

**Financial Aspects of Educational Administration  
(05.622-061)**

**INSTITUTION AND SCHOOL:**

University of Massachusetts Lowell, Graduate School of Education)

A theme entitled “Education for Transformation” provides a conceptual framework that unifies programs at the Graduate School of Education (GSE). The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region.

The GSE’s commitment to “Education for Transformation” produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

The fundamental tenets of excellence, equity, collaboration and inquiry will guide students in the “Financial Aspects of Educational Administration” course in their understanding and application of the principles of educational finance and fiscal management of our public schools at the local, state and federal levels so that all children will benefit from a high quality education. Furthermore, these tenets will lead to fair, reasonable and equitable decisions that serve to improve and transform education.

**INSTRUCTOR INFORMATION:**

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Office hours are conducted through weekly chats and may be arranged by appointment.

**COURSE OVERVIEW / RATIONALE:**

Our public schools represent one of the fundamental institutions of a democratic society. Indeed, the education of children serves the general good and economic welfare of the nation and society. At the same time, public schools are complex organizations serving multiple roles, diverse populations and ever-changing societal needs. As such, the operation of our public schools must be based upon sound financial principles. Funding for our public schools must be both adequate and equitable in order that all children will have an opportunity to participate in a high quality education. The financing of direct educational services in teaching and learning must address local, state and federal policies and laws. Additionally, financial systems must be established to regulate the operation of ancillary services including transportation, facilities, food services and personnel.

Increasingly, the interplay among local school officials, policy makers at the state and federal level, parents and unions leads to tension. Access to federal funding under the American Recovery and Reinvestment Act (ARRA) and the Race-to-the top (RTTT) Grant will require a shift in local and state control. Shrinking financial resources have led school districts to make difficult decisions regarding educational programs and services. Accountability measures at the federal (No Child Left Behind) and state levels have required additional resources for students and teachers. Aging school facilities complicated by changes in technology, communication and security require significant capital outlay. Parents continue to push for quality education and seek alternatives to the local public school, thus driving school choice, vouchers, charter schools and virtual schools. Policy makers seek school district consolidation, efficiency and accountability. The decisions made by school administrators within the public school are highly dependent upon a solid understanding of school finance and budget. Whether at the pragmatic level of purchasing, accounting and inventory control to broader questions of equity, adequacy and value, it is essential that our actions and decisions be grounded in a firm understanding of the principles of finance and budget.

This course will provide students with an understanding of the financial principles and budget management in the operation of our public schools. We will analyze economic and demographic data, review local / state and federal education budgets, examine the legal principles of school finance, review local, state and federal laws and policies on public education and evaluate case studies in the operation of public schools. Students will prepare budget documents, develop financial forecasts and prepare policy briefs on various topics related to school finance. With a solid understanding of the legal framework of the financial operation of public education at the federal, state and local level, students will be better equipped to respond to the numerous challenges and decisions they face throughout the school year.

### **CONCEPTUAL FRAMEWORK:**

This course in the Financial Aspects of Education Administration draws its framework from the statutory provisions enacted by Congress and the state legislatures; data on educational funding at the local, state and federal levels; economic forecasting, sound accounting principles and strategic planning. While emphasis will be placed on the

financing of public schools in the Commonwealth of Massachusetts under the regulations established by the Massachusetts Department of Elementary and Secondary Education, students who reside and work in other states or who work in schools outside of the U.S. may wish to examine the legal provisions of their state or country.

### **REQUIRED READING:**

There are two required texts for this course:

Brimley, Vern, Verstegen, Deborah and Garfield, Rulon R. (2012), Financing education in a climate of change (11th Edition). Boston, MA, Allyn & Bacon (Pearson).

Hanushek, Eric A. and Lindseth, Alfred A. (2009), Schoolhouses, Courthouses and Statehouses: Solving the Funding-Achievement Puzzle in America's Public Schools, Princeton, NJ, Princeton University Press.

In addition to the required text, you will be provided with access to articles, data reports, state and local budgets, cases and laws related to school finance.

