EDAD 5384 – Resource Management in Education
SPRING 2016

Instructor: Bradley W. Davis, Ph.D.
Office: Trimble Hall, 103.A
Email: bwdavis@uta.edu
Office Phone: (817) 272-2846

Class Meetings:
Tuesdays, 5:30-8:20 – Trimble Hall 110

Office Hours:
By appointment. My aim is to be as flexible as possible in meeting students’ needs. To that end, I am happy to meet virtually (via Skype, Blackboard Collaborate, Google+, etc.) or in person (on campus at UTA, the coffee shop, your work, etc.). Please send an email with dates and times that you are available, along with your preferred communication method.

Graduate Catalog Description:
School finance, as well as auxiliary areas of resource management, will be addressed. The emphasis will be on the use of technology, alternative models of financing and budgeting, and sources of revenue from the federal, state, and local levels as well as from private sources. The course is designed to assist administrators in developing an understanding of the functions, operation, and evaluation of auxiliary services which support the educational program.

Course Materials:
Student Provided:
Tk20 (https://tk20web.uta.edu/campus toolshighered/start.do)

Instructor Provided:
Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily book chapters or journal articles, however additional resources such as videos and non-refereed articles may be posted.

Participation Expectations:

Class Engagement:
As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This includes utilizing technology to enhance our learning, not distract from it. Students are expected to tend to personal communications outside of class hours. Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply.
with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:
Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence (when possible). Excused absences will not be granted for work-related commitments. Students can miss one class meeting without penalty, provided they give advanced notice. Unexcused absences, which include late arrivals and early exits from class sessions, will affect your semester grade.

Assignments and Grading:
All assignments will be given a grade between 0 and 100. Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard. Grades will be posted to Blackboard, including the semester average. All late assignments will receive a reduced grade.

Written Work:
As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of critical importance in both leadership and research. It is my responsibility to help you improve in this area. Students come to this program from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard. I will discuss this last sentiment in greater detail during the first week of class.

All written work should be typed, formatted, and devoid of grammatical, spelling, and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. Be sure to proofread your papers and online commentary before submitting. Assignments that are not well edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

Reflections (20% of Semester Grade):
Over the course of the semester, students will be responsible for writing several reflections. The first is due January 26th and must pertain to that week’s readings. Students can submit their remaining reflections in any weeks they choose, so long as the fifth and final reflection is submitted by May 3rd.
While the material we cover in class should be incorporated, reflections do not serve as summaries of the required readings. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Increased effectiveness in communication, decision-making, and leadership
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of praxis

Some elements to consider including in your reflections:

- Discuss ways in which the readings relate to your experiences, both past and present
- Discuss ways the course material is influencing your thinking
• Outline themes from the reading that you think will be important for the class to discuss
• Outline your general impressions of the readings
• Consider tying back to class discussions where appropriate

Weeks in which reflections are not collected are not weeks in which you are excused from the required readings. Reflection will be assigned a score of 0-5, with a grading emphasis on quality of writing and APA formatting.

Chapter Presentation (20% of Semester Grade):
Working in pairs, students will develop original presentations and facilitate related discussion based on chapters from the Sorenson and Goldsmith text. A separate grading rubric along with further instructions for this assignment is available on Blackboard.

Campus Budget Project (Final) (25% of Semester Grade):
Following state reporting guidelines, students will develop a detailed budget and accompanying narrative to meet the unique needs of an assigned mock campus. This assignment and supporting documents (detailed instructions, resources, etc.) to be made available on Blackboard will be discussed at length in class.

Semester Grade Contributions:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Engagement</td>
<td>30%</td>
</tr>
<tr>
<td>Reflections</td>
<td>25%</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Campus Budget Project (Final)</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Resources Available to You:

UTA Writing Center - [http://www.uta.edu/owl/index.html](http://www.uta.edu/owl/index.html)

From the Writing Center web page:

*The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.*

• We offer a positive and supportive environment.
• Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
• We assist students across the spectrum of writing ability.
• We help clients develop their ability to critically evaluate their own writing and ideas.*
• We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
• We also offer workshops for graduate and undergraduate student writers.

