COURSE TITLE: Personnel Development in Education

COURSE NUMBER: EDA 6201

SEMESTER:

COURSE TITLE: EDA 6201 School Finance

PROFESSOR INFORMATION

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Office Hours:

CATALOG DESCRIPTION:

3 Credits A comprehensive overview of school finance issues and practices, with an emphasis on the Florida Educational Finance Program.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker, the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable educational leader by demonstrating knowledge of the practical and theoretical bases of school finance in general, and the Florida Educational Finance Program specifically, as well as by providing evidence of the fulfillment of the course critical assignments.

REQUIRED TEXTS:
SUGGESTED RESOURCES:


Regional Laboratory for Educational Improvement of the Northeast and Islands (1990). *Allocating Resources In Rural And Small Schools*. Andover, MA: Author.


**AUDIO/VISUAL TECHNOLOGY:**

Computer: Blackboard Distance Learning (blackboard.fau.edu  Do not type www. Follow links for Login)


Computer: E-mail

Computer: Power Point Presentation
Computer: Excel spreadsheets
Overhead projector, Computer Projector, VCR
CD-ROM’s, DVD, Laser Disks

Search Engines

- Google  
  [http://www.google.com](http://www.google.com)
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- Excite  
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- HotBot  
  [http://www.hotbot.com](http://www.hotbot.com)
- Lycos  
  [http://lycos.com](http://lycos.com)
- WiseNut  
  [http://wisenut.com](http://wisenut.com)

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- Educational Leadership Constituent Council (ELCC) Standards
- Florida Department of Education (FDOE) Principal Standards
- Florida Educational Leadership Exam (FELE) Standards
- Florida Principal Competencies (FPC)
- Interstate Leader Licensure Consortium Standards (ISLLC)
- National Council Accreditation of Teacher Education (NCATE)

COURSE OBJECTIVES:

Guidelines Used In Developing Course Objectives: National Council Accreditation of Teacher Education (NCATE), Florida Educational Leadership Examination (FELE), Florida Principal Competencies (FPC), Interstate Leader Licensure Consortium Standards (ISLLC)

At the completion of the course, the student will be able to:

1. Understand the philosophical and historical contexts of public school funding. (NCATE 8.1; FELE Leadership F, Organizational Management E, Communications D, School Finance: C, E; FPC 1, 5, 6, 7, 14, 18)
2. Identify varying approaches among the states to funding public schools in an adequate and equitable fashion. (NCATE 8.1; FELE School Finance: A, C, E; School Law C; FPC 5, 6, 7, 14, 15, 18; ISLLC 3, 5, 6)
3. Distinguish the primary types of taxation employed by several states. (NCATE 8; FELE School Finance A, E, School Law C; FPC 5, 6, 7, 11, 14, 15, 18)
4. Appreciate the various conflicting interests by local, state and federal governments. (NCATE 8; FELE School Finance C, E, School Law B, C; FPC 1, 5, 6, 7, 11, 14, 15, 18)
5. Gain an understanding of the role of the courts in influencing school funding. (NCATE 8.2); FELE School Finance C, School Law A, B, C, D; FPC 1, 5, 6, 7, 14, 18)

6. Understand and explain the essential elements of the Florida Education Funding Program. (NCATE 8.2, 8.3, 8.4; FELE School Finance: A, B, C, E, Technology E, F; FPC 1, 5, 6, 7, 11, 14, 15, 18)

7. Appreciate the logic of the modified accrual accounting system used in Florida. (NCATE 8.2, 8.3, 8.4; FELE School Finance: B, C, D, School Law E, F; FPC 1, 5, 6, 7, 11, 14, 15, 18)

8. Become acquainted with examples of computer software related to school business management and finance. (NCATE 1.3, 2.2, 2.4, 6.1, 6.3, 6.4, 8.2, 8.3, 8.4, 9.2; FPC 5, 6, 13, 15, 18; FELE Technology A, B, C, D, E, F)

COURSE REQUIREMENTS

1. Reading Assignments:

These are listed in the attached calendar. Students are responsible for the content contained in the assigned text chapters, the outlines related to those chapters, and any other course-related information posted on the course website.

CRITICAL ASSIGNMENTS

The following statement was adopted for inclusion in all EDL syllabi beginning with the Fall 2005 semester:

‘A critical assignment is a required student performance to demonstrate proficiency of one of the Florida Educational Leadership Standards. These critical assignments are embedded in selected courses in Florida Atlantic University’s Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards. Consequently, the performance of students in regard to these critical assignments is used as documentation of student competence for the Florida Educational Leadership Standards.