Please note: Students have access to online resources linked to the Brimley and Garfield text. These resources include a general PowerPoint overview of each chapter as well as discussion prompts, study questions and simulations. You may be asked to address some of the study questions, discussion prompts and simulations on the Discussion Board. Access to these online resources can be found at <http://www.ablongman.com/edleadership> . Once on the site, click on **Select Chapter** at the top of the screen. This will take you to a pull-down menu for each chapter in the text.

### **LEARNING OUTCOMES:**

This course is designed so that each student will understand and be able to explain and describe the:

1. Specific laws and regulations pertaining to financing of public education in the Commonwealth of Massachusetts (or the State in which you live and work).
2. Role of the local School Committee / Board in the development of the budget for the local public schools and the development of policy and regulations.
3. Role of the Superintendent, Business Manager, Special Education Director and Principal in the financial operation of the school.
4. Impact of federal laws such as NCLB, ARRA, IDEA and Title I on the finance and operation of the schools.
5. The funding of public education through state and federal grants including the Race-to-the Top (RTTT) grant.
6. Standard accounting and auditing procedures in the operation of the school.
7. Sources of revenue to support the adequate and equitable operation of the school.
8. Impact of educational reform mandates on the cost of education.
9. Development of financial strategic plans for capital outlay and bond projects.

10. Financial management various budget functions including of transportation, food services, personnel / human resources, curriculum / instruction and facility management.
11. Potential impact of new laws and policies on public education, teachers, students and schools.

Furthermore, students in this course will be able to:

1. Use their understanding of financial principles, laws and policies that will provide reasonable and equitable decision-making in the day-to-day operation of the school in such areas as transportation, facilities management, staffing / human resources, curriculum, special education, food services, etc.
2. Develop a budget for a school and/or district
3. Analyze demographic data and make decisions relative to school spending
4. Analyze economic and performance data relative to educational decision-making and policy development.
5. Identify and evaluate emerging issues and questions related to school finance and education.

### ESSENTIAL QUESTIONS:

This course is built around a series of essential questions. Students are encouraged to pursue answers to these questions through their reading, discussions, chats and assignments.

1. Does increased funding lead to increased educational value?
2. What return for investment in public education does the public expect for education?
3. Should schools be run more like a business?
4. What do we mean by “value-added” education?
5. Are the terms “adequate” and “equitable” the same?
6. Can we continue to fund public education the way we have in the past?
7. Who are the educational consumers?
8. Can we afford a high quality education?
9. What does it mean to be a “steward of the public dollar?”

### COURSE TOPICS & SCHEDULE: SRING 2012

Date	Topics	Assignments	Assessments
<b>Week 1</b> (January 23)  <b>Chat</b> Thursday	<ul style="list-style-type: none"> <li>• Welcome / Course Overview</li> <li>• Economics of Education</li> <li>• Funding Public</li> </ul>	<ul style="list-style-type: none"> <li>• Read B-G Text Chap. 1: p. 1-25</li> <li>• Read H-L Text Intro.: p. 1-9</li> <li>• Read Selected Articles, case studies</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, January 29 DAP-1</b>

<p>(7-8 PM) January 26</p>	<p>Schools</p>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Data Analysis Project (DAP)</li> <li>• Budget Analysis Project (BAP)</li> </ul>	<p><b>BAP-1</b></p>
<p><b>Week 2</b> (January 30)</p> <p><b>Chat</b> Thursday (7-8 PM) February 2</p>	<ul style="list-style-type: none"> <li>• Legal Aspects of School Finance</li> <li>• Public v. Non-Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Read B-G Text Chap. 9: p. 211-236 and Chap. 10: p. 237-255</li> <li>• Read H-L Text Chap. 1: p. 10-22</li> <li>• Read Selected Articles and Selected Mass. Gen. Laws</li> <li>• Discussion Board</li> </ul>	<p><b>DISCUSSION PARTICIPATION</b></p> <p><b>Due</b> <b>Sunday, Feb. 5</b> <b>DAP-2</b> <b>BAP-2</b></p>
<p><b>Week 3</b> (February 6)</p> <p><b>Chat</b> Thursday (7-8 PM) February 9</p>	<ul style="list-style-type: none"> <li>• Funding Adequacy and Equity</li> </ul>	<ul style="list-style-type: none"> <li>• Read B-G Text Chap. 2: p. 26-49 and Chap. 3: p. 50-83</li> <li>• Read H-L Text Chap. 2: p. 23-43</li> <li>• Read Selected Articles, Cases and MGL</li> <li>• Discussion Board</li> <li>• Data Analysis Project</li> </ul>	<p><b>DISCUSSION PARTICIPATION</b></p> <p><b>Due</b> <b>Sunday, Feb. 12</b> <b>DAP-3</b> <b>BAP-3</b></p>
<p><b>Week 4</b> (February 13)</p> <p><b>Chat</b> Thursday (7-8 PM) February 16</p>	<ul style="list-style-type: none"> <li>• School Finance</li> <li>• Revenue Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Read B-G Text Ch. 4: p. 84-112 and Ch. 5: p. 112-141</li> <li>• Read H-L Text Chap. 3: p. 44-82</li> <li>• Read Selected Articles, Cases</li> <li>• Discussion Board</li> <li>• Data Analysis Assignment</li> </ul>	<p><b>DISCUSSION PARTICIPATION</b></p> <p><b>Due</b> <b>Sunday, Feb. 19</b> <b>DAP-4</b> <b>BAP-4</b></p>

