University Mission Statement: Educating Leaders of Faith and Character.

We are the University of St. Thomas, the Catholic university in the Heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge. We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate student to think critically, communicate effectively, succeed professionally and lead ethically.

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<tr>
<th>Course Syllabus</th>
<th>UNIVERSITY OF ST. THOMAS</th>
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<tr>
<td>EDUC 5307 – CE (2419)</td>
<td>Jan. 19 – March 2, 2017</td>
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<tr>
<td>Private School Finance</td>
<td>Thursdays 5:30 PM – 8:15 PM</td>
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<tr>
<td>Spring Semester 2017</td>
<td>Location: TBA</td>
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<tr>
<td>Instructor: Dr. George Laird, Assistant Professor</td>
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<tr>
<td><a href="mailto:lairdgd@stthom.edu">lairdgd@stthom.edu</a></td>
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<tr>
<td>Cell: 281 935 – 5552</td>
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<tr>
<td>Office: 713 525-3517</td>
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<td>Office Hours: 8 am – 4 pm by appointment only.</td>
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Social Justice Tenets

We believe that as educational leaders, graduates of the program will use the tenets of social justice to enhance their decision making.

- **Subsidiarity.** Educational institutions should be organized and governed as much as possible by the community being served. Education should only be controlled as higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children.** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education.** All people have a responsibility, for the good of society, to contribute to and foster education.

Course Introduction

Essential Questions to understanding the Financial System for Catholic Schools in the United States:

- What are the historical background supporting Catholic schools?
- What is the importance of Catholic Schools and how do they solicit financial support for their educational system?
- What are the major differences between financing Public Schools and Catholic Schools?
- What are the essential roles and responsibilities of Catholic School Administrators in developing and implementing financial planning?
- Should there be federal and state funding for Catholic Schools?
- What are future proposals to fund Catholic Schools?

Course Description

This course is designed to explore past, present and future financial programs to ensure the operational success of Catholic Schools in the State of Texas.

Course Outcome

As potential Catholic school administrators, students will gain essential knowledge and skills to understand and apply dependable financial support for Catholic education.
Course Materials

Each student will acquire or have access to their:

- School administration operational manual;
- School operational budget;
- 5 – 10 year Strategic Plan

Recommended On-line Access information:

- TEPSAC Texas Education Private School Accreditation Commission;
- TCCED Texas Catholic Conference Education Department;
- Financing Private Schools in Texas;
- Legal regulations of Non-public Schools;

Course Policies and Learner Expectations

- The course will be instructed on-campus with supportive assignments through the UST Black Board Program as designed by the University of St. Thomas. Course assignments will be populated in Blackboard links Assignments and Discussion Board. The on-campus course sessions will begin Thursday Jan. 19, 2017 and conclude Thursday March 2;

- Online Final Exam March 4 (Saturday); Review Course Schedule.

- Participation – Your participation in class sessions are required for final course evaluation. Therefore, come to class prepared to share the information you have acquired through the Readings and assignments. No electronic devices are allowed without permission of the professor.

- Communication with the professor is very important for this course. Essential understandings of the course information, assignments, and timelines for submissions must be collaborative with your cohort and the professor.
• Student work – Literacy is expected at all times. Assignments will be due on the days designated. All assignments submitted will be the original work of the student. Proper citations (APA) will be used whenever appropriate. Plagiarized work will result in either a failing grade for the assignment or failing grade for the course at the discretion of the instructor.

• Student disability – If you have a documented disability that may impact your performance in this class, please contact your instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at 713 525 – 6953 or 713 525 – 3162.

• Academic Integrity – The university system is based on a respect of intellectual property. Citing sources of information used in one’s work and total reliance on personal ability in individual assessments are fundamentals in scholarly behavior. Any instance of breach in academic integrity will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course.

• APA Form: Major Research Project (M.R.P.) submission must follow APA form with a title page, abstract, in-text citations, and a formal reference page. A sample APA research paper will be populated into Blackboard Course Documents.

• Blackboard Procedures: The UST Blackboard program will require the student to review the following links for this course:

1. COURSE SYLLABUS.

2. COURSE DOCUMENTS will include documents the student may use to complete assignments such as a sample of an APA writing style research paper.