‘This course has (number) critical assignment(s) embedded in the syllabi. All sections and instructors of this course will be assessing student proficiency on the critical assignment(s), utilizing a common rubric.

‘All students will be assessed on the basis of a three point evaluation rubric: “Exceeds Expectations”, “Meets Expectations” and “Does Not Meet Expectations”. In order to successfully complete a program of study, all students must meet or exceed expectations on all critical assignments. Consequently, the Department of Educational Leadership requires that students must “Meet” or “Exceed” expectations on all critical assignments in order to pass this course.
If a student fails to “Meet” or “Exceed” expectations on all critical assignments assigned to this course, it is the policy of the Department of Educational Leadership that the student will receive an “Incomplete” grade for the course and will be given a period of time established by the instructor, consistent with department and university policy, to demonstrate proficiency on the critical assignment to the instructor. When proficiency is demonstrated the grade of “Incomplete” will be changed to a grade consistent with the criteria delineated in this syllabus.

NCATE RUBRICS

The critical assignments for this course and the rubrics used for evaluating these assignments are as follows:

The following rubrics were developed by the Department of Educational Leadership in compliance with NCATE requirements and will be a major component in assessing student achievement in this course.

Critical Assignment:

RUBRIC FOR EDA 6201: SCHOOL FINANCE

Standard #1: MANAGING THE LEARNING ENVIRONMENT - High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Indicator: Manages School Fiscal As Specified By District, State and Federal Fiscal Management Guidelines

Assessment: CREATION OF AN ETHICAL AND EQUITABLE FISCAL ENVIRONMENT

The student will develop a school-based plan to distribute available financial resources in a fair and equitable fashion that demonstrates how that plan includes faculty, student and community needs and comports with district guidelines.

DOES NOT MEET EXPECTATIONS

1. The plan does not demonstrate an adequate understanding of how to manage school fiscal matters in accordance with their attendant state and federal guidelines

2. The plan does not include adequate guidelines for implementations to implement such guidelines
MEETS EXPECTATIONS

1. The plan demonstrates an acceptable level of knowledge of how to manage school fiscal matters in accordance with their attendant state and federal guidelines.

2. Creates a plan with steps adequate to implement such guidelines

EXCEEDS EXPECTATIONS

1. The plan demonstrates a superior level of knowledge of how to manage school fiscal matters in accordance with their attendant state and federal guidelines

2. The plan has a degree of detail and specificity necessary to implement such a with a minimum amount of additional research and planning.

CRITICAL ASSIGNMENTS

a. In addition to completing the exams, discussion question responses, and any extra credit assignments, students must also complete the Critical Assignments listed above.

a. Each Critical Assignment submitted must, at a minimum, receive an evaluation of “Meets Expectations.”

b. A Critical Assignment submitted that is judged as “does not meet expectations” will earn the student an “Incomplete” grade, regardless of the points earned from exams and discussion questions.

c. In sum, for a student to receive a letter grade other than “Incomplete,” he or she must:

(1) Complete all exams and discussion question responses, AND,
(2) Submit all required Critical Assignments at the “meets expectations” level.

d. Students who complete all exams and discussion question responses, but who submit one or more Critical Assignments judged as “does not meet expectations” will receive a grade of “I” (Incomplete).

e. Students who complete all exams and discussion question responses and submit all required Critical Assignments judged to “meet expectations” will receive a grade based on the points earned from the exams, discussion questions, and any extra credit assignments submitted.
f. Several scenarios can apply to the course requirements:

(1) A student submits all required exams, discussion question responses, and all required Critical Assignments at the “Meets Expectations” or “Exceeds Expectations” level will receive a letter grade based on the points earned from the exams, discussion question responses, and extra credit assignments submitted.

(2) A student does not complete all required exams and discussion question responses, but does submit all required Critical Assignments at the “meets expectations” or “exceeds expectations” level will receive a grade based on the points earned from the exams and discussion question responses. Since this student has not submitted all required exams and/or discussion questions, the highest grade he or she can earn is an “A-.”

(3) A student who completes all required exams and discussion question responses, but who submits one or more Critical Assignments with an evaluation of “Does not meet expectations” will receive a grade of “I” (Incomplete). “Incomplete” grades must be removed in a time and manner that comports with the instructor’s policy and university regulations. (See below.)