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>	<b>Assessments</b>
<b>Week 5</b> (February 20)  <b>Chat</b> Thursday (7-8 PM) February 23	<ul style="list-style-type: none"> <li>Local Fiscal Control</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 6: p. 142-162</li> <li>Read H-L Text Chap. 4: p. 83-117</li> <li>Read Selected Articles, Cases</li> <li>Discussion Board</li> <li>Data Analysis Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, Feb. 26</b> <b>DAP-5</b> <b>BAP-5</b>
<b>Week 6</b> (February 27)  <b>Chat</b> Thursday (7-8 PM) March 1	<ul style="list-style-type: none"> <li>State Role in School Finance</li> <li>Massachusetts Funding Formula</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 7: p.163-190</li> <li>Read H-L Text Chap. 5: p. 118-144</li> <li>Read Selected Articles, Cases and MGL</li> <li>Discussion Board</li> <li>Data Analysis Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, March 4</b> <b>DAP-6</b> <b>BAP-6</b>
<b>Week 7</b> (March 5)  <b>Chat</b> Thursday (7-8 PM) March 8	<ul style="list-style-type: none"> <li>Federal Funding and Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 8: p. 191-210</li> <li>Read H-L Text Chap. 6: p. 145-170</li> <li>Read Selected Articles, Cases</li> <li>Discussion Board</li> <li>Data Analysis Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, March 11</b> <b>DAP-7</b>
<b>March 12-18 NO CLASSES VACATION WEEK</b>			
<b>Week 8</b> (March 19)  <b>Chat</b> Thursday (7-8 PM) March 22	<ul style="list-style-type: none"> <li>Budget Development</li> <li>Budget Management</li> <li>Accounting / Auditing</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 12: p. 278-301 and Ch. 13: p. 302-319</li> <li>Read H-L Text Chap. 7: p. 171-216</li> <li>Read Selected Articles</li> <li>Discussion Board</li> <li>Budget Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, March 25</b> <b>DAP-8</b>
<b>Week 9</b> (March 26)  <b>Chat</b> Thursday (7-8 PM) March 29	<ul style="list-style-type: none"> <li>Budget Management</li> <li>Transportation</li> <li>Food Services</li> <li>Facilities Management</li> <li>Insurance &amp; Risk Mgt.</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 14: p. 320-340</li> <li>Read H-L Text Chap. 8: p. 217-262</li> <li>Read Selected Articles, Cases</li> <li>Discussion Board</li> <li>Data Analysis Project</li> <li>Budget Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, April 1</b> <b>DAP-9</b>