Andy Herzog, Reference & Instruction Librarian:
Andy works for the UTA library and is the Education specialist. He is eager to help you with your studies. Here is a quick note from him on the Education Subject Guide:
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad) - For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

Semester Calendar:
Note: Required reading is to be completed before the beginning of class on the date in which it is listed. These readings will also serve as the basis of class discussion and any reflections submitted on that date. For example, by 5:30 PM on January 26\(^{th}\), students will need to have read the chapter from Odden and Picus’ (2014) text and submitted their first reflection. Details for some class dates continue through page breaks.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 19(^{th}) (Week 1)</td>
<td>First class meeting</td>
</tr>
<tr>
<td>January 26(^{th}) (Week 2)</td>
<td>Reflection 1 dueusal Required reading:</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 from:</td>
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<tr>
<td>February 2(^{nd}) (Week 3)</td>
<td>Required reading:</td>
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<tr>
<td>February 9(^{th}) (Week 4)</td>
<td>Required reading:</td>
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<td></td>
<td>History of Texas public school finance (available on Blackboard)</td>
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<tr>
<td>February 16(^{th}) (Week 5)</td>
<td>Required reading:</td>
</tr>
<tr>
<td></td>
<td>Current state of Texas public school Finance (available on Blackboard)</td>
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<tr>
<td>February 23(^{rd}) (Week 6)</td>
<td>Required reading:</td>
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<td></td>
<td>Current school finance policies, Texas and beyond (available on Blackboard)</td>
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<tr>
<td>March 1(^{st}) (Week 7)</td>
<td>Presentation 1: Sorenson &amp; Goldsmith, Chapter 1</td>
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<td>Required reading:</td>
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<tr>
<td></td>
<td>Sorenson &amp; Goldsmith, Chapter 1</td>
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<td></td>
<td>Check Blackboard for any additional readings</td>
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<tr>
<td>March 8(^{th}) (Week 8)</td>
<td>Presentation 2: Sorenson &amp; Goldsmith, Chapter 2</td>
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<td></td>
<td>Required reading:</td>
</tr>
<tr>
<td></td>
<td>Sorenson &amp; Goldsmith, Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Check Blackboard for any additional readings</td>
</tr>
<tr>
<td>March 15(^{th}) (Week 9)</td>
<td>Presentation 3: Sorenson &amp; Goldsmith, Chapter 3</td>
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Required reading:
Sorenson & Goldsmith, Chapter 3
Check Blackboard for any additional readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 22nd (Week 10)</td>
<td>No class requirements – Spring Break</td>
</tr>
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</table>
| March 29th (Week 11) | **Presentation 4: Sorenson & Goldsmith, Chapter 4**  
Required reading:  
Sorenson & Goldsmith, Chapter 4  
Check Blackboard for any additional readings |
| April 5th (Week 12) | **Presentation 5: Sorenson & Goldsmith, Chapter 5**  
Required reading:  
Sorenson & Goldsmith, Chapter 5  
Check Blackboard for any additional readings |
| April 12th (Week 13) | **Presentation 6: Sorenson & Goldsmith, Chapter 6**  
Required reading:  
Sorenson & Goldsmith, Chapter 6  
Check Blackboard for any additional readings |
| April 19th (Week 14) | No class meeting or requirements – AERA 2015 |
| April 26th (Week 15) | **Content TBD, depending upon Texas Supreme Court ruling**  
Required reading:  
Check Blackboard for any additional readings |
| May 3rd (Week 16) | **Content TBD, depending upon Texas Supreme Court ruling**  
Required reading:  
Check Blackboard for any additional readings |
| May 10th (Week 17) | No formal class activities – work on your final! |
| May 12th (Also week 17) | Final due |

**Acknowledgement:**
The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have influenced the development of this course and syllabus:

- Michelle D. Young, Ph.D.
- Mark A. Gooden, Ph.D.
- Ann O’Doherty, Ed.D.
- Gretchen G. Generett, Ph.D.
- Harold L. Smith, Ph.D.

**Important University Information**
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aoa/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps](http://www.uta.edu/caps) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101,
§2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit – there is an exit at each end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number **817-272-3381**