(4) A student receiving and grade of “I” (Incomplete) must submit the required Critical Assignment(s) by the date cited on the course website. Students who fail to submit such Critical Assignment(s) will receive a grade of “F” for the course.

(5) A student receives an “Incomplete” grade and submits the missing Critical Assignment (at the “meets” or “exceeds” level) by the end of the subsequent semester will receive a grade based on the points earned from the exams and discussion question responses.

(6) “Incomplete” grades will not be given for missed exams or discussion question responses.

h. Critical Assignments must be submitted only via the Digital Drop Box in the Blackboard internet course website

i. All Critical Assignment submissions must be original creations of the student and cannot be copies or adaptations of existing documents. Evidence that such submissions are not original creations of the student will result in the student (1) not receiving credit for the submission, and/or (2) further disciplinary action.

CONTENT OUTLINE:
The exams and the content covered are presented on the course website.

**TEACHING METHODOLOGIES:**

Since this course is taught entirely on the internet, the teaching methodologies are limited to those appropriate to that technology including:
- Email
- Bulletin board postings,
- Announcements
- Instructor Power Point presentations

**ASSESSMENT PROCEDURES:**

- Auto-graded Online exams
- Writing Assignments
- Evaluation of critical assignments

**COURSE REQUIREMENTS:**

- Online exams
- Bulletin board discussion questions/responses
- Submission of critical assignments

**Discussion Questions**

The requirements for these assignments can be found on the course website.

**Exams**

The rules governing exams can be found on the course website.

**Extra Credit**

Regulations concerning extra credit submissions can be found on the course website.

**GRADING:**

The assignment values can be found on the course website.

The instructor reserves the right to **increase or decrease** a student’s grade for demonstrated **positive or negative** behavior exhibited during the course.

**GRADING SCALE:**
The grading scale for each particular course can be found on the course website.

GRADE OF INCOMPLETE

A student receiving a grade of “I” (Incomplete) must submit the required Critical Assignment(s) by the due date posted on the course website. Students who fail to comply with this policy will receive a grade of “F” for the course.

ATTENDANCE POLICY

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

NOTES

This syllabus is intended as a guide and may be changed or modified as necessary by the professor.

RELIGIOUS ACCOMMODATION

Students have the right to reasonable religious accommodations. (Contact the professor to make individual arrangements, and consult the FAU Graduate Catalog for a complete statement regarding university policies.)

SEXUAL HARASSMENT

Students who believe that they have been the victims of harassment may report the facts and circumstances to the Chair or Supervisor of the department involved, the Dean of the College, the Dean of Students or the Director of Equal Opportunity Programs. (Please consult the FAU Graduate Catalog 1997-1999, p. 75 for a complete statement regarding FAU policies concerning this issue.)

STUDENTS WITH DISABILITIES

Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

FAU complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (Please consult the FAU Graduate Catalog
1997-1999, p. 75 for a complete statement regarding FAU policies concerning this issue.) If you have need of assistance in this area, please notify the professor no later that the first week of the semester.

**STUDENT RESPONSIBILITY AND DISCIPLINE**

“The president or approved designee shall have the authority to order any student to cease and desist any activity which in his/her judgment disrupts the orderly operation of the institution. Any student failing to abide by the cease and desist order shall be subject to suspension pending a hearing.” (Please consult the FAU Graduate Catalog 1997-1999, p. 68 for a complete statement regarding FAU policies concerning this issue.)

**NON-DEGREE SEEKING CREDITS Non-Degree Seeking Credits (the “12 Hour” Rule)**

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program, which translates to 12 credit hours for a masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a Masters program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. As the admission process can take some time, if you intend to apply for admission into one of the Department’s masters’ programs, you should apply immediately. If you need to arrange a GRE test, you need to do this as soon as possible. Failure to do this may result in your having to wait before proceeding with your program.

As of Summer 2005, the Department of Educational Leadership will be rigorously applying this policy. Students who complete more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted.

**E-MAIL ADDRESS**

Your FAU email address is a student’s official address through which the university, professors, etc. will send all emails. While you can have your FAU email forwarded to another account, the your FAU email address remains the official address for all FAU communication.

An FAU email address is the student’s username followed by “@fau.edu”

All students, faculty, and staff get a username, called the FAUNet ID, when they join the university. To find out what yours is, go to the following site: https://secure.fau.edu/createusr/accountlookup.aspx

You will need to enter your SSN and PIN. The PIN for students is 2 zeros followed by the 2-digit day of birth and the 2-digit year of birth (e.g., 002480).