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University of Arkansas
College of Education and Health Professions
Department of Educational Leadership, Counseling & Foundations

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I.   Program Affiliation

EDLE 6023 School Facilities Planning & Management
Summer First 5 Week Session 2015, Section 901 - Wednesdays 4:30-6:30 PM
Prerequisites: Graduate standing

II.   Course Description

EDLE 6023 School Facilities Planning and Management is a performance-based course in school facilities planning, management, cost analysis, operations, and maintenance of the school plant with portfolio assessment using ELCC Standards for educational leadership.

III.   Instructor and Class Data

Instructor:	Dr. Carleton R. Holt, Ed.D.
Office:	Room 107, Peabody Hall
Phone:	(479) 575-5112 office
	(479) 582-0895 home
E-Mail:	cholt@uark.edu
Fax:	(479) 575-2492 office

IV.   Purpose/Rationale

No one familiar with problems in education would fail to include the state of America's educational infrastructure as a primary concern. Many school buildings are falling apart due to age or lack of maintenance. Many school buildings do not meet the needs of modern educational programs and curricula. Unfortunately, school administrators and boards of education have found it increasingly difficult to obtain the funding necessary to correct facility problems in their districts. It is a dilemma that the educational community needs to address as a major obstacle to providing the high quality educational services that parents, students, and business people are demanding. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC Standards for educational leadership.

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EDLE 6023   1

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V. Philosophy/Beliefs

The higher education system must continue to provide present and future educational leaders with traditional course information outlining how to design school buildings, how to estimate school enrollments, and how to figure square footage requirements. In addition, top administrative officials must receive instruction concerning the "nuts and bolts" of securing the funding for facility construction. The Educational Leadership program area at the University of Arkansas is committed to fulfilling these standards in preparing qualified educational leaders using ELCC Standards for educational leadership.

VI. ELCC Standards, Course Goals, Objectives, Outcomes, and Topics

The goals of this course are designed to provide students with an appreciation and understanding of the educational decision-making and planning process of school facilities development and management; the role in associating the direct link between school facility planning and long range planning; and the diversity in school facilities in the nation, state, region, and area. Students will be given the opportunity to engage in problem solving, decision-making and computer analysis relating to school facilities planning.

ELCC Standards (The up-to-date handout on these standards is at
http://edad.uark.edu/ELCC_NCATE_Standards.pdf

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Applying Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services.   All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession

and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site: https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

Upon completion of this course, students will:

- Understand and demonstrate the components of a long-range school facilities marketing plan. (SP 1, 2)
- Evaluate and identify school facility needs. (SP 6, 7)
- Understand and demonstrate how to produce enrollment projections. (SP 1, 5)
- Demonstrate an understanding of the funding mechanisms for school facilities. (SP 1, 2)
- Display an understanding of the components of a capital improvement program. (SP 1, 2)
- Review various codes of ethics and show an understanding of ethical and unethical conduct in the marketing, bidding, and construction/remodeling of school facilities. (SP 3, 6)
- Demonstrate an understanding of Arkansas and national laws related to the marketing and construction of school facilities. (SP 1)
- Display an understanding of the role of community relations, voters, and school facility planning. (SP 4)
- Design and develop a media presentation for marketing a school facilities project. (SP 5, 7)

VII. Multicultural Objectives

1. Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision in broad with contributions from all segments of the society. (SP 3, 5)

2. Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process. (SP 3, 5)

VIII. Methods of Instruction

The basic format of the course will involve approximately:

1. Twenty percent of the time will be in either *large group instruction* or in a *seminar setting*.

   Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody small independent or group reports and critiques of theories and topics. The seminar setting enables a group of advanced students studying under a professor to exchange opinions about school facilities, marketing theories and topics.

2. Seventy-five percent of the time will be in *small or solution groups*.

   The small or solution groups (approximately 2-5 members) will meet to analyze and make decisions concerning school facilities, marketing, and leadership practices.

3. Five percent of the time will be in *independent study*.

   Independent study time will be used according to individual student needs and interests.

IX. Course Schedule, Topics, and Reading Assignments

5/27/15   Introduction to the course, presentations, significant activities, and review of "Class Portfolio Reflection Paper".
&
Organization and Policy Planning, 1-10.
Planning Considerations, 11-20.
&
Marketing for School Mileage or Bond Success, Handouts.
&
Enrollment Projection Assignment Link **(Due 6/2/15)**

6/3/15   Planning in the Public Schools, 21-30.
Long-Range Planning: Educational Program Development, 31-42.
Guest: Dr. Richard Abernathy, Executive Director, Arkansas

Association of Educational Administrators (Due 6/4/15)
&
Long-Range Planning: Student Enrollment Projections, 43-68.
&
Essay #1 (Due 6/5/15)
Site Visit: Video Link (Due 6/6/15)
&
Long Range Planning: Evaluation of Existing Facilities, 69-76.
Long Range Planning: Financial Planning, 77-98.
&
Development of the Capital Improvement Program, 99-106.
Developing Educational Specifications, 107-114.
School Site Selection and Acquisition, 115-134.
Site Visit: Video Link (Due 6/9/15)

6/10/15   Federal Regulations in Planning Educational Facilities, 135-152.
Employing the Architect, 153-172
&
Monitoring the Design Phase, 173-186
.   Bidding the Construction Project, 187-198.
Essay #2 (Due 6/12/15)
&
Alternative Contracting Plans and Commissioning of Schools, 199-208.
Managing the Construction Phase, 209-218.
Guest: Wes Burgess, AIA, Project Manager with Crafton, Tull and Associates from Rogers, Arkansas. (Due 6/14/15)

6/17/15   Orientation and Evaluation, 219-228.
Planning for Technology, 229-240. **(Backup Date for Burgess)**
&
Critical Issues in School Facility Planning:
A Look to the Future, 241-258.
Green Schools, 259-266.
Problem-Based Learning, 267-286.
Appendix A–H, 287-314.

6/24/15   **Significant Project Presentations**

#1 _____, #2 _____, #3 _____

Significant Project Presentations

#4 _____, #5 _____, #6 _____

Final Exam, & Class Reflection.

X.   Course Activities

1. Readings
Outside readings on the course content areas are required, and students must submit not less than two (2) professional journal reports that demonstrate satisfaction of this requirement. The reading assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting the essential points from the reading and relating them to each other around some central theme. Too, Judgments on the relevancy of the points made by the authors should be addressed. Interviews must be conducted with practicing school leaders on the topic covered by your research. A reflective section must be included to express your plan for dealing with the topic and the appropriate ELCC standards. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed, integrated, and judged (three text pages minimum, double-spaced for each of the readings). Follow EDLE's APA 6th Edition, Second Printing Guidelines for Student Papers at
http://edad.uark.edu/APA_Guidelines_for_Student_Papers_Revised_6th_Edition.doc
A photocopy of the article reviewed must be scanned and attached to the report.

Guides to Understanding the Criteria for Grading Outside Readings

Sophistication of Analysis

In the best papers, the author does more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organizational and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, works are chosen carefully and sentences are constructed

purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs. The EDLE APA 6th Edition, Second Printing Guidelines are followed in all papers.

ELCC Standards

In the best papers, writers carefully match significant points with connected ELCC Standards identified with each essay assignment. This demonstrates a strong understanding of the responsibilities associated with educational leadership.

2. Written Summary of Site Visit or Guest Speaker

The written summary of a site visit or a guest speaker will be due the class period following the event. Length of summaries should be between two and three typed, double-spaced text pages. The summary should include the topic or place, important aspects that you observed or learned, and of what benefit the activity was to you. Other information may be included. If you should have to be absent for a school site visit, you are still held responsible for visiting the school or a similar school (by consent of the instructor) and handing in the written summary. If you miss a guest speaker, you will need to obtain information about the speaker's topic from a fellow student, obtain an educational journal article about the issue(s), and write a summary of both. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed, integrated, and judged using the above *Guides to Understanding the Criteria for Grading Outside Readings*. Follow EDLE's APA 6th Edition, Second Printing Guidelines for Student Papers and make a connection to appropriate ELCC standards. Include the article with the summary.

3. Enrollment Projections

You will need the last six years of enrollment data from your school, and can run your enrollment projection assignment by going to this **Enrollment Projection Link from Dr. Holt**

You will input the enrollment data, run the program, and analyze the results. Have your school enrollment data ready by the second-class week. Additional information will be provided in class.

XI.   Significant Activity

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance-based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade each activity. One rubric per assignment will be used. Rubrics are found on the assignment page.

Special Course Project

ELCC 3.1.d / AR 2 / SREB High - Expectations for All
ELCC 3.1.e / AR 2 / SREB - uses Data
ELCC 3.2 / AR 2 / SREB – Focuses on Teaching and Learning
ELCC 4.1 / AR 4 / SREB – Builds Constructive Cooperation
ELCC 4.2 / AR 4 / SREB – Community Involvement
ELCC 4.3 / AR 4 / SREB - Raising Expectations for Schooling
ELCC 6.1.e / AR 6 / SREB – Builds Organizational Capacities

In an effort to learn by doing, the student will identify a school facility need from within their district, develop a solution, develop a long-range school facilities plan, and identify a capital improvement program. In the area of school facility planning, it is impossible to plan, design, and construct a building in less than three to five years. Therefore, if the school system needs a new building at a certain place at a certain time, long-term planning must proceed and, to complete the long-term project, many short-term planning efforts must transpire first.

The student will demonstrate the ability to organize their district based on indicators or equity, effectiveness, and efficiency. The student will apply legal principles that promote educational equity and provide safe, effective, and efficient facilities. In the course of this assignment, the student will demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. The student will use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

These short-term planning efforts go together to form the long-term planning effort:

a. List the elements or components of a long-range planning document for school facility planning.

b. Using information from your school district, complete a brief, long-range planning document. This means that you are going to use actual information from your school to construct the planning document. You may not work as a team on this document.

c. Summarize the information that you collected in the long-range planning document and select a school for improvement.

If an evaluation of all facilities has been conducted and complete data on facility needs obtained, the necessary ingredients for a capital improvement program are available. From the data you collected in the long-term planning document, design a capital improvement program report.

The student is to select a school facility need in your school district; conduct research on the need; determine the cost and source of revenue; and determine where the solution would fit in the long-range plan.

The student will develop a plan to promote and support community collaboration among district personnel with regard to the decision made concerning which school will be the focus of the capital improvement plan.

The student will produce a presentation. This can in the form of a videotaped presentation or a power point presentation. The presentation will be for an audience that the student is trying to win over for the adoption of the capital improvement plan. The instructor will show examples of both types of presentation to give direction to the students.

The student should refer to the scoring rubric to determine the requirements of the project. The student will be graded on both the report and the media presentation supporting the report. The instructor will clarify the assignment and answer any questions in a class near the beginning of the semester.

XII.   Course Reflection

Maintain a reflection paper which chronicles your knowledge and experience in school facilities planning and management. A summary statement of at least three pages in length should prepare each student for a culminating experience at the end of the course.

XIII.   Evaluation, Grade Scale, Class Participation and Attendance

Grading will be based on the critical readings, site visits, speakers, a special project, enrollment project, the final examination, and the reflection paper using appropriate scoring rubrics, if needed, identified in section X.

Requirements			Points
1.	Readings (2 x 20 points)	=	040
2.	Site visit & speaker summaries (4 x 20 pts.)	=	080
3	Significant Activity Project	=	150
4.	Enrollment projection	=	030
5.	Course examination (five, 4 take-home &		
	1 scenario in-class, essay questions)	=	100
6.	Completed Class Reflection	=	<u>100</u>
	Total Points Possible	=	500

Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

> "A" At least 450 total points.
> "B" An accumulated point total of between 400 and 449 total points.
> "C" An accumulated point total of between 350 and 399 total points.
> "D" An accumulated point total of between 300 and 349 total points.
> "F" Anything below 300 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions of the text and review any other supplemental materials. Students should be prepared to talk about and answer questions posed concerning the assigned and supplemental readings. Occasionally, students will be asked to analyze scenarios and other "real-world" problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by phone, e-mail, or

leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

XIV. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "Incomplete" should be necessary, your request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not complete and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of "Incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will automatically be changed to an "F". To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XV. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

The University of Arkansas Honesty Policy defines academic dishonesty as "Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work." If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2015-2016 University of Arkansas Graduate School Catalog*.

NOTE:
Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XVI.   Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):
•   Follow the directions of the instructor or emergency personnel
•   Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
hallway in the center of the building
•   Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):
§   CALL- 9-1-1
§   AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
§   DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
§   DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members

must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:
See the inclement weather web site at
http://emergency.uark.edu/11272.php
- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
  Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.

If the university remains open, no announcement will be made

XVII. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XVIII. Textbooks and Selected Readings

Earthman, G. I. (2013). *Planning educational facilities: What educators need to*

know (4th ed.). Lanham, MD: Roman and Littlefield Education

ISBN 978-1-4758-0188-0

(Additional supplemental materials as assigned throughout the session)

- **Students,**

Chalk and Wire Course Requirement

- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk

and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.

- **If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.**

XIX.   **Research Base**

References

Boschee, F., & Holt, C. R. (1999). *School bond success: A strategy for building America's schools*. Lancaster, PA: Technomic Publishing Company.

Castoldi, B. (1994). *Educational facilities: Planning, modernization and management* (4th ed.). Boston, MA: Allyn and Bacon.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors.* Arlington, VA: National Policy Board for Educational Administrators.

Holt, C. R. (2009). *School bond success: A strategy for building America's schools* (3rd ed.). Lanham, MD: Rowman and Littlefield Publishing Group.

Holt, C. R. (2002). *School bond success: A strategy for building America's schools* (2nd ed.). Lanham, MD: Scarecrow Press Inc.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers.

No Child Left Behind Act of 2001, Pub. L. No. 107-110 (2002).

United States Department of Education, Office of Educational Research and

Improvement. (1998). *Inequalities in public school district revenues,*

NCES 98-210. Washington, DC: U.S. Department of Education.

United States General Accounting Office, Health, Education, and Human Services

Division. (1996). *School facilities: America's schools report differing*

conditions, report to Congressional Requesters, GAO/HEHS-96-103.

Washington, DC: U.S. General Accounting Office.

United States General Accounting Office, Health, Education, and Human Services

Division. (1996). *School facilities: Profiles of school condition by state,*

report to Congressional Requesters, GAO/HEHS-96-148. Washington,

DC: U.S. General Accounting Office.

Course Resources:

American Association of School Administrators

Journal of Education Finance

School Business Affairs

To contact the AAEA Web Site, and link to the Arkansas School Boards Association, the American Association of School Administrators, and the National School Boards Association: http://www.aaea.k12.ar.us/

By linking to the national associations, students will be able to gain access to information at various state school board and administrator web sites.

XX.   Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their

course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XXI. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XXII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (http://catalogofstudies.uark.edu/2882.php) or the Graduate Catalog of Studies (http://catalogofstudies.uark.edu/3909.php) for appeals structures and formal procedures for academic grievances.

