a brief message and a return phone number if different than the one you are calling from.

**CLASS MEETING TIMES/LOCATION:**

**Online- this class will meet every Thursday night from 5:00-6:00 pm.** Students will need to make every effort to be in attendance for these online class meetings because there will be an introduction to material that will not have been covered during the class weekly assignments in readings or weekly assignments. The reasons for introducing new material through the online portion of the class are 1) the Texas school finance system, although it contains many of the same components as public schools financed nationally that are addressed through our textbook, has many intricate details specific to working in Texas public schools that aspiring superintendents need to be familiar with, and 2) I want to make this class as applicable to real life for our students as they become superintendents in Texas by utilizing as much hands-on activities as possible. Weekly assignments and Discussion Boards will released at 12:00 am on Sundays.

**CATALOG COURSE DESCRIPTION:**

Historical view of school finance issues, an overview of budgeting philosophies, steps involved in the planning, development and implementation of the budget cycle, and examine current laws, rules, and issues specifically for Texas school funding.

History of educational policy development in the U.S.; How the social and political positions of leaders and the public at-large influence educational policy; major current policy issues.

Ethical leadership is viewed from multiple perspectives and decision-making processes that take the leader through ethical frameworks will be explored so that the educational leader will be able to have an ethical foundation through which he/she bases his/her decisions.

**PREREQUISITES:**

A valid Texas teacher certificate, a valid Texas Principal Certificate, and two years of teaching experience are required.

**REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:**

Book Title: Money & Schools (6<sup>th</sup> Edition)

Author: Crampton, F.E., Wood, R. C., and Thompson, D.C.

Copyright: 2015

ISBN: 978-1-138-02506-6

Publisher: Routledge- Taylor & Frances Group

Type: Paperback

Book Title: The Ethics of Educational Leadership (2<sup>nd</sup> ed.)

Author: Rebore, Ronald W.

Copyright: 2014

ISBN: 10: 0132907100

Publisher: Pearson

Type: Paperback

**OPTIONAL MATERIALS:**

Book Title: Educational Governance and Administration (6<sup>th</sup> ed.)

Authors: Sergiovanni, Kelleher, McCarthy, and Fowler

Copyright: 2009

ISBN: 10: 0205581935

Publisher: Pearson

Type: Hardcover

Additional course material may be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

**COURSE OUTLINE:**

This course is designed to help the student taking the course at a minimum, to gain knowledge and understanding of the overall school finance system and budget development process, the administrative role played by the superintendent, and the process of ethical decision-making in the school setting. Using your full potential, you

will be able to take the information from this course and use it to successfully master the competencies addressed in the administrator competency test as well as develop a series of tools and resources for your use as an instructional leader.

Specifically, this course will include the following information to be discussed and reviewed;

**1. School Finance**

- a. An introduction to school finance history
- b. An introduction into the concepts of budgets and school funds
- c. Building the budget for personnel and instruction
- d. Budgeting for infrastructure and transportation; Risk management

**2. Educational Administration and School Governance**

- a. An introduction to education in the U.S. and Texas
- b. Educational Administration
- c. Administrative roles
- d. Policy development

**3. Ethical Leadership**

- a. An introduction to the ethical administrator
- b. Ethics in educational Leadership
- c. Equity and the Human component of Ethical leadership

**COURSE OUTCOME STANDARDS:**

This course provides the student with an understanding of basic and advanced school finance principles that guide the aspiring superintendent in the development of a district budget. The material covered in this course and class discussions will supplement the administrator's knowledge of school finance and touch several standards within the superintendent leadership domains.

Specifically, the course will help learners–

- Develop a working understanding and perspective on the fundamental principles and concepts of the Texas school finance model, where the money comes from, how to determine what a district will receive, plan and implement school finance principles that guide in the development of a district budget.
- Apply procedures for effective budget planning and management.
- Work collaboratively with board of trustees and appropriate personnel to develop district budgets.
- Facilitate and evaluate effective account auditing and monitoring that complies with legal requirements and local district policy.
- Establish district procedures for accurate, effective and ethical purchasing and financial record keeping and reporting.
- Acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- Apply legal concepts, regulations, and codes as required.
- Use revenue forecasting and enrollment forecasting to address personnel and budgetary needs accurately.