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>	<b>Assessments</b>
<b>Week 10</b> (April 2)  <b>Chat</b> Thursday (7-8 PM) March 5	<ul style="list-style-type: none"> <li>Budget Management</li> <li>Human Resources &amp; Personnel Management</li> <li>Contracts</li> <li>Compensation &amp; Benefits</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 15: p. 341-363</li> <li>Read H-L Text Ch. 9: p. 263-289</li> <li>Read Selected Articles, Cases</li> <li>Discussion Board</li> <li>Data Analysis Project</li> <li>Budget Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, April 8 DAP-10</b>
<b>Week 11</b> (April 9)  <b>Chat</b> Thursday (7-8 PM) April 12	<ul style="list-style-type: none"> <li>Budget Management</li> <li>School Facilities</li> <li>Capital Outlay</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 11: p. 256-277</li> <li>Read Selected Articles, Cases</li> <li>Discussion Board</li> <li>Data Analysis Project</li> <li>Budget Project</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, April 15 Budget Development Project and DAP-11</b>
<b>Week 12</b> (April 16)  <b>Chat</b> Thursday (7-8 PM) April 19	<ul style="list-style-type: none"> <li>School Finance Debates</li> </ul>	<ul style="list-style-type: none"> <li>Read B-G Text Ch. 16: p. 364-373</li> <li>Research Selected Articles, Cases</li> <li>Discussion Board</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Friday, April 22 Finance Debate Research Questions</b>
<b>Week 13</b> (April 23)  <b>Chat</b> Thursday (7-8 PM) April 26	<ul style="list-style-type: none"> <li>School Finance Debates</li> </ul>	<ul style="list-style-type: none"> <li>Research Selected Articles, Cases</li> <li>Post Initial Finance Debate Positions (PowerPoint) on Discussion Board</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, April 29 Initial Finance Debate Positions (PowerPoint)</b>
<b>Week 14</b> (April 30)  <b>Chat</b> Thursday (7-8 PM) May 3	<ul style="list-style-type: none"> <li>School Finance Debates</li> </ul>	<ul style="list-style-type: none"> <li>Post Debate Rebuttals</li> <li>Review School Finance Debates</li> </ul>	<b>DISCUSSION PARTICIPATION</b>  <b>Due Sunday, May 6 Final School Finance Debate Project</b>

**Note: Reading: Required Texts:**

**(B-G):** Brimley, V and Garfield, R.R. “Financing Education in a Climate of Change” (11<sup>th</sup> edition), Boston, MA. Pearson / Allyn & Bacon, 2012

**(H-L):** Hanushek, E. and Lindseth, A. “Schoolhouses, Courthouses, Statehouses: Solving the Funding-Achievement Puzzle in America’s Public Schools,” Princeton, NJ, Princeton University Press (2009)

**RELEASE OF COURSE CONTENT:**

The content of each week will be released on Monday mornings by 9 AM. Week 1 opens on Monday, January 23<sup>rd</sup>. You will be sent an e-mail announcing the release of the weekly material and a suggested schedule for your work. Please be sure to note specific due dates for assignments. This should give you time to get started on the reading with most of the assignments and discussion board postings due at the end of the weekend. We will follow the University Vacation Schedule with no class the week of March 12-18.

Course Closes Sunday, May 6th.

**ASSIGNMENTS:**

The following assignments must be completed:

1. **READING:** The assigned weekly reading sets the content and framework for the legal principles, cases and applications to be discussed during the week.
  - Required Texts:
    - Brimley, V. and Garfield, R.R. “Financing education in a climate of change” (11<sup>th</sup> edition), 2012. Boston, Pearson / Allyn & Bacon
    - Hanushek, E. and Lindseth, A.A. “Schoolhouses, Courthouses and Statehouses: Solving the Funding-Achievement Puzzle in America’s Public Schools. 2009. Princeton University Press, Princeton, N.J.
  - Selected articles, cases, Mass. General Laws, financial data reports, budgets
  - Selected websites
2. **DISCUSSION BOARD:** Each week, you will be asked to post a response to one or more specific questions related to the reading, course content or situational cases by an assigned posting date. You are then expected to read over the postings and respond and react to the postings of other students. From time to time, you may be assigned to a specific “Discussion Group.” Participation in the Discussion Board constitutes your “Participation Grade.”
3. **DATA ANALYSIS PROJECT:** One of the important outcomes of this course is your ability to analyze data in order to make informed financial decisions. Throughout the course, you will be asked to review data reports from various sources and to draw conclusions related to financial forecasts and decisions. Weekly assignments will be made and are expected to be submitted as assigned. Instructor feedback will be provided as needed.
4. **BUDGET ANALYSIS PROJECT:** Similar to the “Data Analysis Project,” you will also be asked to analyze different components of a typical school budget. Weekly assignments will be made and are expected to be submitted as assigned. Instructor feedback will be provided as needed.
5. **BUDGET DEVELOPMENT PROJECT:** One of the outcomes of this course is your ability to plan and implement a budget timeline. In this project, you will

develop a budget timeline, gather data relevant to the development of one aspect of a school's budget and then develop a budget recommendation.