XXIII. Significant Activity Scoring Rubric

Rubric starts on next page.
*NCATE Rubric

EDLE 6023 School Facilities Planning & Management – District Facilities Management Analysis *Scoring Rubric for Significant Activity # 1 Standard Element Evaluated: ELCC 3.1, 3.2, 3.3/ AR 2/ SP 3, 4, 5, 7				
Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Analysis of the district facilities plan.	There is no indication that the student analyzed the district facilities plan. Principles of organizational development were not clear or supported. 1	The student analyzed the district facilities plan, but conclusions were not supported in the body of the paper. 3	The student analyzed the district facilities plan. Insights into the key issues and their application to the learning problems are appropriate. Conclusions are strongly supported. 5
District Facility Need	Discover a need.	The student's analysis did not identify a need within one of the district's schools, and learning need was not supported. 1	The student's analysis discovered a need within one of the district's schools, but the learning need was not supported. 3	The student's analysis discovered a true need within one of the district's schools. Needs were clearly supported. 5
Long-Range Planning	Identify long-range planning for school facility design.	Demonstrated no evidence of the ability to identify the elements or components of a long-range planning document for school facility design. 1	Demonstrated the ability to identify some of the elements or components of a long-range planning document for school facility design. 3	Demonstrated the ability to identify the elements or components of a long-range planning document for school facility design. 5

ELCC Standard (3.1, SP 3, 4, 5, 7)	Manage the Organization	The student's plan for optimizing the learning environment was not clear. Provided only discussion about a successful learning environment. 1	Provided leadership in optimizing fiscal, human, and material resources for learning, but did not include elements of safe, effective, and efficient facilities. 3	Provided leadership in optimizing fiscal, human, and material resources for learning in safe, effective, and efficient facilities. 5
ELCC Standard (3.2, SP 3, 4, 5, 7)	Manage Operations	Did not demonstrate the ability to seek new resources or involve stakeholders for facilities or learning. 1	Discussed the need to involve stakeholders, but did not have a plan for aligning resources and priorities with the district vision. 3	Demonstrated the ability to involve stakeholders in aligning resources and priorities to align with the district vision. 5
ELCC Standard (3.3, SP 3, 4, 5, 7)	Manage Resources	Did not demonstrated leadership in the ability to seek new resources or utilize technologies for management, business, and scheduling. 1	Understands school district finances to ensure adequate resources are allocated equitably. Did not discuss current technologies for management, business, and scheduling. 3	Understands school district finances to ensure adequate resources are allocated equitably for the district. Uses current technologies for management, business, and scheduling. 5

	Used research and data-driven decision-making	Provided no elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan.	Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan.	Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan.
Research and Data		1	3	5
Equity, Effectiveness, and Efficiency	Shows concern for equity, effectiveness, and efficiency	Candidate demonstrates little if any concern for equity, effectiveness, and efficiency. No elements of time, people and money were used to make and explain decisions within the organization.	Demonstrated a concern for some elements of equity, effectiveness, and efficiency. Candidate blended some elements of time, people and money to make and explain decisions within the organization.	Demonstrated a concern for equity, effectiveness, and efficiency. Candidate blended elements of time, people and money to make and explain decisions within the organization.
		1	3	5

Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5
APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text. 1	Citations and reference list were presented. Some formatting problems exist, or components were missing. 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format. 5

_____   _____

Student Name   Date

/

_____**/50**____

Total score for this assignment

<div align="center">

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

</div>

1.   Identification of Course

1.1   EDLE 6053 School-Community Relations
Spring 2015, On-line
Wednesdays   Blackboard Collaborate Link 5:30-7:30 p.m. or as noted on schedule

Prerequisites: Graduate standing

1.2   General Information
Instructor: Benny L. Gooden, Ed.D.

Office Location   Fort Smith Public Schools
                                   Box 1948
                                   Fort Smith, AR 72902
Office Phone   (479) 785-2501   Office
                                   (479) 783-1915   Home
E-Mail: bgooden@fortsmithschools.org

Office Hours: Daily 8:00a.m. -5:00 p.m.

1.3   Textbooks and/or Supplementary Materials

Kowalski, Theodore J. (2011). *Public relations in schools*, (5th ed.). Upper Saddle River,

NJ: Pearson/Merrill/Prentice Hall.

Supplemental Texts and References

Banach, W. (1998). *The abc complete book of school marketing*, (2nd ed.). Ray Township,

     MI: Banach, Banach and Cassidy.

Banach, W. (1993). *The abc complete book of school surveys*. Ray Township, MI:

     Banach, Banach and Cassidy.

Bagin, D., & Gallagher, D. R. (2000). *The school and community relations*, Boston:

     Allyn and Bacon.

Berliner, C., & Bittle, B. J. (1995). *The manufactured crisis*. Reading, MA: Addison-
Wesley.

Berliner, David C. & Glass, Gene V. (2014). *50 Myths & Lies That Threaten America's
Public Schools.* New York: Teachers College Press.

Best, J. (2001). *Damned lies and statistics*. Berkeley: The University of California Press.

Boyle, Phil and Burns, Del. (2011). *Preserving the Public in Public Schools:Visions,
Values, Conflict and Choice.*   :R & L Education.

Bracey, G. W. (1997). *Setting the record straight*. Alexandria, VA: Association for
Supervision and Curriculum Development.

Bracey, Gerald W. (2009). *Education Hell: Rhetoric vs. Reality.* Alexandria, Va:
Educational Research Service.

Gladwell, Malcolm. (2008). *Outliers.* New York: Little, Brown and Co.

Hughes, L. W., & Hooper, D. W. (2000). *Public relations for school leaders*. Boston:
Allyn and Bacon.

Hargreaves, Andy and Fullan, Michael, ed. (2009) Bloomington, IN: Solution Tree
Press.

Howe, N., & Strauss, W. (2000). *Millennials R ising*. New York: Vintage Books.

Kotter, John P. (2008). *A Sense of Urgency.* Boston: Harvard Business Press.

Lubienski, Christopher A. and Lubienski, Sarah Theule. (2014). *The Public School
Advantage: Why Public Schools Outperform Private Schools.* Chicago: The
University of Chicago Press.

Marx, Gary. (2006). *Sixteen Trends: Their Profound Impact on Our Future.*
Alexanderia, VA: Educational Research Service.

Marx, Gary. (2014). *21 Trends for the 21st Century.* Bethesda, MD: Education Week

    Press.

Mathews, D. (1996). *Is there a public for public schools?* Dayton, OH: Kettering

    Foundation Press.

Muir, K. K., Ed. (1999). *School public Relations: Building confidence in education*.

    Rockville, MD: National School Public Relations Association.

MacPhee, T. H., & Debryun, R. L. (1987). *School promotion, publicity and public

    relations*. Manhattan, KS: The Master Teacher.

Pawlas, G. E. (1995). *The administrator's guide to school-community relations*.

    Larchmont, NY: Eye on Education.

Putnam, Robert D. (2000). *Bowling Alone.* New York: Simon and Schuster.

Putnam, Robert D. (2003). *Better Together.* New York: Simon and Schuster.

Ravitch, Diane. (2010). *The Death and Life of the Great American School System.* New

    York: Basic Books.

Rothstein, Richard. (2004). *Class and Schools.* Washington: Economic Policy Institute.

Sanborn, Mark. (2004). *The Fred Factor.*   Colorado Springs, Co: WaterBrook Press.

Trump, Kenneth S. (2011). *Proactive School Security and Emergency Preparedness

    Planning.* Thousand Oaks, CA: Corwin Press.

Vollmer, Jamie. (2010). *Schools Cannot Do It Alone.* Fairfield, IA: Enlightenment Press.

Periodicals for Critiques

The American School Board Journal - National School Boards Association

Bulletin of the National Association of Secondary School Principals - NASSP

The Elementary Principal - National Association of Elementary School Principals

Educational Leadership - Association for Supervision and Curriculum Development

Phi Delta Kappan - Phi Delta Kappa

The School Administrator - American Association of School Administrators

Periodicals for Current Issues:

Education Week

Education U S A

Daily or Weekly newspapers from the region

By linking to the national associations, students will be able to gain access to information at various state school board and administrator web sites.

1.4   Chalk and Wire Policy

Each student must upload assigned Significant Activities and Essays to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

2.   Course Description

2.1 Catalog Description
School-Community Relations is designed to provide students in educational leadership with an understanding of community analysis, the interaction of politics and education and power groups and influences upon decision-making. Specific emphasis will be devoted to the development of effective communication and public relations strategies between the school and community.

2.2 Justification/Rationale
This course is designed to prepare school leaders and others interested in public education with an understanding of the communications needs of the school and community in the 21st Century. In recent years there has been a growing awareness of the need to establish a comprehensive system of two-way communication between schools, educators and their various publics. As perceived needs change and the demands of society for a better understanding of the role of public education in the social and economic evolution of communities become apparent, communication is the key to meeting these needs. School-Community Relations is designed to help students of

educational leadership learn and practice the skills of effective public relations in the school and community. The focus of the course will be upon student success using ELCC Standards for educational leadership.

2.3 **Philosophy/Beliefs**

Successful school leaders have an important responsibility to effectively communicate with all constituencies. This communication must include the vision for public education generally and that of specific schools or school districts. The effective advocacy of leaders relative to organizational mission, learning priorities and program plans will determine the degree to which the larger community accepts and supports the educational needs of all students.

If public schools are to respond appropriately to the needs of all groups of students and retain and regain the confidence of parents, business leaders, politicians and the public at-large, it will be because of the leadership which those charged with improving schools bring to the public school environment.

Those who would dismantle public schools in favor of various "choice" options while using scarce public resources frequently have agendas which do not favor the values of equity of opportunity for all students. The application of a "business" model may be attractive and effective in some ways, but serving all students proves to be difficult when applying the profit motive which accompanies most business plans.

Success in building coalitions and enlisting needed support are in direct proportion to the communication skills and strategies of educational leaders.

3.   **Goals and Objectives**

3.1 Goals

All candidates pursuing degrees in the College of Education and Health   Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

3.1.1 The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective curriculum development programs using the:

ELCC Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating he development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best

practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Applying Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

3.2.1 Objectives of this course

Upon completion of this course, students will be able to:

1. Articulate a district's and a school's vision, mission and goals to the community to both inform and to build community support for school district and school priorities and programs through the development of collaborative relationships. (SP 5,7)

2. Analyze community and school district power structures, to identify major opinion leaders and their relationships to school goals and programs and to develop appropriate working relationships with local governing boards. (SP 5, 6)

3. Recognize that the focus of school-community relations is changing from power structure analysis and public relations toward leadership issues of shared governance, parental involvement in instruction, issue focus among parents, school personnel and community and strategic planning to guide school improvement. (SP 2, 4, 5)

4. Understand how to involve families and community members in appropriate policy development, program planning and assessment processes. (SP 3,)

5. Create opportunities for staff to develop collaboration and consensus-building skills including the identification of audiences, determining messages, selecting transmission mediums, identifying reaction of receivers and soliciting responses. (SP 2, 5, 7)

6. Use and respond effectively to electronic and print news media. (SP 1, 2)

7. Build coalitions with various social service, private agency and community organizations to integrate youth and family services with the regular school program as appropriate. (SP 5, 7)

8. Define and relate the general characteristics of internal and external political systems as they apply to school settings. (SP 5, 6)

9. Use written, electronic, verbal and nonverbal communication in a variety of situations. (SP 2, 7)

10. Apply a systems perspective, which views schools as interactive internal systems operating within external environments. (SP 1, 2, 7)

11. Conduct needs assessments, surveys or to otherwise analyze data collected regarding school staff, students or community environment as these data reflect family and community values, expectations, and priorities relative to conditions affecting schools at the local, state, national or international levels. (SP 1, 7)

12. Understand the legal context of school community relations relative to information dissemination, individual privacy, collective negotiations and government authority. (SP 6).

3.2.2 Multicultural Objectives of this course

1. Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision is broad with contributions from all segments of the society.

2. Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process.

3. Communicate effectively with various cultural, ethnic, racial and special interest groups in the community using appropriate interpersonal skills based upon mutual respect. (SP 3, 5)

4.   Promote multi-cultural awareness, gender sensitivity and racial and ethnic appreciation recognizing that there is strength in diversity when united toward common goals and to facilitate an ongoing dialogue with representatives of diverse community groups. (SP 3,

4.   Student Activities and Experiences

Accommodations
Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Academic Integrity
"As a core part of its mission, the University of Arkansas provides students with   the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."
"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/.

Students with questions about those these policies apply to a particular course or assignment should immediately contact their instructor."

Inclement Weather
For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:
 See the inclement weather web site at
http://emergency.uark.edu/11272.php
 Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
 Check voice mail for announcements.
 Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
 Contact your supervisor.
If the university remains open, no announcement will be made.

The general policy regarding inclement weather is that the University typically stays open in cases of inclement weather. This is of little consequence in the case of on-line classes. However, it is important for the instructor to be able to communicate with all class members when power outages, or other conditions may interrupt the Blackboard Collaborate sessions. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

Classroom Disruptive Behavior

Graduate education—whether classroom-based or on-line—anticipates a level of professionalism and decorum characterized by respect for the instructor and each class member. Any action or incidents which depart from this expected norm will be addressed with the individuals involved and any Departmental officials whose assistance is required.

Recording Class Sessions

Each on-line Blackboard Collaborate session will be recorded and archived in the Blackboard system for the convenience of any who may miss a session or for review. However, the University of Arkansas General Counsel has requested that the following statement be included in each syllabus with reference to the use of recorded class sessions.

•Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only

to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

4.1 Assignments/Tasks

4.1.1 Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance-based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade each activity. One rubric per assignment will be used. Rubrics are found at the end of the syllabus.

Significant Activity #1

ELCC 1.3 / AR 1 and 5
ELCC 1.4 / AR 1 and 5

Using a mission statement given to or created by the student, you will prepare plans and processes designed to encourage staff, students, and families to achieve a school district's vision. These could include a staff plan demonstrating the direction of the curriculum, a student meeting or assembly at the district schools that describes the vision of the school district and how the students can help meet that vision, or a plan to secure additional resources necessary to implement the plan. These plans and processes must include some way to monitor their success based on firm data as well as how this data will be used to evaluate and if necessary revise the vision.

Significant Activity #2

ELCC 1.4 / AR 1 and 5
ELCC 1.5 / AR 1 and 5

The student will assume an active role in stewarding a district vision. You will create a presentation or speech to give to the community members or school board that demonstrates how you hope they will become actively involved with the implementation of the vision for the school. It could be how community members can reinforce the vision while students are away from school, how community organizations can fit into the vision, etc, or it could be a much broader presentation addressing all of these different

areas. It will also include the trends, issues and potential changes in the district's environment that have influenced the vision. Part or all of the presentation will be given in class to help students learn effective presentation skills.

Significant Activity #3

ELCC 2.1 / AR 3

The student will develop a plan for a sustained approach to improve and maintain a positive district culture for learning. The approach must capitalize on multiple aspects of diversity to meet the learning needs of all students. Include the use of data from a variety of sources, which will provide documentation of the status and needs of various subgroups of students and parents in the community.

Significant Activity #4

ELCC 4.1 / AR 4

The student will develop a plan for a program or service that brings together families and the community to positively affect student learning. The plan should describe how the community will be partnered with to implement the plan. The plan must also describe how it will be implemented if approved. Use public information and research-based knowledge of issues to develop the plan. The plan should have a media relation's section that describes how you will conduct community relations using the media and how you will work with the media to disseminate the plan.

Significant Activity #5

ELCC 4.1 / AR 4

The student will develop a plan for creating a partnership with the school, business, community, government, and higher education. Use your understanding of community relations' models, marketing strategies and processes, data driven decision-making, and communication theory. Describe how you will involve community members, groups, and other district stakeholders is the decision-making process for the partnership.

Significant Activity #6

ELCC 4.1 / AR 4

The student will develop a strategy, including an implementation plan, for supporting the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interest of their children in mind. Include a plan to effectively communicate this plan for involvement with all segments of the school community.

