

**UNIVERSITY OF NORTH TEXAS**  
**Dallas Campus**  
**Educational Leadership Program**

**Management of School Resources**  
**EDAD 5400**

**Fall 2007**

***Dr. Adam L. Grinage***

**Office Hours**

**Thursdays: 5:00 – 5:30 p.m.**

**Location**

**Duncanville High School**  
**Room L108/L110**

**Contact Information**

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**I. Course Description:**

This course is intended to be an introductory level course in the planning and management of school resources with particular application to the State of Texas. The course is designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school-level.

**II. Course Objectives:**

This course is designed to provide students with information and skills to understand:

- ✓ Public school finance, how schools are financed and theoretical models of school finance;
- ✓ Public school budgeting and accounting procedures;
- ✓ Advantages and disadvantages of various purchasing procedures;
- ✓ School facility construction programs and their management;
- ✓ School building maintenance and custodial management;
- ✓ Campus inventory procedures related to capital equipment and textbooks; and
- ✓ Planning and managing school personnel.

**III. Course Materials:**

Required:

- ✓ Money and Schools: A Handbook for Practitioners by Thompson and Wood
- ✓ Personnel Management for Effective Schools by Seyfarth

Optional:

- ✓ The Documentation Handbook by Kemerer and Crane

**IV. Course Expectations, Policies, Management and Standards:**

Attendance: Students are expected to be present and prepared for all classes. A portion of the final grade is based on attendance and participation in class. Students may miss one class with no penalty. A second absence will lower the participation grade one letter. A third absence will lower the overall grade one letter. If a student is aware of an upcoming absence from class, he/she is expected to communicate this, in advance, via email or texting to the instructor.

Work Quality: All students enrolled in this course are graduate-level university students. Effective written and oral communication skills are expected. High standards are expected on all assignments. Active discussion is expected during class time. Effective work in groups is important and will be a standard expectation for all students in the course.

Modifications: The instructor reserves the right to modify any part of the course syllabus including, but not limited to, dates, topics and grading standards, as he deems appropriate.

Course Evaluation: Students will have the opportunity to evaluate the course and the instructor.

**V. Office Hours and Access to the Instructor:**

It is my plan to arrive at 5:00 each evening our class meets in order to meet with students. Students may also request specific appointments with me via email. Additionally, questions or requests for clarification may be sent via email at any time. I check email at least once a day and will respond accordingly.

**VI. Student Email Accounts:**

All students should activate and regularly check their Eagle Mail (email) accounts. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information on Eagle Mail, including how to activate an account and how to forward Eagle Mail to another email address, visit <https://eaglemail.unt.edu>.

**VII. Americans with Disabilities Act:**

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 in its admissions, accessibility, treatment and employment of individuals in its programs and activities. The designated liaison for the Department of Teacher Education and Administration is Dr. Karen Day. Her phone number is 940-565-2941. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. It is the responsibility of the student to inform the instructor of any disabling condition which will require modifications.

**VIII. Course Assignments:**

Executive Summaries: Each student will submit three executive summaries. Each summary shall consist of the following:

- ✓ Cover page (including title, author, submission date and course identifier)
- ✓ Two to three page report on the specified topic (1.5 space, 12 point, 1-inch margins)
- ✓ Bibliography in APA format including at least 5 sources from the internet or journals

The topics for the Executive Summaries are as follows:

- ✓ Executive Summary I: Sources of Revenue
- ✓ Executive Summary II: Budgeting
- ✓ Executive Summary III: Teacher Assessment

School Budgeting Group Project: Each group of students will prepare, submit and present a budget simulation for a mythical elementary school using materials provided. Each member of the group will assess each other group member's contribution to the project and submit his/her assessments to the instructor. These evaluations will remain confidential.

School Personnel Group Project: Each group will design and submit a teacher induction and retention simulation for a mythical school. The group will present specific information regarding assistance provided to a first year teacher. Each action will be based on and supported by recommendations for teacher retention found in the literature. The group

will present a bibliography of at least 12 sources presented in APA format. Each member of the group will assess each other group member's contribution to the project and submit his/her assessments to the instructor. These evaluations will remain confidential.