6. **SCHOOL FINANCE DEBATE:** The culminating experience in this course will be your research and development of a topic in school finance. You will complete both a written paper and a PowerPoint presentation on the topic. You will work in a team on this project and each member of the team will take an opposing view on the topic.
7. **CHATS:** Weekly chats will be held on Thursday night from 7-8 PM. You are NOT required to attend the Chat, but it is an opportunity to discuss or ask questions in real-time with the instructor or your classmates regarding course assignments and content and to discuss emerging issues in school finance. If you cannot attend the weekly chat, you are encouraged to read over the "Chat Log."

**PERFORMANCE ASSESSMENT:** Performance in this course will be assessed in the following ways: (Note: All assessments are based on individual work. Please refer to specific performance assessment rubrics.

1. SCHOOL FINANCE DEBATE (30 points)
2. BUDGET DEVELOPMENT PROJECT (30 points)
3. DATA ANALYSIS PROJECT (20 points)
4. BUDGET ANALYSIS PROJECT (10 points)
5. DISCUSSION BOARD / CLASS PARTICIPATION (10 Points)

**OVERALL COURSE GRADING:**

The University of Massachusetts Lowell, Graduate School of Education has determined the following general guidelines with respect to evaluation of academic work:

<b>Grade</b>	<b>GPA</b>	<b>Point structure</b>	<b>General Explanatory Comment</b>
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, indicating consistent and careful thought and attention to the task, but requiring some areas of improvement.
B+	3.3	86-90	Good work, carefully executed for the most part, yet

			requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not evident.
<b>Below Graduate Standard</b>			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

**PERFORMANCE STANDARDS / GRADING RUBRICS:**

Performance Standard / Product	Mastery	Emerging	Beginning	Below Standard
SCHOOL FINANCE DEBATE	28.5-30.0	25.5-28.4	24.0-25.4	Below 24.0
BUDGET DEVELOPMENT PROJECT	28.5-30.0	25.5-28.4	24.0-25.4	Below 24.0
DATA ANALYSIS ASSIGNMENTS	19.5-20.0	17.5-19.4	16.5-17.4	Below 16.5
BUDGET ANALYSIS ASSIGNMENTS	9.5-10.0	8.5-9.4	8.0-8.4	Below 8.0
DISCUSSION / PARTICIPATION	10.0	9.0	8.0	Below 8.0

**COURSE GRADE:**

Standard	Letter Grade	Total Points
Mastery	A Plus	99-100
	A	96-98
Emerging	A Minus	91-95
	B Plus	86-90
Beginning	B	80-85
Below Standard	B Minus	Below 80

**COMMUNICATION:**

There are four means of communication available to us:

1. Course E-mail
2. Discussion Boards
3. Chats
4. UMass Lowell E-mail ([david\\_troughton@uml.edu](mailto:david_troughton@uml.edu)) if Course E-Mail is down

5. Instructor's Mobile Telephone (978-935-3813) (when all else fails)

**E-MAIL:**

You should use the course e-mail to contact me and/or other students. If cannot contact me via the course e-mail, you may use my UMass Lowell e-mail address ([david\\_troughton@uml.edu](mailto:david_troughton@uml.edu)).

**TELEPHONE:**

If you need to speak to me directly via voice-to-voice, please call me at 978-935-3813 (cell)

**CHATS:**

Weekly chats will be held on Thursday night as noted from 7-8 PM. I will remind you of the weekly chat via an e-mail on the day before the chat and identify the major discussion themes for the Chat. You are NOT required to attend the Chat, but it is an opportunity to discuss or ask questions in real-time with the instructor or your classmates. We recognize that each of you has busy schedules and/or your geographic location makes it difficult, if not impossible, to participate in a live chat. If you cannot attend the chat, you are encouraged to post some questions or thoughts on the Chat Board prior to the Chat and you should read over the Chat Log following the weekly chat. As the instructor in this course, I will try to focus the topics and discussion relative to the weekly content of the course, but we will also be open to discuss concerns that you have about the course assignments as well as "hot" topics in school finance and budget that may emerge throughout the course.