Significant Activity #7

ELCC 6.1 / AR 6

The student will write a positional paper on a proposed policy change within their district that would benefit or harm the district and explain how the proposed policy or law might improve or harm educational and social opportunities for specific schools within the district. Include a plan to effectively communicate the adopted position to various publics so as to achieve the desired level of acceptance or rejection on the chosen issue.

Significant Activity #8

ELCC 6.3 / AR 6

The student will give a presentation advocating a program or policy that his/her district uses to promote equitable learning opportunities and success for all students. The presentation should address how lines of communication, both direct and indirect, between the local, state, and federal authorities were used to advocate for this program.

4.1.2 Essays

Essays are designed to cause students to assemble information in such a manner as to consider a variety of data and supporting material to address conditions and needs.   Each essay should be in APA format and should include appropriate references in a total length of 4-6 pages.

ELCC 4.3 / AR 4

The student will write an essay that identifies their community resources and describes how they would use those resources to support student achievement, solve district problems, and achieve district goals. Be sure to include youth services and other community agencies as resources to be used. An important part of the resource identification is communicating their potential for assisting school staff so as to engage educators with the local resource base in order that resources may be effectively utilized.

ELCC 6.1 / AR 6

Describe how poverty and other disadvantages affect families, communities, children, and learning. Give an example of a program within your district that actively works to help students overcome these disadvantages and succeed at their schools. Describe how you will engage staff so as to developing an understanding of the various factors which influence student learning negatively.

4.1.3 Other Class Activities

In order to prepare school leaders to function effectively in the field of school-community relations, periodic class activities will include:

1. Critiques of one (1) professional journal article in the field of school-community relations which may be shared with the class. Written summaries shall be no more than two (2) pages in length.
2. Writing exercises (2) to demonstrate the essential skills of written communication in addressing parents, community, news media or other audiences. These exercises will be discussed in class and critiqued for clarity and effectiveness. Topics may include (a) news releases on a school event or program, (b) an informative letter to parents explaining a specific issue or situation, or (c) thoughtful op-ed essay on an educational topic of interest.
3. Attendance of at least two (2) public meetings at which issues of local concern are under discussion. These meetings may be of a board of education, school public meeting or other community group. Analyze and critique the event from the perspective of the presenter, the audience and as a student of school-community relations. Class discussions will be utilized to share the learning opportunities presented by the public meeting experiences.

4.1.4 Technology Integration

4.1.4.1 Access to Blackboard Collaborate

Students who have not used the Blackboard Collaborate feature (formerly Elluminate) should go to the following site for first time users and become familiar with the program. Ease in connecting and using this access tool will greatly enhance benefits to students. It is recommended that each student purchase headphones with a microphone attached to reduce feedback and make participation easier.

The First Time Users link is as follows:

http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279

4.1.4.2 Chalk and Wire Portfolio Requirements

A requirement for this course is that you have a Chalk and Wire account to create an electronic portfolio that will contain artifacts from several courses in your program of study. Chalk and Wire is a web based electronic portfolio that can hold documents, photos, or video clips. This portfolio will be used to demonstrate your mastery of the Seven Scholar/Practitioner tenets and the standards for your discipline. Chalk and Wire accounts may be purchased at the bookstore. If you have an account that has expired, you may purchase a renewal.

4.1.5 Format of the Class

The basic format of the course will be based on the expectation that students enrolled in EDLE 6053 are highly motivated individuals who have demonstrated their ability to perform at the Graduate level. Academic excellence will be demonstrated through:

1. Class attendance and participation in an on-line class requires that each class member engage actively in the weekly Blackboard Collaborate sessions. Class activities will include a discussion of current school-community relations issues as reported in regional or national news media with appropriate application to course objectives.

2. Student presentation of appropriate applied exercises in school community relations will be an important part of the course. These will include, but not be limited to surveys of public opinion, reports of public meetings and presentations prepared for delivery on appropriate issues.

3. Research and development of applications from assigned readings will allow students to synthesize current thought in the field. These will include selections from journals and other sources as well as the development of a portfolio of applicable artifacts.

5.   Content Outline

The tentative schedule for the semester follows. Students are expected to notify the instructor in advance if conflicts with class activities are anticipated.

Students who experience difficulty in meeting the expectations for this course should contact the instructor as soon as possible. The goal of this course and for all graduate study is the acquisition of the knowledge and skills to apply theories to actual situations. Student success is a universal objective.

The schedule is subject to change in accordance with obligations of the instructor for leadership responsibilities. Therefore it is vital that e-mail or telephone communication be available should it be necessary to modify the class schedule on short notice. A completed student information form provided on the Blackboard site will help facilitate this goal.

January 14	Introduction, Data Exchange, Review of Syllabus Reading: Kowalski Ch 1
January 21	Analyzing the Environment–Diversity and Change Articulating the Vision Reading: Kowalski Ch 2 **Essay No. 1 Due**
January 28	Environment and Vision Strategic Planning for Success
February 4	Public Perception: Truth or Fiction Building Confidence in a Negative Environment Reading: Kowalski Ch 4 **Essay No. 2 Due**
February 11	Surveying Public Opinion to Shape Policy Using Structured Methods to Gather Information Reading: Kowalski Ch 11 **Significant Activity #1 Due**
February 18	Effective Communication in Every Arena Internal Audiences-The Power Within Reading: Kowalski Ch 5, 6,7, 8
February 25	**No Collaborate Session** Student Directed Research
March 4	Effective Communication-continued Conflict management for success
March 11	Effective Communication-continued Writing and Speech Define School Leaders **Significant Activity #2 Due**
March 18	Coalitions for Effective Change Parent Involvement and Partnerships Reading: Kowalski Ch 9 **Mid-Term Exam Exercises Available**
March 25	**No Collaborate Session- U of A Spring Break** **Mid-Term Exam Exercises Due**

April 1	Technology for Building Relationships and Communicating
	Using Web Pages, PowerPoint and E-Mail–With Controls
	Significant Activity #3 Due
April 8	Preparing Printed Materials for All Audiences
	Cost Effective Messages for Results
	Significant Activity #4
April 15	News Media: Friend or Foe?
	Presenting the Positive while Addressing the Negative
	Communicating in a Crisis
	Reading: Kowalski Ch 5, 10 & 13
	Significant Activity #5
April 22	Legal Parameters on Information
	Preserving Privacy in an Open Environment
	Reading: Kowalski Ch 3
	Significant Activity #6
April 29	Ethics in Communication
	Campaigns to Enlist Support–At all Times
	Marketing in a Competitive Environment
	Reading: Kowalski Ch 12
	Significant Activity #7
	Final Exam Exercise Available
May 6	Planning and Implementing a Comprehensive School-Community
	Relations Strategy
	Reading: Kowalski Ch 6
	Significant Activity #8
	Final Exam Exercise Completed

Reading assignments listed above will be supplemented with handouts from time-to-time.

Readings and the class schedule are subject to modification as determined by the instructor.

6.   Evaluation Policies

6.1   Written Examinations

Opportunities for two examinations will be provided at the mid-term and end of the course. These examinations will cover class presentation materials and assigned reading. The examinations will provide opportunities for students to apply the knowledge they have acquired through class activities.

6.2 Course Portfolio

Maintain a portfolio which chronicles your knowledge and experience in school

governance. A reflective summary statement at least one page in length which succinctly

outlines the student knowledge base in School-Community Relations must be submitted

at the end of the course.

6.3   Evaluation and Grade Scale

Grading will be based on the significant activities, class participation, special projects, and examinations.

Requirements		Points
Significant Activities (15 points each)	=	120
Essays (20 points each)	=	40
Journal Articles Critique (20 points)	=	20
Writing exercises (10 points each)	=	20
Mid-term exam.	=	50
Final course examination	=	50
Public meeting attendance (15 points each)	=	30
Class Participation	=	10
Reflection Statement	=	10
Total Points Possible	=	350

6.4   Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

> "A" At least 315 total points.
> "B" An accumulated point total of between 280 and 314 total points.
> "C" An accumulated point total of between 245 and 279 total points.
> "F" Anything below 245 total points.

6.5   Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to log on for each class session and be prepared to actively participate in class discussions during the Blackboard Collaborate period. Students should, prior to class, read the assigned portions of the text and review any other supplemental materials either posted on Blackboard or assigned. Students should be prepared to talk about and answer questions posed concerning the assigned and supplemental readings. Occasionally, students will be asked to analyze scenarios and other "real-world" problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by leaving an e-mail or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

In-class lectures during the Blackboard Collaborate period and other materials will be posted on Blackboard for reference and review.

6.6   Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "Incomplete" should be necessary, your request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not complete and the date when the remaining work will be completed. **Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement**.

Be aware that if a grade of "Incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will automatically be changed to an "F". To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XVII. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

7.   Significant Activity Scoring Rubrics

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 1.3, 1.4 / AR 1 and 5

The student's plans/processes encourage staff, students, and families to achieve the district's vision.

1	2	3	4
Never			Always

The student's plans/processes include a plan to monitor their success based on firm data.

1	2	3	4
Never			Always

The student's plans/processes include a plan to use firm data to evaluate the district's vision and if necessary revise the vision.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.3.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.4.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #2
Standard Element Evaluated: ELCC 1.4, 1.5 / AR 1 and 5

The student's presentation/speech clearly explains how the community members and school board can be actively involved with implementing the district's vision.

1	2	3	4
Never			Always

The student's presentation/speech gives multiple ways for involvement.

1	2	3	4
Never			Always

The student's presentation/speech describes the trends, issues, and potential changes in the district's environment that have influenced the vision.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.4.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.5.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #3
Standard Element Evaluated: ELCC 2.1 / AR 3

The student's plan is a sustained approach.

1	2	3	4
Never			Always

The student's plan capitalizes on multiple aspects of diversity.

1	2	3	4
Never			Always

The student's plan addresses the needs of all students.

1	2	3	4
Never			Always

The student's plan improves and maintains a positive district culture for learning.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 2.1.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #4
Standard Element Evaluated: ELCC 4.1 / AR 4

The student's plan uses public information and research-based knowledge of issues.

1	2	3	4
Never			Always

The student's plan has a section concerning media relations.

1	2	3	4
Never			Always

The student's plan describes how the community will be part of the plan.

1	2	3	4
Never			Always

The student's plan successfully brings together families, community, and the district to positively affect student learning.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 4.1.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #5
Standard Element Evaluated: ELCC 4.1 / AR 4

The student's plan successfully partners the district, business, community, government, and higher education.

1	2	3	4
Never			Always

The student's plan describes how each group in the decision-making process to develop the partnership.

1	2	3	4
Never			Always

The student's plan shows an understanding of community relation's models.

1	2	3	4
Never			Always

The student's plan shows an understanding of marketing strategies and processes.

1	2	3	4
Never			Always

The student's plan shows an understanding of data driven decision-making.

1	2	3	4
Never			Always

The student's plan shows an understanding of communication theory.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 4.1.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4

Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #6
Standard Element Evaluated: ELCC 4.1 / AR 4

The student's strategy supports the involvement of families in the education of their children.

1   2   3   4
Never   Always

The student's strategy reinforces for district staff the belief that families have the best interest of their children in mind.

1   2   3   4
Never   Always

The student's strategy includes an implementation plan.

1   2   3   4
Never   Always

The student's work showed an understanding of ELCC standard 4.1.

1   2   3   4
Never   Always

The student used appropriate research in supporting the overall assignment.

1   2   3   4
Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #7
Standard Element Evaluated: ELCC 6.1 / AR 6

The student's paper explained the policy or law from a neutral standpoint.

1   2   3   4
Never   Always

The student's paper successfully explained why they feel the policy or law will be beneficial or harmful to the district's educational opportunities.

1   2   3   4
Never   Always

The student's paper successfully explained why they feel the policy or law will be beneficial or harmful to the district's social opportunities.

1   2   3   4
Never   Always

The student's work showed an understanding of ELCC standard 6.1.

1   2   3   4
Never   Always

The student used appropriate research in supporting the overall assignment.

1   2   3   4
Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Significant Activity #8
Standard Element Evaluated: ELCC 6.3 / AR 6

The student's presentation describes the program or policy clearly.

1   2   3   4
Never   Always

The student's presentation addresses how lines of communications, both direct and indirect, between local authorities were used to advocate for this program.

1   2   3   4
Never   Always

The student's presentation addresses how lines of communications, both direct and indirect, between state authorities were used to advocate for this program.

1   2   3   4
Never   Always

The student's presentation addresses how lines of communications, both direct and indirect, between federal authorities were used to advocate for this program.

1   2   3   4
Never   Always

The student's work showed an understanding of ELCC standard 6.3.

1   2   3   4
Never   Always

The student used appropriate research in supporting the overall assignment.

1   2   3   4
Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Essay No. 1
Standard Element Evaluated ELCC 4.3, AR 4

The student effectively identifies community resources to assist the public schools.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student considers other public and private agencies which address the needs of youth in the local community.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student explores ways to access resources to complement the programs of the schools.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student's work showed an understanding of ELCC standard 4.3.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student used appropriate research in supporting the overall assignment.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student's work was of graduate quality.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

The student utilized appropriate APA 6th Edition writing requirements.

1　　　　　　2　　　　　　3　　　　　　4
Never　　　　　　　　　　　　　　　　Always

_____　　　　_____
Student Name　　　　　　　　　　　　　　　　　　　　　Date

_____
Total score for this assignment

EDLE 6053 School-Community Relations
Scoring Rubric for Essay No. 2
Standard Element Evaluated: ELCC 6.1, AR 6

The student effectively demonstrates an understanding of the effects poverty and other disadvantages have upon student success.

1	2	3	4
Never			Always

The student describes local programs to ameliorate these effects.

1	2	3	4
Never			Always

The student describes how staff can be engaged in addressing the special needs of students in poverty.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 6.1.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

The student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____

Student Name   Date

_____

Total score for this assignment

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

1.   **Identification of Course**

1.1   **EDLE 6093   School District Governance: The Superintendent**
Spring 2016, On-line
Wednesdays   Blackboard Collaborate Link 5:30-7:30 p.m. or as noted on
schedule

Prerequisites: Graduate standing

1.2   **General Information**
Instructor: Benny L. Gooden, Ed.D.

Office Location   Fort Smith Public Schools
                             Box 1948
                             Fort Smith, AR 72902
Office Phone   (479) 785-2501   Office
                             (479) 783-1915   Home
E-Mail: bgooden@fortsmithschools.org

Office Hours: Daily 8:00a.m. -5:00 p.m.

1.3   **Textbooks and/or Supplementary Materials**

Sergiovanni, T. J., Kelleher, Paul, McCarthy, Martha M., and Fowler, Frances C. (2009.

Educational Governance and Administration (6th Ed.). Boston: Allyn & Bacon.

Additional reading and supplemental materials as assigned throughout the session.

References

School Board Basics for New School Board Members. (2015). Little Rock, AR: Arkansas

School Boards Association.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs*

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in educational leadership: For principals, superintendents, curriculum directors,

and supervisors. Arlington, VA: National Policy Board for Educational Administrators.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*.

Washington, D.C.: Council of Chief State School Officers.

Putting Learning First: Governing and Managing the Schools for High Achievement.

(1999). Washington, D.C.: Committee for Economic Development.

Arkansas School Laws Annotated. (2014). Arkansas School Boards Association.

 New York: Thomson Reuters.

The American School Board Journal. (published monthly). Arlington, VA: National

School Boards Association.

 The School Administrator. (Published monthly). Arlington, VA: American Association

of School Administrators.

Additional Information:

The Arkansas Association of Educational Administrators is a key link to pertinent information regarding school governance. To contact the AAEA Web Site, and link to the Arkansas School Boards Association, the American Association of School Administrators, and the National School Boards Association: **http://www.theaaea.org**

By linking to the national associations, students will be able to gain access to information at various state school board and administrator web sites.