3. ASSIGNMENTS will include all Learning Module Assignments with specific Blackboard links to submit completed assignments.

4. DISCUSSION BOARD will include course related case scenarios to engage students in discussions that require sharing of information and experiences with class members.
5. GRADE CENTER will categorize and grade all assignments, discussion board participation, group activities, research project and final exam. Students should use this link to review your grades and instructor’s feedback.

6. UST E-MAIL: students should use this link for difficulty in meeting assignment due dates, assignment clarity or cannot attend a class session. Points will not be deducted if the student will keep the instructor informed. **Cell phone communications to secure course information or in emergencies.**

- **Major Assignments:**

  1. Six (6) Learning Module Assignments; APA & Power Pt. Presentation;
  2. Six (6) Discussion Board Scenarios
  3. Major Research Project (MRP); APA style;
  4. Online Final exam;

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<tr>
<th>Course Assessment</th>
<th>Grading Scale</th>
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<tr>
<td>LM Assignments</td>
<td>20 pts</td>
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<td>95 – 100</td>
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<td>Disc. Bd.</td>
<td>20 pts</td>
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<td>90 – 94</td>
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<td>Participation</td>
<td>20 pts</td>
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<td>88 – 89</td>
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<td>Final Ex.</td>
<td>20 pts</td>
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<td>83 – 87</td>
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<tr>
<td>Major Research Project</td>
<td>20 pts</td>
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<td>80 – 82</td>
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Course Schedule

Assignments for designated LMs are due on or before each class session scheduled. Please use sub-titles in your submissions to address the required question-answer.

Short papers: Give a 10 minute power pt. presentation or handout of your short paper to the class. Send a copy (e-mail attachment) to your classmates and professor.

Class session begins at 5:30 PM and concludes at 8:15 PM each Thursday evening.

Go to Blackboard Menu Assignment Link to review assignments for each of the Learning Modules below:

I. Jan. 19 Orientation and Course Expectations;
   Learning Module #1 … Historical review of financial support for Catholic Schools in the United States.


III. Feb. 2 Learning Module #3 … : State funding for public schools in relation to funding for Catholic schools.

IV. Feb. 9 Learning Module #4 … : Essential knowledge and skills necessary for Catholic school administrators to develop and implement valid and reliable financial plans. Cost per Pupil (Expenditures) vs. Funding per Pupil (Revenues.)

V. Feb. 16 Learning Module #5 … : Construction of Operational Budgets and projected 5 yr. planning for operational budgets in Catholic schools.

VI. Feb. 23 Learning Module #6 … : Future proposals for funding Catholic schools;
A research paper and power point presentation addressing a balanced operational budget proposal to finance Texas Catholic schools will be completed and submitted May 11, 2017.

Paper: Five to eight pages not including the title and reference pages. Charts and graphs are encouraged. APA format.

Power Pt. Presentation (10-15 min.) should include enough slides to thoroughly inform the interested audience as to your proposal.

Instructions:

1. Using the course Proposed Course Excel Budget Program, address the above items to create an Annual Balanced Catholic School Operational Budget.

2. Construct a balanced Catholic School Operational budget that will include the following challenges:

   - Projected enrollment for Grades PK – 8; PK – 6 (self-contained) one section with 20 students;
   - 7 – 8 (departmentalize) two sections with 20 students;
   - Total of 220 students;
   - Projected employees;
   - Projected Recurring Expenses;
   - Projected Miscellaneous Expenses;
   - Projected Recurring Revenues
   - Projected Non-Recurring Revenues
   - Proposed Recurring Revenues
3. Present your proposal to the class using a 10-15 minute power pt. program.

**Expectations: APA Style**

1. **Abstract**
   - Problem Statement;
   - Importance to Catholic school administrators;
   - How did I find information for these challenges?

2. **Main body of the paper ... Results**
   - Analyzing the data or evidence collected to support your position;
   - What are the pros or cons of this proposal?

3. **Recommendations and evaluation.**

4. **References ... a minimum of three.**