**DISCUSSION BOARDS:** Each week you will be expected to participate in one or more discussion boards. The discussion topics are drawn from the weekly reading assignments. Some of the discussion boards are set up in groups. You will be asked to read over the postings and make responses to the posted material. Specific dates for posting material will be given and it is important for you to adhere to these dates. Participation in the Discussion Boards constitutes your "Participation" grade.

**ACCEPTABLE ONLINE BEHAVIOR:**

E-Mail, Discussion Boards and Chats are important components of on-line communication. Please remember to be respectful of your online classmates. Please use CAP LOCK only for emphasis. Personal slurs, derogatory remarks and bad language will not be tolerated. You will receive a personal e-mail from me if you cross boundaries in acceptable online behavior and at my discretion you may be dismissed from the online course with no refund of tuition and fees paid. However, it is perfectly acceptable to use humor and icons to designate a tasteful joke. Keep in mind, however, that we all have different opinions as to what is "tasteful." Because many of the assignments in this course will require posting on discussion boards either as individuals or as groups, it will be important for everyone to be an active participant. Additionally, many of the topics in

the School Law course may engender debate on educational issues such as “school prayers,” free speech, non-discrimination, etc., it will be important for each of us to be respectful of divergent opinions. Please report any problems or concerns you may have with on-line communication via e-mail, discussions, and chats to me **directly and privately** so that I can take an appropriate action.

#### **ATTENDANCE / PARTICIPATION:**

On-line learning is dynamic and requires active participation by all students. You are expected to keep up with the readings and discussions. Each week, there will be specific discussion postings and responses and you will be expected to adhere to the postings dates. If you post after the week of the class or the specific posting due-date you are posting LATE for the week. In addition to the weekly class discussions, you may be assigned to a discussion group. Obviously, it is essential that you be an active participant in the group.

#### **ABSENCES / HOLIDAYS:**

It is understandable that personal illness may result in your inability to complete a specific assignment on the due date. If this is the case, please try to alert me to this. If you become seriously ill or incapacitated or if family emergencies prevent you from completing major portions of the course, please contact me so that we can make the necessary accommodations or determine whether or not you need to withdraw from the course or take an incomplete. It is not acceptable to be “absent” from the course for more than several days without an explanation. Please let me know right up front if you anticipate a major disruption (e.g. absence of more than several days) in your participation in the course.

#### **LATE ASSIGNMENTS:**

The assignment drop box is set up to mark submissions “Late” after the due date and two (2) points will be deducted each day for every day a major assignment is late. Although the assignment drop box is set up to mark assignments as “Late” after the due date, you will not be able to submit an assignment ONE WEEK after the assignment’s due date and you will NOT receive credit for the assignment. Thus, if you run into a problem with attendance and participation as described above under “Absences”, please be sure to contact me ahead of time. There are no “Make-ups” or “Re-Dos” of assignments and exams.

#### **WITHDRAWAL FROM COURSE AND INCOMPLETE GRADE POLICY:**

If you fall behind in your course work and assignments and you have not participated regularly in the required on-line discussion board, then you may be advised to WITHDRAW FROM THE COURSE. You will lose the tuition you paid for the course, but a “W” rather than an “F” will be recorded on your transcript. PLEASE DO NOT ask for an INCOMPLETE grade unless you or a close family member has suffered a severe illness or an emergency situation has arisen. You may be asked to provide supporting documentation. Dates for COURSE WITHDRAWAL are posted on the UMASS Lowell Continuing Education (see: <http://continuinged.uml.edu/general/registration.htm>). It is your responsibility to be aware of these dates and to take appropriate action.

**WITHDRAWAL WITH “W” NOTATION:**

Students withdrawing from any class can use [ISIS](#). **Verbal or E-Mail Messages** to me or other Faculty / Staff DO NOT constitute official notification of “Withdrawal.”