1.4 Chalk and Wire Policy

Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
        If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

EDLE 6093

2. Course Description

2.1 Catalog Description
Analysis of the organizational and governance structure of American public education at national, state, and local levels. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC standards for effective school leadership.

2.2 Justification/Rationale
The governance of public schools is characterized by the organization and machinery of its tree constituent parts: local school districts, state departments of education, and the United States Department of Education. Each has its governing regulations established in local school policies, state laws or national legislative mandates. It is the intent of this course to introduce school administrators to those fundamental school governance constituencies and to explore their connectedness and operational relationships. This course will be taught from the perspective of persons with extensive experience in K-12 curriculum analysis, adoption, and evaluation. Its focus will be on student success using ELCC Standards for educational leadership.

2.3 **Philosophy/Beliefs**

Educational leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action, based on theoretical, ethical, and professional knowledge. The Department of Educational Leadership at the University of Arkansas is committed to preparing qualified educational leaders.

3. Goals and Objectives

3.1 Goals
All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity

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3

4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

3.1.1 The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective curriculum development programs using the:

ELCC Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating he development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Applying Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

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Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

PSEL 2015 Standards

A revised set of standards and expectations for educational leaders titled "Professional Standards for Educational Leaders" was released in 2015. These standards replace the standards previously known as the ISLLC Standards. A copy of these revised standards is attached as a reference for student review. The exact timetable for full implementation in educational leadership programs is uncertain at this time.

3.1.2 A second goal of this course is to provide students with an appreciation and understanding of the structure of school governance in the context of social, political, and economic ideologies. This course will provide students with the knowledge and ability to develop an effective working relationship with the local school board that also allows the school district to provide a strong educational program.

3.2.1 Objectives of this course

Upon completion of this course, students will:

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1   Display an understanding of the history of school governance in America.
2   Show an awareness of demographical data related to school boards and superintendents, both nationally, and in Arkansas.
3   Display an understanding of the proper roles of school boards and superintendents in establishing policy and goal setting.
4   Demonstrate an understanding of the effect of the relationship between the board and superintendent on school and community relations.
5   Display an understanding of the school board's role in providing an effective instructional program.
6   Review various codes of ethics and show an understanding of ethical and unethical conduct by school board members and superintendents.
7   Demonstrate an understanding of Arkansas law related to the qualifications, roles and responsibilities of school board members.
8   Display an understanding of the Arkansas Freedom of Information Act. Describe the components and procedures of an effective school board meeting, including the proper role of the school board president and superintendent in the meeting.
9   Analyze school board meetings for effective and ineffective practices.
10 Demonstrate an understanding of the evaluation process for school board members and superintendents.
11 Show an understanding of the school board's role in the recruitment, selection and contractual process for superintendents.
12 Describe an effective orientation and continuing education program for school board members.
13 Display an understanding of the state policymaking function, and the role of local school boards and superintendents in the legislative process.
14 Demonstrate an understanding of the school board and superintendent's role in the collective bargaining process.

3.2.2   Multicultural Objectives of this course

Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision is broad with contributions from all segments of the society.

Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process.

4.   Student Activities and Experiences

Accommodations
Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors.

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Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Academic Integrity
"As a core part of its mission, the University of Arkansas provides students with   the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."
"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/. Students with questions about those these policies apply to a particular course or assignment should immediately contact their instructor."

Inclement Weather
For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:
☐☐See the inclement weather web site at
http://emergency.uark.edu/11272.php
☐☐Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
☐☐Check voice mail for announcements.
☐☐Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
☐☐Contact your supervisor.
If the university remains open, no announcement will be made.

The general policy regarding inclement weather is that the University typically stays open in cases of inclement weather. This is of little consequence in the case of on-line classes. However, it is important for the instructor to be able to communicate with all class members when power outages, or other conditions may interrupt the Collaborate sessions. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

Classroom Disruptive Behavior

Graduate education—whether classroom-based or on-line—anticipates a level of professionalism and decorum characterized by respect for the instructor and each class member. Any action or incidents which depart from this expected norm will be addressed with the individuals involved and any Departmental officials whose assistance is required.

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4.1   Assignments/Tasks

4.1.1   Technology Integration

4.1.1.1Access to Blackboard Collaborate

Students who have not used the Blackboard Collaborate feature (formerly Elluminate) should go to the following site for first time users and become familiar with the program. Ease in connecting and using this access tool will greatly enhance benefits to students. It is recommended that each student purchase headphones with a microphone attached to reduce feedback and make participation easier.

The First Time Users link is as follows:

http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279

4.1.1.2   Chalk and Wire Portfolio Requirements

A requirement for this course is that you have a Chalk and Wire account to create an electronic portfolio that will contain artifacts from several courses in your program of study. Chalk and Wire is a web based electronic portfolio that can hold documents, photos, or video clips. This portfolio will be used to demonstrate your mastery of the Seven Scholar/Practitioner tenets and the standards for your discipline. Chalk and Wire accounts may be purchased at the bookstore. If you have an account that has expired, you may purchase a renewal.

4.1.2 The format of class activities will involve:

A good portion of class time will be spent reviewing general school governance issues outlined in the syllabus and textbook readings.   Presentations may be made by members of the class, guest lecturers, and the professor. Involvement by members of the class will embody reports and critiques of theories and topics. The on-line interaction each week will provide the opportunity for the professor and students to discuss important issues associated with school governance.

4.1.3   Significant Class Activities

A schedule of classes, reading assignments and tentative topics for discussion is included in this syllabus. Assigned readings, class assignment schedules and other activities will be included in this information. This schedule is subject to modification and will be flexible in response to class needs.

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Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade selected activities. One rubric per selected assignment will be used. Rubrics are found at the end of the syllabus. In order to facilitate evaluation of each significant activity evaluated, the activities must be posted on Chalk and Wire. Each student must secure an active Chalk and Wire account as outlined in XX.

Significant Activity #1

ELCC 1.1 / AR 1 and 5
ELCC 1.2 / AR 1 and 5
Develop a vision statement for a district that includes the following:

a.   It must speak to the equality of all students and promotes success for all students.

b.   The vision statement must be based in sound theories, relevant knowledge, data-based research strategies, and strategic planning processes that focus on student learning and the diversity of the students. Examples of relevant information sources include student assessment results, student and family demographic data, and an analysis of community needs. Examples of relevant theories and knowledge include the diversity of learners and learner's needs, and social and organizational change.

Once the statement has been developed, it may be presented to both the class, acting as a school board, and a community or school organization. The student will then take any given feedback and finalize the vision statement for use in a later assignment.

Significant Activity #2

ELCC 2.2 Provide / AR 3

The student will describe a variety of instructional research-based methodologies and compare their strengths and weaknesses to address a current instructional priority. The student will select a methodology and a set of data for a school district and develop a long-range plan that assesses the district's improvement and accountability systems. The student should assume that the needs of the school district include language minority students and students from poverty backgrounds. The plan will be appropriate for consideration and approval by a local Board of Education.

Significant Activity #3

ELCC 2.2 / AR 3

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The student will develop a plan to use and promote technology and information systems to enrich district curriculum and instruction, to monitor instructional practices, and to provide assistance to administrators who have responsibility for school improvement. The plan should include using data to guide individual teacher improvement and improved student academic performance. The plan must be in such a format as to secure its serious consideration and approval by the Board of Education.

Significant Activity #4

ELCC 2.3 / AR 3

The student will describe in a paper how he/she would apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. One section of the paper should describe how one would facilitate and engage in activities that use best practice and sound educational research to improve instructional programs. Another section should describe how the student would assist school and district personnel in understanding and applying best practices for student learning. Finally, mention should be made in the paper about appropriate research strategies used to profile student performance and analyze differences among subgroups with the goal of reducing achievement gaps between groups.

Significant Activity #5

ELCC 2.4 / AR 3

The student will develop a professional growth plan for district personnel using strategies such as observations and collaborative reflections. The growth plan must reflect a commitment to life-long learning and best practices. The student must use his/her knowledge of adult learning strategies and the ability to apply technology and research to the development of the plan. The plan should focus on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. It must be in accordance with regulations of the Arkansas Department of Education governing annual professional growth for certified personnel.

Significant Activity #6

ELCC 5.1 / AR 2
ELCC 5.2 / AR 2
ELCC 5.3 / AR 2

The student will present two different scenarios which involve administrator/school board relationships and actions to illustrate possible conflicts and opportunities for ethical decisions and action. Each scenario shall be based upon different leadership functions which may include, but not be limited to: personnel decisions, financial decisions, conflicts-of-interest in general or similar situations. The Code of Ethics for Arkansas

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Educational Administrators, the Code of Ethics for Arkansas Educators and other applicable Arkansas statutes must be included in the student's analysis of each situation as it relates to ethical conduct by all parties.

Significant Activity #7

ELCC 6.1 / AR 6

The student will obtain school district operations plan(s) and use an agreed upon research method, theory, or concept to suggest improvements to part or the entire plan. Plans should include, but not be limited to ACSIP, Technology, Facilities, Emergency Response, etc.

Significant Activity #8

ELCC 6.2 / AR 6

The student will apply his/her understanding of the political, social, economic, legal, and cultural situation to develop an activity or policy that will benefit a representative school district and its students. The student should engage students, parents, members of the school board, and other community members to get feedback about current trends and issues that could influence the activity or policy either positively or negatively. Once the activity or policy is created, the student will describe how to gain student, parent, school board, and community support for the new activity or policy.

Other Class Activities

Board/Superintendent Interaction/Observation
Each student will observe superintendent/board operations in a public meeting, study session or other venue in which there is interaction, free flow of ideas and collaborative decision making. Each experience will be discussed in class with appropriate application to the governance process. A succinct written summary must be provided accompanied by a copy of the meeting agenda.

Interviews with Actors in the School Governance Structure

Each student will interview at least two actors in the structure of school governance. Interviews may include a member of the state Legislature, a local school board, or a central office administrator. A list of suggested questions will be provided. A written summary incorporating the question responses and other observations must be provided.

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Essay Question

ELCC 6.1 / AR 6

The student will describe a state or federal law and tell how it affects the school district and its residents. The student will then describe how to work with political leaders at the necessary level to enhance the law for the benefit of the district or repeal the law if it is deemed restrictive or unnecessary. For example: NCLB, IDEA, etc.

Writing Standards

The latest edition of *The Publication Manual of the American Psychological Association* should be used as a guide for all written work. It is available in the library and the University Bookstore.

5.   Content Outline

January 20	Introduction, Review of Syllabus **Blackboard Collaborate Session from 5:30-7:30 p.m.**

All Blackboard Collaborate Sessions will be held from 5:30-7:30 p.m. unless notified otherwise.

January 27	Evolving views of school governance The relationship of vision to governance Reading: Sergiovanni Chapter 1
February 3	A vision of school governance: Public perception then and now Values the public holds for education and schools Reading: Sergiovanni Chapters 13, 14, & 15 **Due: Significant Activity No. 1**
February 10	**Independent Student work** **No Collaborate Session**
February 17	The legal framework for school governance: Historical From Federal to local **Due: Essay**
February 24	Governance Structures as they evolve Influences which affect governance

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| **March 2** | Influences affecting governance--continued |
| | Reading: Sergiovanni Chapter 16 |

| **March 9** | School Governance and the Courts |

| **March 16** | Local school policies and the issues that shape them |
| | Reading: Sergiovanni Chapters 2 & 12 |

Due: Significant Activity No. 8
Mid-Term Exam Distributed

| **March 23** | **Spring Break** |

No Collaborate Session

| **March 30** | Local School District Governance: The Board of Education |
| | Reading: Sergiovanni Chapter 11 |

Due: Significant Activity No. 2
Mid-Term Exam Due

| **April 6** | Conflicting interests : Pressure groups and special interests |
| | Governance in a political climate |

| **April 13** | The State of the Superintendency—Who leads the schools? |
| | Reading: Sergiovanni Chapter 10 |

Due: Significant Activity No. 4

| **April 20** | The key role of leadership in school governance |
| | Reading: Sergiovanni Chapters 3, 4, & 6 |

Due: Significant Activity No. 3

April 27	Role changes for leaders and followers
	"You can't lead from behind"
	Reading: Sergiovanni Chapters 5, 7, 8, & 9

Due: Significant Activity No. 6

May 4	Communication—To, from and among
	Ethical Conduct for All Involved
	FOIA issues and the Board

Due: Significant Activity No. 5

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Final Exam Distributed

May 11   Financing schools for effectiveness without losing governing powers
                 Reading: Sergiovanni Chapter 17
          Due: Significant Activity No. 7
          Final Examination Due

Readings and the class schedule are subject to modification as determined by the instructor.

6.   Evaluation Policies

6.1   Written Examinations

Opportunities for two examinations will be provided at the mid-term and end of the course. These examinations will cover class presentation materials and assigned reading. The examinations will provide opportunities for students to apply the knowledge they have acquired through class activities.

6.2 Course Portfolio

Maintain a portfolio which chronicles your knowledge and experience in school

governance. A summary statement of at least two pages in length which succinctly

outlines the student knowledge base in school governance must be submitted at the end of

the course.

6.3   Evaluation and Grade Scale

Grading will be based on the significant activities, class participation, special projects, and examinations.

Requirements		Points
Significant Activities (15 points each)	=	120
Essay	=	30
Mid-term exam.	=	50
Final course examination	=	50
School Board Meetings/Governance Interviews (3)	=	30
Class Participation	=	10
Class Reflection	=	10

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<div align="center">Total Points Possible   =   300</div>

6.4   Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

> "A" At least 270 total points.
> "B" An accumulated point total of between 240 and 269 total points.
> "D" An accumulated point total of between 180 and 209 total points.
> "F" Anything below 180 total points.

6.5   Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to log on for each class session and be prepared to actively participate in class discussions during the Blackboard Collaborate period. Students should, prior to class, read the assigned portions of the text and review any other supplemental materials either posted on Blackboard or assigned. Students should be prepared to talk about and answer questions posed concerning the assigned and supplemental readings. Occasionally, students will be asked to analyze scenarios and other "real-world" problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

In-class lectures during the Blackboard Collaborate period and other materials will be posted on Blackboard for reference and review.

6.6   Deferred Grades and Late Work

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Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "Incomplete" should be necessary, your request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not complete and the date when the remaining work will be completed. **Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement**.

Be aware that if a grade of "Incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will automatically be changed to an "F". To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

6.7   Sale or other Unauthorized Use of Class Lectures or Materials
       (U of A Required Statement)

Tape-recording and/or any other form of electronic capturing of lectures is expressly **forbidden. State common law and federal copyright law protect my syllabus and lectures.** They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

The U of A required statement notwithstanding, each online class in EDLE 6093 will be recorded and archived for access on the Blackboard site. Students enrolled in the class are provided access to these resources.

XVII. **Syllabus Disclaimer**

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

7.   **Significant Activity Scoring Rubrics**

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 1.1, 1.2 / AR 1 and 5

The student's vision statement addresses the equality of all students and promotes success for all students.

1	2	3	4
Never			Always

The student's vision statement is based on sound theories, relevant knowledge, data-based research strategies, and strategic planning processes.

1	2	3	4
Never			Always

The student's vision statement focuses on student learning.

1	2	3	4
Never			Always

The student's vision statement focuses on the diversity of the students.

1	2	3	4
Never			Always

The student's presentation clearly described the vision statement.

1	2	3	4
Never			Always

The student asked for feedback and used it to adjust the vision statement if necessary.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.1.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 1.2.