In the realm of political cultures within political systems, the learner will understand:

- How deep rooted values dominate agendas in different regions, states, and institutions and influence the demands and supports processed by political systems.
- Power, influence, and control: rational vs. irrational understandings of “who gets what, when, and how” (Laswell, 1936) when dealing with a zero-sum (finite resources unequally distributed) game of politics.
- Conflict and political culture: pluralistic values of excellence, equity, choices, and efficiency with moralistic, individualistic and traditionalistic cultures; competition over priorities, policies and potential outcomes; system stress, uncertainty, stability, turbulence.
- Interest groups, community participation and coalitions: politics in action within and outside and educational organization; strategies and tactics of negotiating agreements.
- Micro-politics: analysis of departments, divisions, schools, school districts, universities, governing boards and committees.
- Macro-politics: analysis of educational reform since the 1980s; current events pertinent to educational politics; socio-political context of educational policy making.

### **State Proficiencies Standards**

The following standards are related to the Superintendent TExES domains:

#### **Learner-Center Values and Ethics of Leadership**

Domain 1 - Competency 001

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- Implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title as it relates to the Educators' Code of Ethics
- Serve as an articulate spokesperson for the importance of education to a free democratic society
- Maintain personal physical and emotional wellness.
- Demonstrate the courage to be a champion for children.

#### **Learner-Centered Leadership and District Culture**

Domain I - Competency 002

- Implement strategies for the involvement of all stakeholders in planning processes and facilitate planning between constituencies
- Conduct and analyze district/school climate inventories for effective, responsive decision making.
- Institute and monitor planning process that include strategies designed to ensure the accomplishment of district goals and objectives to achieve the district's vision
- Facilitate the use and allocation of all available resources to support the implementation of the district's vision and goals
- Recognize and celebrate contributions of staff and community toward realization of the district's vision
- Demonstrate an awareness of emerging issues and trends affecting the education community

#### **Learner-Center Human Resources Leadership and Management**

#### Domain II – Competency 006 - 007

- Develop, implement, and re-evaluate a comprehensive professional development plan designed specifically to address areas of identified district, campus, and/or staff need
- Implement effective strategies for the recruitment, selection, induction, development, and promotion of staff.
- Demonstrate use of district and staff evaluation data for personnel policy development and decision making
- Demonstrate and apply knowledge of certification requirements and standards

#### **Learner-Center Policy and Governance**

##### Domain 1 – Competency 004

- Define and apply the general characteristics of internal and external political systems to the educational organization
- Demonstrate and apply appropriate knowledge of legal issues affecting education
- Provide leadership defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationships
- Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.
- Utilize legal systems to protect the rights of student and staff and to improve learning opportunities
- Apply laws, policies and procedures fairly, wisely, and considerately
- Access state and national political systems to provide input on critical education issues

#### **Learner-Center Organizational Leadership and Management**

##### Domain III – Competency 008-010

- Implement process for gathering, analyzing, and using data for informed decision making
- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision making skills
- Develop, implement, and evaluate change processes for organizational effectiveness
- Apply legal concepts, regulations, and codes for school district operations
- Acquire, allocate, and manage resources according to school district vision and priorities
- Perform effective budget planning, management, account auditing, and monitoring and establish district procedures for accurate and effective fiscal planning
- Use technology to enhance school management

#### **Learner-Center Instructional Leadership and Management**

##### Domain II – Competency 006

- Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning
- Create an environment in which all students can learn

#### **Learner-Center Communications and Community Relations**

### Domain 1 – Competency 003

- Develop and implement an effective and comprehensive school district internal and external communications plan and public relations program
- Analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs
- Establish partnerships with parents, area business, institutions of higher education, and community groups to strengthen programs and support school district goals
- Implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district
- Communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community
- Develop and use formal and informal techniques to obtain accurate perceptions of the school district, staff, parents and community
- Use effective consensus-building and conflict-management skills
- Articulate the school district's vision and priorities to the community and to the media
- Influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision
- Communicate and articulate position on educational issues
- Demonstrate effective and forceful writing, speaking, and active listening skills