Mid-Term and Final Examinations: The mid-term examination will cover the finance portion of the course, whereas the final examination will cover the personnel portion of the course.

Executive Summary Presentation: Each student will present an oral presentation to the class. The presentation should be 10-15 minutes in length. No written paper/product will be submitted; instead, the student will be assessed on the quality and depth of the oral presentation. A laptop computer and projector will be available for each presentation.

### **VIII. Course Grading:**

Each student has the opportunity to earn 500 points in the course. Each assignment/assessment piece will be weighted as follows:

<u>Assignment</u>	<u>Points Possible</u>
Executive Summary I	30
Executive Summary II	30
Executive Summary III	30
School Budgeting Group Project	75
School Personnel Group Project	75
Mid-Term Examination	100
Final Examination	100
Participation	25
Executive Summary Presentation	35
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Total	500

Final grades will be determined according to the following:

500 - 450 = A

449 - 400 = B

399 - 350 = C

349 - 000 = F

## Course Outline, Process, Materials and Notes

<b>Date</b>	<b>Topic</b>	<b>Notes</b>
August 30	Course Overview Schools, Values, & Money	Discussion of course outline, expectations Introduction of class members, grouping Presentation, discussion of educational finance history Obtain campus and district AEIS Reports Read Chapter 1 (Money & Schools)
September 6	Funding Schools  Basic Funding Structures	Presentation, discussion of policies concerning school finance and basic funding structures Group analysis of models and summary presentation Read Chapters 2 & 3 (Money & Schools)
September 13	Texas School Finance	Presentation, discussion of history of school funding in Texas, current funding structure, and school finance issues Introduction of group budgeting simulation Read Chapters 4, 5 & 6 (Money & Schools)
September 20	Activity Fund Accounting  Campus Budgeting Title I Funding Revenues and Expenditures Capital Outlay	Presentation, discussion of activity fund accounting, budgeting issues, budget methods, priorities and site-based budgeting, Title I state and local revenue sources, funding for capital items, bond issues, etc. Research Report Presentations <b>Executive Summary I Due</b> Read Chapters 7, 8, & 9 (Money & Schools)
September 27	Group Project Work Time	Groups will meet to work on budget simulation projects – Class will NOT meet
October 4	Food Service Budgeting  Transportation Issues Legal issues	Presentation, discussion of budgeting for food service and transportation management, legal liability and risk Research Report Presentations Read Chapters 10 & 11 (Money & Schools)
October 11	Site-Based Leadership  Future Trends Group Presentations	Presentation, discussion of site-based leadership and future trends in school funding Group budget simulations presentations Review for Mid-Term Examination Read Chapters 12 & 13 (Money & Schools)
October 18	Mid-Term Examination	Mid-Term Examination

October 25	Group Personnel Simulation Budgeting for Personnel	Introduce group personnel simulation Presentation, discussion of human resources in budgeting, personnel and salaries as budget drivers Group analysis of salary schedules Research Report Presentations <b>Executive Summary II Due</b> Read Chapter 2 (Personnel Management)
November 1	Personnel 1 – Planning	Presentation, discussion of impact of personnel on effective schools; planning for staffing needs; preparing for personnel selection Staffing exercise Research Report Presentations Read Chapters 3 & 4 (Personnel Management)
November 8	Personnel 2 – Selection	Presentation, discussion of how to obtain information and evaluate applicants; group preparation and presentation of simulated teacher interview Read Chapters 6, 7 & 9 (Personnel Management)
November 15	Group Project Work Time	Groups will meet to work on personnel simulation projects – Class will NOT meet
November 29	Personnel 3 – Retention	Presentation, discussion of teacher retention and assessment; Research Report Presentations <b>Executive Summary III Due</b> (via email)
December 6	Group Presentations	Course assessment Group personnel simulations presented Review for Final Examination
December 13	Final Examination	Final Examination