EDLE 6093

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____

Student Name   Date

_____
Total score for this assignment

EDLE 6093 School Governance

EDLE 6093

Scoring Rubric for Significant Activity #2
Standard Element Evaluated: ELCC 2.2 / AR 3

The student correctly describes several instructional research methodologies.

1	2	3	4
Never			Always

The student correctly describes the strengths and weaknesses of the methodologies they selected.

1	2	3	4
Never			Always

The student selected an appropriate methodology for the school district to be used in developing the plan.

1	2	3	4
Never			Always

The student's plan accurately assesses the district's improvement systems.

1	2	3	4
Never			Always

The student's plan accurately assesses the district's accountability systems.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 2.2.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____Total score for this assignment
EDLE 6093 School Governance
Scoring Rubric for Significant Activity #3
Standard Element Evaluated: ELCC 2.2 / AR 3

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19

The student's plan promotes the use of technology and information systems to enrich district curriculum and instruction.

1   2   3   4
Never   Always

The student's plan promotes the use of technology and information systems to monitor instructional practices.

1   2   3   4
Never   Always

The student's plan promotes the use of technology and information systems to provide assistance to administrators who have needs for improvement.

1   2   3   4
Never   Always

The student's work showed an understanding of ELCC standard 2.2.

1   2   3   4
Never   Always

The student used appropriate research in supporting the overall assignment.

1   2   3   4
Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #4
Standard Element Evaluated: ELCC 2.3 / AR 3

The student's paper describes how the student would improve instructional programs.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student's paper describes how the student would assist school and district personnel in understanding and applying best practices for student learning.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student's paper describes appropriate research strategies used to profile student performance and analyze differences among subgroups.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student's paper uses appropriate human development theories, proven learning and motivational theories, and concern for diversity.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student's work showed an understanding of ELCC standard 2.3.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student used appropriate research in supporting the overall assignment.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

The student's work was of graduate quality.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

This student utilized appropriate APA 6th Edition writing requirements.

| 1 | 2 | 3 | 4 |
| Never | | | Always |

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #5
Standard Element Evaluated: ELCC 2.4 / AR 3

The student's growth plan used different strategies to foster growth.

1	2	3	4
Never			Always

The student's growth plan reflects a commitment to life-long learning and best practices.

1	2	3	4
Never			Always

The student used knowledge of adult learning strategies in the development of the plan.

1	2	3	4
Never			Always

The student showed an ability to apply technology and research in the development of the plan.

1	2	3	4
Never			Always

The plan focuses authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 2.4.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #6
Standard Element Evaluated: ELCC 5.1, 5.2, 5.3 / AR 2

The student picked appropriate issues to compare.

1	2	3	4
Never			Always

The student compared the relative actions in terms of integrity.

1	2	3	4
Never			Always

The student compared the actions in terms of fairness.

1	2	3	4
Never			Always

The student compared the actions in terms of ethical behavior.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 5.1.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 5.2.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 5.3.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

`EDLE 6093`

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #7
Standard Element Evaluated: ELCC 6.1 / AR 6

The student used the agreed upon method, theory, or concept to suggest improvements.

1	2	3	4
Never			Always

The student developed improvements that could actually be implemented.

1	2	3	4
Never			Always

The student correctly used the agreed upon method, theory, or concept in developing their suggestions.

1	2	3	4
Never			Always

The student's work showed an understanding of ELCC standard 6.1.

1	2	3	4
Never			Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4
Never			Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Significant Activity #8
Standard Element Evaluated: ELCC 6.2 / AR 6

The student developed an activity or policy that is beneficial to their district and students.

1   2   3   4
Never   Always

The student showed an understanding of their political, social, economic, legal and cultural situation in the development of their activity or policy.

1   2   3   4
Never   Always

The student engaged students, parents, members of the school board, and other community members to get feedback about current trends and issues.

1   2   3   4
Never   Always

The student describes how they will gain support from all groups for the new activity or policy.

1   2   3   4
Never   Always

The student's work showed an understanding of ELCC standard 6.2.

1   2   3   4
Never   Always

The student used appropriate research in supporting the overall assignment.

1   2   3   4
Never   Always

The student's work was of graduate quality.

1   2   3   4
Never   Always

This student utilized appropriate APA 6th Edition writing requirements.

1   2   3   4
Never   Always

_____   _____
Student Name   Date

_____
Total score for this assignment

EDLE 6093

EDLE 6093 School Governance
Scoring Rubric for Essay
Standard Element Evaluated ELCC 6.2 AR 6

The student selected a policy, law, practice, issue or regulation which provided a sound basis for improvement.

1	2	3	4
Never			Always

The student effectively identified the areas which should be corrected.

1	2	3	4
Never			Always

The student made appropriate suggestions for improving the policy, law, practice, etc.

1	2	3	4
Never			Always

The student coherently presented the proposed changes.

1	2	3	4
Never			Always

The student's work demonstrated an understanding of ELCC 6.2.

1	2	3	4
Never			Always

The student used appropriate research in support of the assignment.

1	2	3	4
Never			Always

The student's work was of graduate quality.

1	2	3	4
Never			Always

The student used appropriate APA 6th Ed. Writing standards.

1	2	3	4
Never			Always

_____   _____
Student name   Date

_____
Total score for this assignment

EDLE 6093

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

1.   **Identification of Course**

      1.1   EDLE 6103 –District School Finance
      F2015, On-line
      Wednesdays Blackboard Collaborate Link 5:30-7:30 p.m.

      Prerequisites: Graduate Standing

      1.2   General Information

      Benny L. Gooden, Ed.D.
      Fort Smith Public Schools
      Box 1948
      Fort Smith, AR 72902

      Phone: (479)785-2501 office   (479)783-1915 home

      E-Mail: bgooden@fortsmithschools.org

      1.3   Textbooks and/or Supplementary Materials

Brimley, Vern, Jr., Verstegen, Deborah A. and Garfield, Rulon R. (2012). *Financing Education in a Climate of Change* (Eleventh Edition). New York: Allyn and Bacon/Pearson.

Each student must secure the following documents from his/her school district to be used in class:

1.   Latest Abstract of Assessments (basis for property tax collections)

2.   State Aid to School Districts-printouts for 2015-2016 dated after July 1, 2015

3.   Annual Financial Report and Budget 2015-2016 as filed September, 2015

4.   Certified and classified staff salary schedules 2015-2016

5.   Budget Document presented to Board of Education for adoption (2015-2016)

6.   Annual School District Audit Report 2013-2014 or later

Additional reading and supplemental materials may be assigned throughout the session.

There are a number of references which can be used to expand each student's understanding of school finance. These include, but are not limited to, local school district documents, publications of the Arkansas Department of Education, Department of Finance and Administration, Bureau of Legislative Research, Arkansas Association of Educational Administrators and other sources. Also utilized will be opinions of the Arkansas Attorney General, Arkansas Code Annotated and relevant legislative acts.

Representative references include:

Garner, C. William. (2004). *Education Finance for School Leaders: Strategic Planning and Administration.* Upper Saddle River, NJ: Pearson Education.

Jones, Thomas H. (1985). *Introduction to School Finance: Technique and Social Policy.* New York: Macmillan Publishing Co.

King, Richard A., Swanson, Austin D. and Sweetland, Scott R. (2003). *School Finance, Achieving High Standards with Equity and Efficiency, Third Edition.* New York: Allyn and Bacon.

Kozol, Jonathan. (1991). *Savage Inequalities.* New York: Crown Publishers.

Odden, Allan R. and Picus, Lawrence O. (2004). *School Finance: A Policy Perspective, Third Edition.* New York: McGraw-Hill.

Thompson, David C. and Wood, R. Craig. (2005). *Money and Schools, Third Edition.* Poughkeepsie, NY: Eye on Education.

Thurow, Lester. (1999). *Building Wealth.* New York: Harper Collins.

1.4 Chalk and Wire Policy

Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 and ask for textbooks) with a credit card.

If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

2.   Course Description

2.1   Catalog Description

District School Finance is designed to provide students in educational leadership with an understanding of the economics of public education including the methods used to fund schools in the United States and Arkansas.   Specific emphasis will be devoted to the principles, issues and problems of the social and economic context of public school finance including revenue, taxation, policy, politics, values and fiscal allocations to school districts as they project revenues and expenditures for effective school operations. Also included will be attention to related business practices which involve the financial operations of school districts.

2.2   Purpose/Rationale

The Course, EDLE 6103, is intended to give students the basis for responsible financial leadership in the school district setting by developing an understanding of the complex principles which influence school funding decisions at the local, state and national levels. Theories of economics, taxation, school organization and structures which influence financial decisions and other factors will allow students to evaluate these issues as they emerge in the political, academic and educational arenas. This purpose will be accomplished by giving students opportunities to apply theoretical financial principles to practical school finance issues they will encounter as they hold positions of leadership.

2.3   Philosophy/Beliefs

Educational leaders who administer public schools possess the fiduciary responsibility for sound and ethical financial practices in all their decisions and actions. Compliance with the myriad of laws and regulations affecting financial operations of a complex school organization is essential if the public trust is to be maintained.   A sound understanding of financial principles, the ability to use valid and reliable data to guide financial decision-making and the ability to effective communicate with educators, politicians, school board members and the public concerning these issues is a prerequisite of effective school district leadership.   Accountability, ethical conduct and transparency have become the standards against which financial success are measured.

3.   Goals and Objectives

3.1 Goals

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community.

The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

3.1.1 The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective curriculum development programs using the:

ELCC Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating he development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Applying Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plan
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the**

organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

3.1.2 The primary goal of this course is to provide present and aspiring school leaders with an appreciation and understanding of the issues which influence financial operations in public school districts. Students will be given the opportunity to analyze and apply those principles which will affect the financial operations of school districts.

3.2.1 Objectives of the Course

Students will be given the opportunity to gain an understanding of and strategies for applying financial principles affecting public school finance including, but not limited to:

•   The overview of the social and economic context of public school finance including the role of local, state and Federal governments; (SP-1)

- The relationship of economics and school finance as multiple interests compete for resources and influence school funding; (SP-1)

- Understanding the issues of equity and adequacy as represented in school finance litigation; (SP-1)

- Acquiring an understanding of funding formulas used by various states to support schools with a special emphasis on the Arkansas funding formula; (SP-1, SP-3)

- The issues of property taxes and school revenue including assessment, tax rates, rollback and other legal issues in current legislation and litigation; (SP-1, SP-2, SP-3)

- Using data to analyze financial trends to project revenues and expenditures for local schools**;** (SP-2. SP-3, SP-5, SP-6, SP-7)

- Understanding and applying school instructional and operational issues to project expenditures for a local school or school district; (SP-3, SP-6, SP-7)

- Effective simulation of school revenues and expenditures to serve as the basis for a school budget; (SP-1, SP-2, SP-5)

- Understanding various categories of expenditures as outlined in *Handbook 2R2*; (SP-3, SP-6, SP-7)

- Analyzing trends in school finance theory and practice such as privatization, site-based budgeting, etc; and (SP-1, SP-2, SP-6)

- Understanding and applying legal and ethical principles in all financial decisions. (SP-4, SP-6)

3.2.2   Multicultural Objectives

1. Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision is broad with contributions from all segments of the society.

2. Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process.

3. Communicate effectively with various cultural, ethnic, racial and special interest groups in the community using appropriate interpersonal skills based upon mutual respect. (SP 3, 5)

4. Promote multi-cultural awareness, gender sensitivity and racial and ethnic appreciation recognizing that there is strength in diversity when united toward

common goals and to facilitate an ongoing dialogue with representatives of diverse community groups. (SP 3,

4.   **Student Activities and Experiences**

4.1   Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

4.2   Academic Integrity

"As a core part of its mission, the University of Arkansas provides students with   the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."
"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/. Students with questions about those these policies apply to a particular course or assignment should immediately contact their instructor."

4.3   Inclement Weather

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:
☐☐See the inclement weather web site at
http://emergency.uark.edu/11272.php
☐☐Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
☐☐Check voice mail for announcements.
☐☐Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
☐☐Contact your supervisor.
If the university remains open, no announcement will be made.

The general policy regarding inclement weather is that the University typically stays open in cases of inclement weather. **This is of little consequence in the case of on-line classes.** However, it is important for the instructor to be able to communicate with all class members when power outages, or other conditions may interrupt the Blackboard

Collaborate sessions. **To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.**

4.4 Classroom Disruptive Behavior

Graduate education—whether classroom-based or on-line—anticipates a level of professionalism and decorum characterized by respect for the instructor and each class member. Any action or incidents which depart from this expected norm will be addressed with the individuals involved and any Departmental officials whose assistance is required.

Recording Class Sessions

Each on-line Blackboard Collaborate session will be recorded and archived in the Blackboard system for the convenience of any who may miss a session or for review. However, the University of Arkansas General Counsel has requested that the following statement be included in each syllabus with reference to the use of recorded class sessions.

•Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

Despite this University of Arkansas general policy, it should be noted that all Blackboard Collaborate sessions are archived for review by registered students throughout the duration of the semester.

4.5 Assignments/Tasks

4.5.1 Technology Integration

4.5.1.1Access to Blackboard Collaborate

Students who have not used the Blackboard Collaborate feature (formerly Elluminate) should go to the following site for first time users and become familiar with the program.

Ease in connecting and using this access tool will greatly enhance benefits to students. It is recommended that each student purchase headphones with a microphone attached to reduce feedback and make participation easier. Call the U of A Worldwide Campus at 479-575-4481 for assistance with Blackboard Collaborate.

The First Time Users link is as follows:

http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279

4.5.1.2 Chalk and Wire Portfolio Requirements

A requirement for this course is that you have a Chalk and Wire account to create an electronic portfolio that will contain artifacts from several courses in your program of study. Chalk and Wire is a web based electronic portfolio that can hold documents, photos, or video clips. This portfolio will be used to demonstrate your mastery of the Seven Scholar/Practitioner tenets and the standards for your discipline. Chalk and Wire accounts may be purchased at the bookstore. If you have an account that has expired, you may purchase a renewal as noted above.

4.5.2 The format of class activities will involve:

Students enrolled in EDLE 6103 are assumed to be highly motivated individuals who have demonstrated their ability to perform at the Graduate level. Academic excellence meriting the highest rating will be demonstrated through (1) class participation, (2) evidence of scholarship in written assignments, (3) the ability to synthesize knowledge and to appropriately apply it to problem-solving situations, and (4) the ability to demonstrate understanding of course material in written assignments and examinations.

Specific expectations include:

A schedule of the reading assignments and topics for EDLE 6103 is listed below. This schedule of each week's class topics, materials and assignments is posted on Blackboard for reference. This site also contains links to and recordings of each Blackboard Collaborate session for reference.

1. Each student is expected to prepare for each session to be conducted weekly on Blackboard Collaborate and to actively participate in class discussion. These discussions will prepare students to complete the required significant activities and will provide a practical knowledge base to supplement required text and reference material.

2. Students will complete a critique of a professional journal article on a school finance topic and be prepared to discuss this reading in class. A written critique of

not more than two (2) pages in length will be submitted to the instructor as scheduled.

3.   A midterm and final examination will be given.   These examinations will provide opportunities for students to demonstrate a thorough understanding of the theories of economics and school finance and their application to state and local school finance.   Examinations will reflect material from the required text, class discussions and supplemental materials.