### **Means for Assessing Student Achievement of the Outcome Competencies:**

**Student Participation on Discussion Board:** Students are expected to participate in all discussion board questions. A minimum of three responses are expected to be given for each of the discussion board questions. The first response should directly address the discussion question posted by the professor. This first response is called your **primary response** and it should **be submitted by Tuesday at midnight** of the week the discussion board question is posted. It is very important that you do that so that the other students will have ample opportunity to respond to your submission if they choose to do so. At least two other responses are to be directed to the input given by other students in the class. Where applicable, each response should reference information from the textbook or other related research. Responses affirming others' input such as "I agree" and "way to go" are not considered as one of the three required responses. You will be allowed to submit a response on each discussion until approximately 11:59 p.m. on Saturday. The discussion questions are posted at approximately 12:00 am each Sunday of the term.

**Weekly Assignments:** Weekly assignments will be posted at approximately 12:00 am midnight each Sunday of the term. These assignments will be based directly from the course textbook(s). Most of the weekly assignments will pose divergent questions with the expectation of the student to use the author's research to reinforce your personal

perspective on the questions posed. The weekly assignments must be submitted via email prior to 11:59 pm on the following Saturday. The assignments will be posted using a Word document format. Download this assignment to your computer, save it and once you have completed the assignment, please return it using the Word Document format. On rare occasions, if you need to turn in an assignment after the scheduled due date, exceptions will be made if the professor is contacted prior to the next posted assignment.

**Project(s):** Projects are major assignments that will be assigned for you to complete with ample time for completion. If a project is assigned by this professor (**and one will be**), you will be notified by email with the project assignment information, the due date and the weighted percent amount the project will count toward your final grade.

**Final Exam:** Students will complete a final examination of the course material. The exam will be spiraled and comprehensive. The purpose of the final exam is for the student to demonstrate the competencies and learning objectives outlined in this syllabus.

**Attendance Policy:**

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veterans' Administration) has stricter requirements, will be subject to those requirements. The registrar's office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students, who fail to submit the three minimum acceptable responses, will be considered absent.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of "F" in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**PLAGIARISM AND ACADEMIC DISHONESTY:**

**Plagiarism**

"Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*"

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

### **ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

### **Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

### **Grading Criteria:**

Grades for courses shall be recorded by the symbols below:

A	900-1000	Cr	for Credit
B	800-899	NCR	No Credit
C	700-799	I	Incomplete*
D	600-699	W	for withdrawal
F	599 & below	WP	Withdrawal Passing
WF	Withdrawal Failing	X	No grade given
		IP	In Progress

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" is converted to the grade of "F." An incomplete notation cannot remain on the student's permanent record and

must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

### **Tentative Schedule:**

*The course professor reserves the right to amend this tentative calendar at any time.*

CEO= *The Superintendent as CEO*

M&S= *Money and Schools* (6<sup>th</sup> ed.)

EGA= *Educational Governance and Administration* (6<sup>th</sup> ed.)

EEL= *The Ethics of Educational Leadership* (2nd ed.)

Check Blackboard	Assignment Due	Chapter(s)
Week 1	Saturday 11:59 pm	M&S- Chapters 1-2
Week 2	Saturday 11:59 pm	M&S- Chapters 3-4
Week 3	Saturday 11:59 pm	M&S- Chapters 5-7
Week 4	Saturday 11:59 pm	M&S- Chapters 9-11
Week 5	Saturday 11:59 pm	CEO Ch. 3; EGA- Chapter 5
Week 6	Saturday 11:59 pm	EGA- Chapters 6, 10, 12
Week 7	Saturday 11:59 pm	EGA- Chapters 13,16
Week 8	Saturday 11:59 pm	EEL- Chapters 1-3
Week 9	Saturday 11:59 pm	EEL- Chapters 4-6

		Projects Due
<b>Week 10</b>	<b>Saturday 11:59 pm</b>	EEL- Chapters 9-11
<b>Week 11</b>	<b>Saturday 11:59 pm</b>	Final Exam Week

### **Methods of Instruction:**

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that will be expected to be submitted by the students at the appropriate time. Other sources such as but not limited to PowerPoints and audio submissions may be used during the term of the course as well. The class will also meet regularly through Blackboard online every Tuesday night from 8:00-9:00 pm.