**PLAGIARISM:**

If your work shows evidence of plagiarism, the instructor will invoke the Graduate School Policy that can be found at

<http://www.uml.edu/catalog/graduate/discipline/default.htm>

The following is the definition used in the UML Graduate Catalog:

“Plagiarism” is defined as:

1. Direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;
2. Extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one’s own text;
3. An unacknowledged abbreviated restatement of someone else’s analysis or conclusion, however skillfully paraphrased.

**CHEATING:**

The definition of “Cheating” includes:

1. Misrepresenting academic work which has been done by another as one’s own efforts, whether such misrepresentation has been accomplished with or without the permission of the individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person’s work or the giving or receiving of information or answers by any means of communication during an examinations;
4. Utilization of the services of a commercial term paper company or “test” taker;
5. The unauthorized or fraudulent acquisition and/or use of another’s academic property.

Needless to say “Cheating” and “Plagiarism” diminish us all and will not be allowed.

**INSTRUCTOR’S RESUME**

**David S. Troughton**

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978-935-3813

**EDUCATION:**

Ed.D., Northeastern University, Boston, MA  
Curriculum / School Administration

M.S., Northeastern University, Boston, MA  
Biology

B.S., Bates College, Lewiston, ME  
Biology

**PROFESSIONAL EXPERIENCE:**

2009 – Present **Regional Assistance Director**, Northeast District and School Assistance Center, Mass. Dept. of Elementary & Secondary Education

2009 – Present **Senior Program Associate**, Office of School Partnerships, UMass Lowell Graduate School of Education

1994 - 2009 **Superintendent of Schools**, North Reading Public Schools, North Reading, MA,  
K-12, 2,800 students, \$ 23 million budget (FY10), 220 professional staff, 12 administrators, 100 support staff  
Responsible for the leadership and management of a suburban public school system

1990 - 1994 **Assistant Superintendent**, Chelmsford Public Schools, Chelmsford, MA  
K-12, 5,300 students, 350 professional staff, 14 administrators, \$ 25 million budget (FY94), Responsible for curriculum and staff development, strategic planning, budget, personnel, and community relations

1987-1990 **Director of Curriculum**, Millbury Public Schools, Millbury, MA  
K-12, 1,500 students, 140 professional staff, 5 administrators  
Responsible for curriculum development, supervision, testing, grants, staff development, and program evaluation

1985-1987 **Associate Principal**, W. Boylston Jr.-Sr. High School, W. Boylston, MA  
7-12, 420 students, 50 staff:  
Responsible for curriculum and staff development, staff and student supervision

1974-1985 **Teacher**, Lynnfield High School, Lynnfield, MA  
9-12, Science Department: biology, physiology

**CERTIFICATIONS:**

Massachusetts: Superintendent (K-12), Principal (7-12), Teacher (7-12), biology, chemistry, general science

**COLLEGE / UNIVERSITY TEACHING**

UMass Lowell Graduate School of Education:

Curriculum Design K-12, School Law, Financial Aspects of School Administration

Cambridge College: MASCD Teacher Leadership Certificate Online Program  
Northern Essex / Middlesex Community College: Anatomy & Physiology, Microbiology

***PROFESSIONAL ORGANIZATIONS:***

Mass. ASCD, ASCD, PDK, MASS, AASA, Harvard Superintendents' Roundtable

Past President: MASS Merrimack Valley Roundtable

Past President: Mass. ASCD (Assoc. for Supervision & Curriculum Development)

MASS Technology Committee

MASCD Influence and Advocacy Committee (Past Chair)

Facilitator: Superintendents' Forum, UMass Lowell, Office for School Partnerships

Chair: Educational Technology Advisory Committee (ETAC), State Board of Education

***PRESENTATIONS & PUBLICATIONS:***

- *History of American Education* (China Exchange Initiative)
- *Making Meaning of Assessment* (MASS Workshop)
- *Standards-based Instruction* (UMass Lowell Superintendents' Forum)
- *Curriculum Leadership Seminar* (American Nicaraguan School)
- *Curriculum Standards* (ASCD Affiliate Leadership Conference)
- *Accountability Audits* (MASS / MASC Conference)
- *Value-added Assessment* (MASS / MASC Conference)
- *MASCD Focus - Teacher Quality* (publication)
- *MASCD Focus - Professional Learning Communities* (publication)
- *MASCD Focus - Fit for Learning* (publication)