4.   Significant activities are instructor-created exercises that reinforce the standards upon which candidates may be tested when pursuing the ELCC examination. These assignments give the candidate a performance-based activity to learn and use each standard as well as to simulate the knowledge and skills required to effectively function in professional positions relative to school district finance. The appropriate rubric included with this syllabus will be used to evaluate each work product. **Significant Activities and Essay must be posted on Chalk and Wire.**

Significant Activity No. 1   **ELCC 3.3   AR 2**

The student will develop a budget plan which uses available resources to support teaching and learning as required by a new elementary school campus in a local school district. The student will allocate resources based on compliance with all legal requirements. The budget plan may be developed in collaboration with other class members but must be individually placed in a presentation format.

Significant Activity No. 2   **ELCC 4.3 AR 4**

The student will develop revenue projections to support school operations and be prepared to communicate these data so as to encourage community support and confidence. The student shall be prepared to present these materials to a school board at a public meeting. The revenue projections may be developed in collaboration with other class members but must be individually placed in a presentation format.

Essay   **ELCC 6.1 AR 6**

The student will outline the system of financing schools which is applicable in Arkansas or the student's state of residence as it supports local school operations in 2015-2016. This presentation should conform to APA Guidelines for EDLE Papers.

5.   Course Portfolio

       Maintain a portfolio which chronicles knowledge and experience in school finance. The portfolio will be for the benefit of students during preparation for comprehensive exams or other activities.   The portfolio should contain all class assignments, ELCC standards, class notes, handouts and the class reflection.

6.   Class Reflection

       Each student will submit a summary statement of one or two pages length at the end of the class which summarizes or reflects upon the class content/activities relative to student expectations and future educational plans.

5.   Content Outline Fall 2015

       Wednesdays   5:30 – 7:30 p.m. Blackboard Collaborate Session
       August 26, 2015 to December 16, 2015

 Week 1   August 26

       Introduction, Syllabus clarification, review of required documents
       Adequacy in Educational Investments for Societal Benefit
       The Economics of Education and the Demographic Impact of Educational
       Investments

       Reading: Brimley, Verstegen & Garfield, Chapter 1

Week 2   September 2

       Finance and Governance–Federal, State and Local Controls
       Issues of equity and adequacy in funding education in the states

       Reading: Brimley, Verstegen & Garfield, Chapters 2 & 3
                 Fairness Study

Week 3   September 9

       Taxation to support public schools
       Who pays, how do they pay, and how much?

       Reading: Brimley, Verstegen & Garfield, Chapter 5
                 Assessment and Pullback Report 2015
                 Journal Article Critique Due

Week 4   September 16 **NO COLLABORATE SESSION**

Week 5   September 23

Local, state and federal control
Applying the "golden rule" and other principles

Reading: Brimley, Verstegen & Garfield, Chapters 6 & 7

Week 6   September 30

Federal funding: an historical perspective
Will federal funds level the field or exacerbate inequities?

Reading: Brimley, Verstegen & Garfield, Chapters 8 & 10

Week 7   October 7

Litigation to enforce state responsibility
Analysis of emerging state systems following litigation
Educational Adequacy in Arkansas: Funding

Reading: Arkansas School Funding Litigation: *Alma v. Dupree* and *Lake View v. Huckabee*

   Brimley, Verstegen & Garfield, Chapter 9

   Mid-Term Examination exercise distributed

Week 8   October 14   **NO COLLABORATE SESSION**

Litigation on School Finance—A continuing process

   Mid-Term Examination-Take Home Exercise Due as Scheduled

Week 9   October 21

State Funding Systems to Provide for State Responsibility
State-designed systems seeking equitable funding using formulas from
Arkansas and selected other states respond to the courts
The prospects of present and future litigation

Reading: Brimley, Verstegen & Garfield, Chapters 4 & 11
Arkansas School Finance Manual, 2015-2016
Arkansas 2014 Adequacy Report/matrix
Testimony and subsequent reports index
Deer/Mt. Judea v. Kimbrell

Week 10   October 28

Arkansas State Aid Issues-- Understanding the school funding formula
Legislative formulas to respond to the Courts

Reading: OEP Categorical Poverty Funding
BLR   Relationship between NSLA Funding…Student Performance

Week 11   November 4

Projecting revenues and expenditures following an analysis of trends
Budgeting for revenue and expenditures

Reading: Arkansas School Finance Manual

Week 12   November 11

Salary and employee benefit projection
Impact of personnel issues on fiscal stability

Reading: Brimley, Verstegen & Garfield, Chapters 12 & 15
Salary Statutes

****Essay Due*****

Week 13   November 18

Student Preparation on Budget Exercise
In-class discussion, questions and answers and assistance on significant activities

Week 14   **November 25   **NO COLLABORATE SESSION****
                                      Thanksgiving Holiday

Week 15   **December 2**

Ethics in financial operations for school leaders
Where is school funding headed in the future?

**Reading: Code of Ethics and related statutes
   Brimley, Verstegen & Garfield, Chapter 16**

Significant Activity 1 Due
Significant Activity No. 2 Due

Week 16   **December 9**

Accounting, auditing and related business practices
Risk Management & Bond Financing

Reading: Brimley, Verstegen & Garfield, Chapters 13 & 14

Week 17   **December 16   Final Examination Exercises Due *****

Assigned readings and this schedule are subject to modification by the instructor.

6.   Evaluation, Grade Scale, Class Participation and Attendance

   6.1   Written Examinations

Opportunities for two examinations will be provided at the mid-term and end of the course. These examinations will cover class presentation materials and assigned reading. The examinations will provide opportunities for students to apply the knowledge they have acquired through class activities.

   6.2   Portfolio and reflection

A summary portfolio shall be maintained to reflect the student's understanding of school finance. A reflection statement of one-two pages shall be completed and submitted at the end of the course.

6.3   Grading

Grading will be based on the examinations (2), significant activities (2), essay (1), journal article critique (1) and reflection statement.

Significant Activities (2 @ 20)	40
Article Critique	10
Essay	30
Mid-Term Exam	50
Final Exam	50

Total Possible	180 points

6.4   Final Course Grades
Course Grades will be determined as follows:

A	162-180 points
B	144-161 points
C	126-143 points
D	108-125 points
F	Below 108 points

6.5   Class Participation

Class participation is expected by all students.   It is possible to learn much from others while making classes more interesting and informative. Students are expected to participate in each Blackboard Collaborate class session, to read the assigned materials and to review other supplemental materials presented. Students should be prepared to discuss questions posed in class and to reflect on school finance issues as they are raised.

If a class must be missed, please notify the instructor in advance by calling my office, leaving an e-mail or discussing the absence at a prior class meeting. Students are responsible for everything covered in class, any supplemental materials made available and for completing all work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes and assignments. Each Blackboard Collaborate session will be recorded and posted on the Blackboard site for review and/or make-up.

6.6   Deferred Grades and Late Work

A deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "Incomplete" should be necessary, a request for a deferred grade must be

submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, a list of all course requirements not complete and the date when the remaining work will be completed. Late or incomplete work will receive a reduction of 10% in points possible.

Be aware that if a grade of "Incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will automatically be changed to an "F." To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

7.   Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities which may arise, and the background and interest of the students.

8.   Significant Activity Scoring Rubrics

The rubrics on the following pages will be used to score the significant activities and essay. This rating will be completed following the posting of these three assignments on Chalk and Wire.

EDLE 6103 School Finance
Scoring Rubric for Significant Activity # 1   Expenditure Exercise
Standard Element Evaluated: ELCC 3.1, 3.3, 4.3; AR 4

The student demonstrates an understanding of resource allocation to meet required program needs in budgeting for a school campus.
1	2	3	4
Never			Always

The student projects appropriate levels of personnel staffing for certified staff.
1	2	3	4
Never			Always

The student projects appropriate levels of personnel staffing for classified staff.
1	2	3	4
Never			Always

The student effectively projects appropriate employee benefits.
1	2	3	4
Never			Always

The student uses reasonable assumptions for material and supply expenses.
1	2	3	4
Never			Always

The student is able to balance the composition of staff on a certified staff salary schedule.
1	2	3	4
Never			Always

The student demonstrates an understanding of ELCC 3.
1	2	3	4
Never			Always

The student relied upon appropriate resources to support expenditure estimates.
1	2	3	4
Never			Always

The student's work was of graduate quality.
1	2	3	4
Never			Always

EDLE 6103 School Finance
Scoring Rubric for Significant Activity # 2   Revenue Projection
Standard Element Evaluated: ELCC 3.3; AR 2

The student demonstrates an understanding of the various revenue sources upon which public schools in Arkansas rely.
1   2   3   4
Never   Always

The student is able to compute projections of local revenue from property taxes with relative accuracy.
1   2   3   4
Never   Always

The student is able to demonstrate the relationship of local resources to state foundation aid.
1   2   3   4
Never   Always

The student is able to apply the factors which affect levels of targeted categorical funding to project aid for a local school district.
1   2   3   4
Never   Always

The student demonstrates an understanding of revenue trends and the factors which drive them.
1   2   3   4
Never   Always

The student is able to anticipate problems which can lead to fiscal distress.
1   2   3   4
Never   Always

The student's work indicated an understanding of ELCC standard 3.3.
1   2   3   4
Never   Always

The student considered a variety of factors in making revenue projections.
1   2   3   4
Never   Always

The student's work was of graduate quality.
1   2   3   4
Never   Always

EDLE 6103 School Finance
Scoring Rubric for Significant Activity   Essay
Standard Element Evaluated: ELCC 6.1; AR 6

The student demonstrates an understanding of the respective state's plan for funding its system of public education.
1   2   3   4
Never   Always

The student effectively describes the elements of equity which the funding scheme considers.
1   2   3   4
Never   Always

The student analyzes the state's approach toward assuring adequacy of funding.
1   2   3   4
Never   Always

The student describes the process used to develop the state formula.
1   2   3   4
Never   Always

The student describes any evident weaknesses in the state's funding plan for its schools.
1   2   3   4
Never   Always

The student uses adequate research to support the essay.
1   2   3   4
Never   Always

The student demonstrates an understanding of ELCC 6.1.
1   2   3   4
Never   Always

The student's work is of graduate quality.
1   2   3   4
Never   Always

The student utilized appropriate APA 6th Edition writing requirements.
1   2   3   4
Never   Always

EDLE 6173: School Business Management – Summer 5 2014, T, 6:00-8:20 pm - Online

Faculty Instructor:	Dr. Carleton R. Holt
Office:	Room 107, Peabody Hall
Office Hours:	One hour after class or by appointment
Phone:	(479) 575-5112 (office)
	(479) 582-0895 (home)
	(479) 575-2492 (fax)
E-Mail:	cholt@uark.edu (office) &
	carlholt@sbcglobal.net (home)

Description

The course is designed to expand and enhance understanding of financial and managerial accounting, reporting principles, and the language of School Business Management.

Rationale

The purposes of the course will be to assist practicing and aspiring administrators to develop practical skills in matters of fiscal philosophy, finance, budgeting, and control needed by the school budget administrator. While it will be necessary to discuss financial theory, a strong emphasis will be placed on practical matters of school financial management.

Professional Association Standards

ELCC Standards
(The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

1.1 Develop a Vision
1.2 Articulate a Vision
1.3 Implement a Vision
1.4 Steward a Vision
1.5 Promote Community Involvement
Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best

practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
2.2 Provide Effective Instructional Program
2.3 Applying Best Practice to Student Learning
2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members
4.2 Respond to Community Interests and Needs
4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

Program Goals and Objectives

1.3 Implement a Vision
> b. Candidates design research-based processes to effectively implement a district vision though out an entire school district and community.

3.1 Manage the Organization

> a. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

> c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations
> a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

3.3 Manage Resources
> a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning

> c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

5.1 Acts with Integrity
> a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.3 Act Ethically
> a. Candidates make and explain decisions based upon ethical and legal principles.

6.1 Understand the Larger Context

> b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
> c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning

> d. Candidates demonstrate an understanding of the policies, laws, and regulations

enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

6.3 Influence the Larger Context
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

Learning Objectives

Upon completion of this course, students will learn about:

1. -How a school business official can become involved with instructional issues, institutional politics, and even individual deceit.
   -How often there are multiple answers to problems and how little in life is black or white and how much is a shade of gray.
   -Why a school business official and common sense are critical components of a leadership team.
2. -An interconnected and rapidly changing set of societal conditions that serve as the current context within which school business officials must operate.
   -Intensified public expectations for school and student academic performance.
   -Technical uncertainty regarding instruction and education policy that impedes the capacity of schools to achieve added academic progress for their students.
   -Societally imposed conditions deeply constraining the economic efficiency of modern school operation.
   -Education reform strategies, to which school business leaders can contribute, holding the prospect of resolving efficiency and effectiveness challenges.
   -The necessity of a modern school business official serving as an integral part of an effective leadership team, all components of which are necessary to overcome challenges schools now face.
3. (SP-2, SP-3, SP-4)
   -General perspectives regarding twenty-first century educational administration.
   -The historic evolution of the school business official role, including the impact of the scientific management movement and the Progressive Era.
   -The functional hierarchy of schools business officials' activities, ranging from skilled technician to team player to being part of the cabinet.
   -Operations for which business official are conventionally responsible.
   -The business administrator as a component of tan administrative team.
   -Significance for business officials of a trend toward school site management.
   -Consideration of the school business officials as a strategic planner.
   -Alternative school district planning models.
4. (SP-7)
   -The advantages strategic planning holds as a dynamic management instrument for an education strategy.
   -The definition of strategic planning and tactical components compromising the planning process.
   -Who should be engaged in planning?
   -What comprises a reasonable planning time frame and time horizon?
5. (SP-6)
   -The expanding legal context within which school business officials routinely operate.
   -The basis and distribution of constitutional authority allocated between federal and state governments.
   -The authority delegated by states to local school districts.
   -Legal instruments and procedures at the disposal of school business officials.
   -Significant regulatory issues.

6. **-**The public-policy justification for paying for elementary and secondary education through public taxation rather than private contribution.
   -The magnitude, sources, and significance of public education revenues.
   -Technical characteristics of taxes such as: basis; equity; liberty; efficiency; impact; incidence; yield; administrative costs; compliance; and economic, social, and political effects.
7. (SP-2, SP-6)
   -The role of the school business official in determining district revenue eligibility.
   -Values appropriate for appraising state education finance distribution schemes.
   -Historical methods for allocating state funds to school districts.
   -Current polices for distributing state educational funds to district as well as each approach's strengths and weaknesses.
   -Political dynamics shaping school finance distribution schemes.
   -Alternative finance distribution proposals such as voucher plans.
8. **-**The distinction between operating and capital financing.
   -Public policy justification for employing debt for funding capital projects.
   -School business official's role in the planning and oversight of capital projects.
   -The process of siting, funding, and constructing school facilities.
   -Ways by which a school system can incur debt.
   -Condition under which enrollment growth can present fiscal and physical challenges to school systems.
9. (SP-1, SP-2, SP-5, SP-6)
   -Fundamental organization purposes of budgeting.
   -Crucial linkages between planning and budgeting.
   -Universal budgeting principles and processes.
   -Modern budgeting concepts.
   -School site budgeting mechanics.
   -Budgeting pitfalls.
10. **-**Constitutional language that gives the federal government entrée into education issues.
    -Current and historical acts and legislation that mark federal involvement in
    -The manner in which legislation is crafted and enacted at the federal level.
11. (SP-1, SP-2)
    -The definition of and purposes served by school accounting systems.
    -Background and evolution of school accounting.
    - Fundamental accounting concepts and procedures.
    -Significance of fund accounting.
    -School accounting practices.
    -Contemporary accounting practices.
    -Generally Accepted Accounting Procedures (GAAP).
    -Purposes of and practices involved with audits.

-Comprehensive Annual Financial Reporting (CAFR).