### **Assignments:**

<b>Student Task</b>	<b>Points</b>
Discussion Board Participation	100
Weekly Assignments	250
Project	350
Final Exam	300
Total Points	1000

Course Rubrics:

### **Wayland Baptist University School of Education**

#### Case Study Analysis Rubric

Student:

Score:

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Information</b>	All information presented in the case study report was clear,	Most information presented in the case study report was clear,	Most information presented in the case study report was clear and	Information had several inaccuracies OR

	accurate and thorough.	accurate and thorough.	accurate, but was not usually thorough.	was usually not clear.
<b>Understanding of Topic</b>	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The student did not show an adequate understanding of the topic.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Organization</b>	All pieces of information were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most pieces of information were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All pieces of information were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments pieces of information not clearly tied to an idea (premise).
<b>Included Reference to Course Standards</b>	The student demonstrated excellence in connecting the course standards to the concept and current educational issues.	The student demonstrated competence in connecting the course standards to the concept and current educational issues.	The student demonstrated struggled in connecting the course standards to the concept and current educational issues..	The student showed no evidence in connecting the course standards to the concept and current educational issues.

**Wayland Baptist University  
School of Education**

Discussion Board Rubric

Student:

Score:

CATEGORY	10	8	6	4	0
<b>Met Time Requirement of the Submission</b>	The primary and secondary submissions were all in a timely manner and more than the minimum expectation.	The primary submission was submitted late. The secondary submissions were timely.	Both the primary and the secondary submissions were late others were not able to comment.	Both the primary and secondary submissions were late & others were not able to comment	No information was submitted on the discussion board.
<b>Remained on Topic</b>	The student clearly remained on topic with all submissions	The student generally maintained responses germane to the topic.	The student struggled with responding to the topic.	The student submission did not address the topic.	No submission by the student.
<b>Connected the Topic to the Course Standards</b>	The student made direct connection to one or more of the standards outlined in the course.	The student made <i>some</i> connection to one or more of the standards outlined in the course.	The student struggled with making a connection to the standards outlined in the course.	The student made no attempt to connect the standards outlined in the course.	No student submission was made.
<b>Response to Others' Comments</b>	The student effectively responded to others' comments in a way that added to the body of knowledge.	The student responded somewhat to others' comments in a way that added to the body of knowledge.	The attempted to respond to others' comments but did not add to the body of knowledge.	The student attempted to respond to only one other comment	No submission was made by the student.
<b>Communicated a Message</b>	The message communicated by the student was on topic and provided stimulus for others to respond.	The message communicated by the student was on topic but not stimulating.	The student struggled to communicate a message and the message was not stimulating.	The student did not communicate a coherent message and the message lacked stimulating thought.	The student communicated no message

## Paper and Concept Paper Rubric

Student:

Score:

CATEGORY	4	3	2	1
<b>Information Presented</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Understanding of the Concept</b>	The student clearly understood the concept and presented the information forcefully and convincingly.	The student clearly understood the concept and presented their information with ease.	The student struggled with the main points of the concept and presented those with some difficulty.	The student did not show an adequate understanding of the concept.
<b>Ability to Apply the Information to Improve Current Issues</b>	The student demonstrated excellence in applying the concept to improve current educational issues.	The student demonstrated competence in applying the concept to improve current educational issues.	The student struggled in applying the concept to improve current educational issues.	The student showed no evidence in applying the concept to improve current educational issues.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Included Reference to Course Standards</b>	The student demonstrated excellence in connecting the course standards to the concept and current educational issues.	The student demonstrated competence in connecting the course standards to the concept and current educational issues.	The student demonstrated struggled in connecting the course standards to the concept and current educational issues..	The student showed no evidence in connecting the course standards to the concept and current educational issues.