12. **-**Technical terms needed to communicate with experts when dealing with money matters.
-The nature of cash for investments.
-Cash flow and its analysis.
-Investment policy considerations.
-Investment strategies and tactics.
-The variety and characteristics of investment instruments.

13. **-**The evolving personnel management context.
-The necessity of an organization having updated employee position descriptions.
-Major federal laws that's influence personnel recruitment and selections.
-Personnel orientation, training, development, motivation, supervision, evaluation, promotion, discipline termination, and retirement.
-Collective bargaining statutory foundations.
-Bargaining issues such as scope, collective, contract administration, grievance, and dispute resolution tactics.
-School business official's role in collective bargaining and dispute resolution.
-Personnel budgeting matters such as salaries, performance pay, fringe benefits, and assistance programs.

14. **-**Ensuring long term use of school facilities through strategic planning and preventive, predictive, recurring, and emergency maintenance.
-Organizational strategies for maintenance and operational activities, including the prospect of outsourcing selected endeavors.
-Maintenance performance measures and maintenance records.
-Selection, evaluations, and continued training of maintenance and operations personnel.
-Organization and oversight of custodial personnel.
-Efficient energy management.
-Security strategies, tactics, and equipment.
-Environmental hazard and fire safety maintenances.
-Added considerations in the construction and retrofitting of school buildings.

15. **-**Materials management relative to the overall operation of an educational institution.
- Purchasing procedures.
-Relationship of purchasing to accounting.
-Inventory control.
-Warehousing of purchased items.
-Distribution of supplies and materials.

16. **-**Definitions and classification of risks
-Circumstances under which risks can be mitigated insurance.
-Types of insurance available to education agencies.
-Government regulations regarding insurance companies.
-Means for acquiring insurance.

-Employee insurance matters.
-Occupational Safety and Health Act (OSHA).
-Workers' compensation.

17. **-**The operation of school district transportation systems and related matters, such as outsourcing the service, safety regulations, staff training, maintenance, and routing and scheduling.
-The operation of school food services, including related matters, such as government regulations, menu planning, purchasing, portion control, staff training, and health and safety issue.
-The organization and operations of school security personnel, including related issues of possible outsourcing, recruitment, staff training, principal, student and community relations, and performance evaluation.
-Tangential issues, such as use of school facilities by community groups and the sale of school services.

18. (SP-2, SP-4, SP-5, SP-6)
-Defining data and distinguishing data and information.
-Information system language
-Business officials' roles in information management
-Computers and data
-Systems concepts applied to computing.
-Networking, Internet, e-mail, electronic bulletin boards, weblogs, and chat rooms.
-Computer system selection, management, and security.

Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade each activity. One rubric per assignment will be used. Rubrics are found at the end of the syllabus.

Activity #1   ELCC 2.2 / AR 3
The student will obtain the amount of funding their district will receive for the year and, using the district budget as a guide, allocate the instructional program monies among the schools in the district. For each allocation, a justification for the amount must be given.

Activity #2   ELCC 3.1 / AR 2

The student will use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. To do this the student will describe effective organization of fiscal, human, and material resources,

giving priority to student learning and safety and demonstrate an understanding of the district budget processes and fiduciary responsibilities. The student must also address effective time management and the deployment of financial and human resources for the promotion of student achievement.

Activity #3   ELCC 3.3 / AR 2

Test Essay Question: The student will develop a plan for the effective, legal, and equitable use of human and material resource allocation that focuses on teaching and learning for their district. In the plan the student will assess and use current technologies for management, business procedures, and scheduling.

Activity #4   ELCC 4.3 / AR 4

Test Essay Question: The student will develop and present a plan recommending alignment of district resources and social service agencies with community needs.

*Activity #5   ELCC 5.1 / AR 2 / SP 1, 2
                ELCC 5.2 / AR 2 / SP 1, 2
                ELCC 5.3 / AR 2 / SP 1, 2

The student will interview the school district school business manager. Part of the interview should be about ethical issues and the management of the fiscal affairs of the district. Examples of discussion areas are: reporting data to the state, allocation of funds within the system, discloser of the fiscal condition of the district to the public, preparation of the budget and who is involved, and management of the funds. The student will examine the interview data, discuss the legal and ethical implications of the findings, and discuss how each area could present ethical dilemmas.

Activity #6   ELCC 6.1 / AR 6

Test Essay Question: The student will describe a policy, law, or regulation enacted by local, state, or federal authorities that allow the district to excel compared to other school districts and describe one that is increases the difficulty in achieving district goals. Be sure to clearly state why each one is beneficial or detrimental to the district. Point out any reason the policy, law, or regulation might be beneficial or detrimental to only to their school district or if they would have the same effect on another district.
      .

Text

Guthrie, J. W., Hart, C. C., Ray, J. R., Candoli, I. C., & Hack, W. G. (2008). Modern *school business administration: A planning approach* (9th ed.). Boston, MA: Pearson Education, Inc. ISBN 0-205-57214-6

(Additional supplemental materials as assigned throughout the session)

- **Students,** Chalk and Wire Course Requirement

  - Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
  - **If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.**

Supplementary References

> *Journal of Education Finance School Business Affairs* (ASBO - Association of School Business of Affairs International)

> W. J. Fowler, Jr. (1990). Financial accounting for local and state school systems: Handbook II. Washington, DC: NCES, U.S. Government Printing Office.

Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

The University of Arkansas Honesty Policy defines academic dishonesty as "Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work." If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2014-2015 University of Arkansas Graduate School Catalog*.

NOTE:
Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Written Work

Written work should be graduate level quality, grammatically correct, with proper sentence structure and usage, punctuation and correct spelling. The instructor requires the use of the guide from the Publication Manual of the American Psychological Association (6th ed., second printing). Washington, DC: American Psychological Association.

Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):
• Follow the directions of the instructor or emergency personnel
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
hallway in the center of the building
• Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):
§ CALL- 9-1-1
§ AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
§ DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
§ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of whom travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not

meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect for personal safety reasons, not to journey to campus for class. However please notify me in advance of your decision.
For information regarding whether the university is closed or an inclement
weather day is declared, use the following sources:
See the inclement weather web site at
http://emergency.uark.edu/11272.php
Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
Check voice mail for announcements.
Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
Contact your supervisor.
If the university remains open, no announcement will be made.

Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (http://catalogofstudies.uark.edu/2882.php) or the Graduate Catalog of Studies (http://catalogofstudies.uark.edu/3909.php) for appeals structures and formal procedures for academic grievances.

Acommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

Class Procedures

Each class session will consist of large group instruction, individual work, and/or teamwork. The instructor and/or guest speakers will conduct the large group instruction. As you read the text, it is **strongly recommended that you pay particular attention to the activities** listed at the end of each chapter.

Evaluation and Course Requirements

All assigned activities will carry a specific point value and are identified as follows:

I.   **Reflection**   **(Due the last day of class)**

Each student will construct a reflection of class activities that will consist of but not be limited to the following:

1.   Position paper on your personal financial management philosophy, before and after the class. The paper should be no longer than two pages, typed, double-spaced. First page dated May 27, 2014**.**   **50 points**

2.   Significant Activity (#s 1 and 2, see rubrics)   **100 points**

3.   Manuals: **Locate three out of these five manuals (6/5/14).**   **50 points**
        A. The accounting manual for your state
        B. The accounting manual for your school district
        C. The budget document for your school district
        D. The audit for your school district
        E. The consolidated annual financial report for your school district

4.   Interview of the school business manager of your school district.   **50 points**
        (Significant Activity # 5, see rubric)

5.   Class Reflection (5-8 pages in APA design)   **50 points**

II.   Three tests as follows:

        Test 1 SA#3   (Chapters 1-5)   June 5   **100 points**
        Test II SA#4   (Chapters 6-10)   June 19   **100 points**
        Test III SA#6   (Chapters 11-15)   June 25   **100 points**
                                                             _____
                                             Total Points   **600 points**

Grading Scale

A = 540 - 600 points   B = 480 - 539 points   C = 420 - 479 points

Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities that arise, and the background and interest of the students.

Schedule   EDLE 6173 - School Business Management – Summer 5 2014

Week 1: 5/27/14   Webcam - **Chapter 1**: *School Business Administration Case Studies, p.1*

                    Webcam - **Chapter 2**: The Rapidly Evolving World and the Problems It Presents for School Business Administration, *p. 25*   A-_____

                    Webcam - **Chapter 3:** *What Sch. Business Officials Do, p.46* B-_____
                            &
                    Locate Three (3) of the Five Manuals Listed Under Course Requirements

Week 2: 6/3/14   Webcam **- Chapter 4**: *Planning, p. 62*   C-_____

                    Webcam - **Chapter 5**: *A Legal and Regulatory Context for School Business Administration, p. 81*   D-_____
                            &

Significant Activity #1 – Due 6/4/14 (see rubric - 2.2/AR3)

Webcam - **Chapter 6**: *Education Revenues: Magnitude, Sources, and Characteristics, p. 99*   E- _____
        &
SA # 3 Test over Chapters 1 – 5   Due 6/5/14 (no rubric - 3.3/AR2)

Week 3: 6/10/14   Webcam - **Chapter 7:** *Distributing State Education Funds, p. 119*
                                                         F-_____
        &
Significant Activity #2 – Due 6/12/14 (see rubric - 3.1/AR2)

Webcam - **Chapter 8:** *Managing Capital Projects and Fiscal Resources, p. 149* G-_____

Webcam - **Chapter 9:** *Budgeting, p. 171*   H-_____

Week 4: 6/17/14   Webcam - **Chapter 10:** *Federal Governance and Education Finance, p. 200*
                                                       I -_____

Webcam - **Chapter 11:** *Accounting, Auditing, and Reporting, p, 225*
                                                      J -_____

Webcam - **Chapter 12**: *Managing Money, p. 253*   K -_____
        &
SA #4 Test over Chapters 6 - 10 Due 6/19/14 (no rubric - 4.2/AR)

Week 5: 6/24/14   Webcam - **Chapter 13**: *Managing Personnel, p. 275*   L -_____

Webcam - **Chapter 14**: *Managing Facilities, p. 303*   M -_____

Webcam - **Chapter 15**: *Managing Materials, p. 335*   N -_____

Webcam - **Chapter 16**: *Managing Risks, p. 359*   O -_____

Webcam - **Chapter 17**: Managing *Aux. Services, p. 386*   P -_____

Webcam - **Chapter 18**: *Managing Information, p. 414*   Q -_____
        &
Significant Activity #5 – Due 6/24/14 (see rubric - 5.1-3/AR2/SP3,4,5,7)

&
SA #6 Test over Chapters 11 – 18 Due 6/25/14 (no rubric - 6.1/AR6)
&
Before and After Financial Management Philosophy Due 6/26/14
&
Final Reflection Due 6/26/14

References

Educational Leadership Constituent Council. (2002). *Standards for advanced programs in*

educational leadership: For principals, superintendents, curriculum directors, and

supervisors. Arlington, VA: National Policy Board for Educational Administrators.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*.

Washington, DC: Council of Chief State School Officers.

No Child Left Behind Act of 2001, Public Law 107-100 (January 8, 2002).

Significant Activity Rubrics - (next page)
      *NCATE/ELCC Significant Activity

EDLE 6173 School Business Management
Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 2.2 / AR 3

The student's work gave appropriate justification for each allocation.

1	2	3	4	5
Never				Always

The student correctly identified the money earmarked for instructional programs.

1	2	3	4	5
Never				Always

The student followed the district budget guidelines.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 2.2.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition 2nd Printing writing requirements.

1	2	3	4	5
Never				Always

_____   _____
        Student Name   **Date**

_____
Total score for this assignment

EDLE 6173 School Business Management
Scoring Rubric for Significant Activity #2
Standard Element Evaluated: ELCC 3.1 / AR 2

The student's work described effective organization of fiscal, human and material resources.

1	2	3	4	5
Never				Always

The student explained how effective time management is useful.

1	2	3	4	5
Never				Always

The student addressed the deployment of financial and human resources for the promotion of student achievement.

1	2	3	4	5
Never				Always

The student's description addresses the priorities of student learning and safety.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 3.1.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition Second printing writing requirements.

1   2   3   4   5
Never   Always

_____   _____
      Student Name   **Date**

_____
Total score for this assignment

EDLE 6173 School Business Management – District Ethical Leadership Analysis *Scoring Rubric for Significant Activity #5 Standard Element Evaluated: ELCC 5.1, 5.2, 5.3/ AR 2/ SP 3, 4, 5, 7				
Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Interviewed the district school business manager.	The student's analysis did not identify ethical issues, or the management of fiscal affairs. 1	The student interviewed the business manager, but ethical issues, and the management of fiscal affairs were not covered. 3	The student interviewed the business manager including ethical issues and the management of the fiscal affairs of the district. Needs were clearly covered. 5
Ethical Management	Ethical issues and fiscal affairs of district.	The student's analysis did not identify ethical issues, or the management of fiscal affairs. 1	The student's analysis included the reporting data to the state, and allocation of funds within the system. However discloser of the fiscal condition of the district to the public, and the preparation of budget was not mentioned. 3	The student's analysis included the reporting data to the state, allocation of funds within the system, discloser of the fiscal condition of the district to the public, preparation of the budget and who is involved, and management of the funds. 5

Legal and Ethical Implications	Discussed the legal and ethical implications of the findings.	Demonstrated no evidence of the ability to identify the legal and ethical implications of the findings. 1	Discussed the legal and ethical implications of the findings, but no discussion of ethical dilemmas. 3	Discussed the legal and ethical implications of the findings, and discussed how each area could present ethical dilemmas. 5
ELCC Standard (5.1, SP 3, 4, 5, 7)	Acts with Integrity	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. 1	demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. 3	Provided leadership in demonstrating a respect for the rights of others with regard to confidentiality and dignity while engaged in honest interactions. 5
ELCC Standard (5.2, SP 3, 4, 5, 7)	Acts Fairly	Did not demonstrate the ability to combine impartiality, and sensitivity to student diversity, or interactions with others. 1	Demonstrated the ability to combine impartiality, and sensitivity to student diversity, but did not mention interactions with others. 3	Demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. 5

ELCC Standard (5.3, SP 3, 4, 5, 7)	Acts Ethically	Did not demonstrated leadership in making and explaining decisions based upon ethical and legal principles. 1	Identified the need for ethical and legal decisions. 3	Made and explained decisions based upon ethical and legal principles. 5
Research and Data	Used research and data-driven decision-making	Provided no elements of leadership using research and data-driven decision-making in their interactions with others. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in their interactions with others. 3	Demonstrated leadership in the use of research and data-driven decision-making in their interactions with others. 5
Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5

| APA Format | References are used appropriately and in proper APA 6th Edition, Second printing format | Citations for statements included in the report were not present, or references which were included were not found in the text.

1 | Citations and reference list were presented. Some formatting problems exist, or components were missing.

3 | All needed citations were included in the report. References matched the citations, and all were encoded in APA format.
5 |

_____   _____

Student Name   **Date**

_____/45
Total score for this assignment

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

I.   Program Affiliation

EDLE 6533 - Educational Policy
Fall 2015 - Thursdays 6:00 PM - 7:30 PM, Section 901 Online
Prerequisites: Graduate standing

II.   Course Description

This performance-based course is an in-depth study of the administrator's role in the development and design of school policy. Interrelationships between the Board of Education and superintendent are studied in regard to the choices and politics of policy development on issues confronting school districts in America today with portfolio assessment.

III.   Instructor and Class Data

Instructor: Carleton R. Holt, Ed.D.
Office: Room 107, Peabody Hall
Office Hours: By Appointment
Phone: (479) 575-5112 office
               (479) 582-0895 home
Fax: (479) 575-2492 office
E-Mail: cholt@uark.edu office
               cholt@sbcglobal.net home

IV.   Purpose/Rationale

The course, EDLE 6533, is intended to provide students with a comprehensive overview of educational policy, which will form the framework for sound organizational and management practices on policy development for administrators. Accomplishing this will demand extensive research in educational administration and policy literature and it will require that students be prepared to discuss the scheduled topics in class.

V.   Philosophy/Beliefs

Administrative leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

VI. Course Goals, Objectives, Outcomes, and Topics

The primary goal of this course is to provide future school administrators with a general understanding of policy development for public education. A second goal is to develop an understanding and appreciation for the dynamic nature of school administration in the development of educational policy. These goals will be achieved by:

- Demonstrating group interaction and presentation skills. (SP 5)
- Defining school policy and policy analysis. (SP 2)
- Understanding the roles of Boards and superintendents from a functional point of view. (SP 1, 2)
- Describing a workable model of policy development and analysis with operational terms. (SP 2)
- Applying practical principles in policy analysis. (SP 2)
- Evaluating information and gathering references in support of alternative courses of action pursuant to school organizational issues. (SP 1, 2, 6, 7)
- Describing a process for monitoring executive performance and the Board performance for the purpose of sound governance relationships and accomplishments. (SP 2, 6)
- Selecting and composing decision-making criteria in determining effective policies based upon technical, economic, and financial possibility; political viability; and administrative operability. (SP 1, 2, 6, 7)
- Comparing and contrasting policy choices derived from sound searches for alternatives, and refining alternatives in terms of local feasibility and suitability. (SP 2, 6)
- Writing one or more policy analysis examples with sound technical and stylistic skill, and orally presenting a properly developed and soundly constructed policy analysis to peers. (SP 2, 4)
- Conducting a qualitative comparison of alternatives in disputable areas of public policy. (SP 2, 3, 5, 6)
- Understanding the importance of staying current on local, state, and federal mandates, goals, and outcomes affecting public education. (SP 2, 4)
- Defining and debating the federal and state roles in educational policy, including legal frameworks for both. (SP 1, 2, 6)
- Establishing a policy development cycle and evaluating a district policy manual. (SP 2, 5, 6, 7)
- Defining and applying, in simulation contexts, factors and characteristics of successful and competent governing Boards. (SP 1, 2, 5, 6)

Course Topics

The content of this course tentatively includes the following topics:

Introduction to the Library and Educational Administration Research

Policy: What it is and Where It Comes From
Why study school policy?
Defining policy
The transformation of the educational policy environment
The policy process
The school leader and policy studies
Power and Education Policy
Defining power
Discourse and power
The three-dimensional model of power
Power in educational settings
Ethical issues surrounding power
The Economy and Demographics
Why analyze the policy environment?
The economic environment
Demographics and the policy environment
Implications for education policy
The Political System and Political Culture
The U.S. political system
Implications of the political system for school leaders
Political culture
Values and Ideology
The importance of ideas
Basic values in U.S. politics
Values interacting with each other
Ideology
Major U.S. ideologies
School leaders caught in ideological crossfire
The Major Education Policy Actors
Government actors
Nongovernment policy actors
Identifying and learning about policy actors
Locating the "neglected stepchild"
Setting the Stage and Getting on It: Issue Definition and Agenda Setting
Perception and reality in the policy process
Issue definition: Setting the stage
The policy agenda
School leaders and the early stages of the policy process
Getting the Words and the Money: Policy Formulation and Policy Adoption
The high-visibility stages of the policy process
Policy formulation and adoption in legislatures
Policy formulation and adoption in administrative agencies
Policy formulation and adoption in the courts
Influencing policy formulation and adoption
Looking at Policies: Policy Instruments and Cost Effectiveness
Learning to analyze public policies

Lowi's techniques of control
Exercises on the techniques of control
McDonnell and Elmore's policy instruments
Exercises on the policy instruments
Cost analysis and cost-effectiveness analysis
Policy Implementation: Getting People to Carry Out a Policy
The surprising difficulty of implementation
The research on implementation
How to implement a new policy
Implementing unpopular policies
Policy Evaluation: Determining if the Policy Works
A nervous-making topic
Definitions associated with policy evaluation
A brief history of educational policy evaluation
Characteristics of policy evaluations
Facilitating meaningful policy evaluations
Acting on an evaluation report
Education Policy in the United States: Retrospective and Prospective
If we aren't in Kansas, where are we?
Four theoretical frameworks
Retrospective on U.S. education policy
Is no child left behind the new paradigm?

VII. Methods of Instruction

The basic format of the course will involve approximately:

1. Twenty percent of the time will be in either *large group instruction* or in a *seminar setting*.

Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody small group reports and critiques of theories and topics. The seminar setting enables a group of advanced students studying under a professor to exchange opinions about educational policies, theories and topics.

2. Seventy-five percent of the time in *small or solution groups*.

The small or solution groups (approximately 2-5 members) will meet to analyze and make decisions concerning educational policies, management, and leadership practices.

3. Five percent of the time in *independent study*.

Independent study time will be used according to individual student needs and interests.

VIII. Schedule and Reading Assignments

8/27/15   Course orientation, Introduction to the Library and Educational
               Leadership Research, and review of Class Activities.
                 o Syllabus Introduction
                 o Welcome from Dr. Holt
                 o Biographical Information
                 o COEHP's Practitioner Scholar Model

9/3/15   *Policy: What It Is and Where It Comes From*, ch. 1, pp. 3-21
               The National Educational Policy Network (NEPN) - class
               discussion and handouts
               NEPN, A - Foundations and Basic Commitments

9/10/15   *Power and Education Policy,* ch. 2, pp. 22-45
               NEPN, B - School Board Governance and Operations

9/17/15   *The Economy and Demographics,* ch. 3, pp. 46-66
               The Political System and Political Culture, ch. 4, pp. 67-90
               NEPN, C - General School Administration

9/24/15   Research Week – No Class

10/1/15   *Values and Ideology,* ch. 5, pp. 91-121
               NEPN, D - Fiscal Management

10/8/15   *The Major Education Policy Actors,* ch. 6, pp. 125-147
               NEPN, E - Support Services

10/15/15   *Setting the Stage and Getting On It: Issue Definition and Agenda
               Setting,* ch. 7, pp. 148-172
               NEPN, F - Facilities Planning and Development
               Dr. Holt, School Bond Success Presentation
               Report #1 due (10/15) email to Dr. Holt

10/22/15   *Getting the Words and the Money: Policy Formulation and Policy
               Adoption,* ch. 8, pp. 173-212
               NEPN, J - Students
               Report #2 due (10/22) email to Dr. Holt

10/29/15   *Looking at Policies: Policy Instruments and Cost Effectiveness,*
               Ch. 9, pp. 213-240
               NEPN, H - Negotiations
               Oral Presentations: _____, _____

11/5/15   *Policy Implementation: Getting People to Carry Out a Policy,*
           Ch. 10, pp. 241-277
           NEPN, I - Instruction
           Oral Presentations: _____, _____

11/12/15   *Policy Evaluation: Determining if the Policy Works,* ch. 11,
           pp. 278-299
           NEPN, G- Personnel
           Oral Presentations: _____, _____

11/19/15   *Education Policy in the United States: Retrospective and
           Prospective,* ch. 12, pp. 300-328
           NEPN, K – School/Community/Home Relations
           Oral Presentations: _____, _____

11/26/15   Thanksgiving Break – No Class

12/3/15   National Education Policy Center *http://nepc.colorado.edu/*
           NEPN, L – Education Agency Relations
           Oral Presentations: _____, _____

12/10/15   Makeup and/or Final Discussion
           Final Examination
           Class Reflection

IX.   Evaluation, Grade Scale, Class Participation and Attendance

Grading will be based on the critical reading, attendance, class participation, oral presentation, a special project, and the final examination.

Requirements	Points
1. Readings (2 x 10 points; see reading assignments and criteria) =	020
2. Attendance and class participation (15 online sessions x 1 point) =	015
3. Class presentation (see evaluation form) =	025
4. Special course project (see policy analysis and class presentation) =	020
5. Course exam (five one-page essay questions (10) + (5) last class test =	015
6. Completed course reflection =	005
Total Points Possible	100

Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

"A" At least 90 total points.
"B" An accumulated point total of between 80 and 89 total points.
"C" An accumulated point total of between 70 and 79 total points.
"D" An accumulated point total of between 60 and 69 total points.
"F" Anything below 60 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portion of the texts and review any other supplemental materials. Students should be prepared to discuss and answer questions posed concerning the assigned and supplemental readings. Occasionally students will be asked to analyze scenarios and other "real-world" problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

X.   Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "incomplete" should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not completed and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of "incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will

automatically be changed to an "F." To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XI.   **Academic Honesty**

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as "Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work." If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2015-2016 University of Arkansas Graduate School Catalog*.

NOTE:
Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Written Work

Written work should be graduate level quality, grammatically correct, with proper sentence structure and usage, punctuation and correct spelling. The instructor requires the use of the guide from the Publication Manual of the American Psychological Association (6th ed., Second Printing). Washington, DC: American Psychological Association.

XII. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

Severe Weather (Tornado Warning):
- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):
- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police its safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement

weather day is declared, use the following sources:
☐☐See the inclement weather web site at
http://emergency.uark.edu/11272.php
☐☐Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
☐☐Check voice mail for announcements.
☐☐Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
If the university remains open, no announcement will be made.

XIII. Readings

Outside readings on the course content areas are required, and students must submit not less than two (2) professional journal reports which demonstrate satisfaction of this requirement. The reading assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting the essential points from the reading and relating them to each other around some central theme. Judgments on the relevancy of the points made by the authors should be addressed. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed, integrated, and judged **(two pages minimum, double-spaced for each of the readings)**.
Use a cover sheet for each report following APA Guidelines. A photocopy of the article reviewed with underlines must be stapled to the report.

Criteria for Grading Outside Readings

Weights

Sophistication of Analysis	1	2	3
Organizational & Logical Development	1	2	
Clarity of Expression	1	2	3
Grammar, Punctuation, Spelling	1	2	

Guides to Understanding the Criteria

Sophistication of Analysis

In the best papers, the author does more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organizational and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, works are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

XIV. Policy Analysis and Class Presentation

A major objective of this course is to give students specific job-related skills relevant to the school superintendency. Included in these skills are presentation capabilities and skills in fostering group interaction. Students will work together in cooperative groups of two persons or more for this activity. Each group will select a contemporary educational policy topic to be studied in depth and analyzed for the purpose of preparing a recommendation of alternative courses of action for a governing board. This recommendation shall be presented to the class. The student shall facilitate a discussion of the issue, the data and information surrounding it, and development of options and alternatives for a school system. Presentations will be evaluated on the basis of objectives selected, methodology of instruction, relevance to the course, and effectiveness of the presentation.

XV. Board Meeting Participation

Each student shall arrange to attend at least one school board meeting for a minimum of two (2) hours to evaluate the agenda and the use of time on various topics. This analysis of time should identify time spent on curriculum, instruction, safety, finances, transportation, athletics, activities, policies, facilities, and construction. This logged time will be reported during class discussions. In addition, each student should obtain a copy of a school district's policy manual, student handbook, staff handbook, and negotiated agreement.

XVI. Special Course Project

Students must submit a special project for this course. This special project must be related to the course objectives, and may include a board training exercise, a case study, a policy analysis, a creative activity, instructional materials, experiments, research, or a position paper. Such special projects should represent original work on the part of the student, and should demonstrate a significant contribution to the student's accumulation of learning pursuant to this course.

XVII. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities that arise, and the background and interest of the students.

XVIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at http://www.uark.edu/ua/csd/applications.htm. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XIX. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to

authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XX. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (http://catalogofstudies.uark.edu/2882.php) or the Graduate Catalog of Studies (http://catalogofstudies.uark.edu/3909.php) for appeals structures and formal procedures for academic grievances.

XXI. Informative Presentation Evaluation Form
EDAD 6533: Educational Policy

Presenter _____ Date _____

Topic _____

Time (Begin) : _____ (End) : _____

Scale: 1 = excellent; .75 = good; .50 = average; .25 = fair; 0 = poor

Points   **Comments**

_____   Was the central idea of the presentation clear?

_____   Were the main ideas clear?

_____   Were main ideas supported/developed?

_____   Were some ideas related to the audience?

_____   Did the presentation begin effectively?

_____   Was strong eye contact maintained?

_____   Were supportive vocal qualities used?

_____   Were supportive gestures used?

_____   Was the language clear, concise, and appropriate?

_____   Did the presentation end effectively?

_____   = **Total Points** (10 points possible)

Evaluator:_____

XXII. Final Exam Questions

(Minimum of one page, double-spaced, for each statement or question)

Describe how the education policy environment has changed since 1980.

Can power be used ethically? Defend your response.

Discuss the roles of the chief state school officer, state department of education, and state board of education. Describe how they interact in most states.

Discuss why it is important for school leaders to be knowledgeable about the political culture that is dominant in their work environment.

In your opinion, why do school leaders and legislatures tend to overuse mandates? Discuss the strengths and weaknesses of mandates as part of your answer.

In addition, there will be an examination covering NSBA Policy Section questions available from your on-line course on the final week.

XXIII. Text/Resources

Fowler, F. C. (2013). *Policy studies for educational leaders: An introduction, 4th Ed.* Upper Saddle River, NJ: Pearson Education, Inc.
ISBN-13: 978-0-13-267811-7

- NSBA Classification System

Other: Additional reading and supplemental materials as assigned throughout the session.
  - NSBA Publications
  - NSBA Policy Service
  - Leadership Insider Policy
  - Legal Clips

XXIV. Research Base

References

The knowledge bases that support course content and procedures include:

Contemporary References (1990-2013)

Aguayo, R. (1990). *Dr. Deming: The American who taught the Japanese about quality*. New York: Lyle Stuart.

Drucker, P. (1995). *Managing in a time of great change*. New York: Truman Talley Books.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors.* Arlington, VA: National Policy Board for Educational Administrators.

Essex, N. L. (2006). *What every teacher should know about no child left behind.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780205482566

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, D.C.: Council of Chief State School Officers.

Konnert, M. W. (1990). *The superintendency in the nineties*. Lancaster, PA: Technomic Publishing.

No Child Left Behind Act of 2001, Public Law 107-100 (January 8, 2002).

Sergiovanni, T. J. (1991). *Value-added leadership*. San Diego, CA: Harcourt Brace Jovanovich, Publishers.

Spring, J. (1998). *Conflict of interests*. Boston: McGraw Hill.

Wick, J., & Gose, K. (1994). *Improving student performance in your school*. Dubuque, IA: Kendall/Hund Publishing.

Yudof, M., Kirp, D., & Levin, B. (1992). *Educational policy and the law*. St. Paul: West Publishing Company.

Classic References (Prior to 1990)

Blanchard, K., Zigarmi, P., & Zigarmi, D. (1985). *Leadership and the one minute*

    manager. New York: Morrow.

Covey, S. (1989). *The seven habits of highly effective people*. New York: Fireside.

Hoyle, J., English, F., & Steffy, B. (1985). *Skills for effective school leaders*.

    Arlington: American Association of School Administrators.

Selected Journals

American School Board Journal

Bulletin of the National Secondary School Principals

Change

Educational Leadership

Education Week

ERS: Spectrum

Journal of Higher Education

Middle School Journal

Phi Delta Kappan

Principal

Review of Higher Education

School Administrator