

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Educational Leadership and Cultural Foundations

Educational Finance
Course Syllabus: Summer 2005
Three credits

1. For Whom Planned: Required course in the Ed.S. program and strongly suggested for the MSA and Ed.D. programs.

2. Instructor Information:

Joanne Chesley
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3. Course Purpose/Catalog Description: Financial management of education; basic economic theory. A business management appreciation of the complexity and magnitude of education as an important resource in the public sector. How the American economy provides funding for public education, how funds are administered, and trends toward more efficient utilization of resources. Equity in the provision of school services and support as crucial concerns of the public school administrator.

4. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

5. Course Goals and/or Objectives/Student Learning Outcomes: This course is not designed to teach you how to create a school budget. While that obviously is something you will

need to learn, the department feels strongly that your focus at this time be on larger, global issues pertaining to school funding. Developing an understanding of equitable funding and funding sources, which is what this course is about, will help you to make even better decisions as an administrator---finance decisions relevant to curriculum, hiring, facilities, and student achievement.

6. Teaching Strategies: Instructor led discussions (virtual), instructor designed presentations via Power Point on Blackboard, instructor’s (discussion starter) ‘mini research’ papers, student response papers (research and editorial), student conducted interviews in the field.

7. Evaluation Methods and Guidelines for Assignments:

Rubric for course assignments:

	4	3	2	1	Grade Value
4 Response Papers	Proper APA ; clear, concise, understands the issue; thoughtful	Proper APA ; understands the issue;	APA style needs improvement ; understanding of issues is unclear,	Numerous APA errors ; unclear ; does not understand the issue	20 pts each
Interview Data	Demographics are noted; transcripts are clear; data are organized; data are analyzed	Some demographics are noted; transcripts are somewhat clear; data are organized; data are analyzed	Some demographics are noted; transcripts are unclear; data are disorganized; data are not analyzed well	demographics are not noted; transcripts are unclear; data are not organized; data are not analyzed	10 pts
Interview Paper	Proper APA ; clear, concise, understands the issues; thoughtful	Proper APA ; understands the issue;	APA style needs improvement ; understanding	Numerous APA errors; does not understand the issue.	10pts

			of issues is unclear,		

8. Required Text(s)/Readings/References:

National Center for educational statistics. US Department of Education. Overview and Inventory of State Education Reforms: 1990-2000.

National Center for educational statistics. US Department of Education. School District Revenues for Elementary and Secondary Education: 2000-2001

Odden, A and Picus. L. (1992) School Finance: A Policy Perspective. McGraw Hill: New York.

9. Topical Outline:

Week 1: Understanding the NC Legislative Budgetary Process

Students look at the Governors’ priorities for school spending, those of the legislature, and those of the NCASA. Students study the document titled, “Highlights of the NC Education Budget:” and analyze specific pieces, such as how much money is applied to low wealth districts.

Week 2: Landmark cases in school funding

Students study the Rodriguez case in Texas, Serrano vs Priest in California, and others to better understand the role of the Federal government in education, the role of states and local districts, the inequity that results from local and state control, and comment on equity vs adequacy as we know it today.

Week 3: Does money matter?

Students research and cite differing views on the subject and draw conclusions of their own about the place money has in and excellent education.

Week 4: School budget priorities

Students sit with administrators to interview and discuss priority spending in their schools.

All assignments involve response papers for assessment and evaluation. Students receive critical comments throughout the course, allowing them to revise and research as needed to develop better understanding.

10. Other Information: Please see Blackboard for specific assignments, due dates, and for other course information.

11. Recommended Text(s) and/or Readings:

Coon, Arthur F. (1999). *Separate and Unequal: Serrano Played an Important Role in Development of School-*

District Policy. Retrieved July 9, 2005 from <http://library.findlaw.com/1999/Dec/1/129939.html>

San Antonio Independent School District v. Rodriguez, 411 U.S. 1, 1973.

Elliot, M. (1998). School finance and opportunity to learn: Does money well spent enhance student's achievement? *Sociology of Education*, 71(3), 223-245. Retrieved 7/16/05 from: www.asu.edu/educ/eps1/eprp/reports-0202-103.pdf.

Hanushek, E.A. (1996). The impact of differential expenditures on school performance, *Educational Researcher*, 18(4), 45-65. Retrieved 7/16/05 from: www.asu.edu/educ/Eps1/eprp/reports-0202-103.pdf.

Millimet, D., and Collier, T. (2004, June 4) *Efficiency in Public Schools: Does Competition Matter?*

Seminar presentation Society of Labor Economists Internet Seminar at International Conference on Panel

Data, Texas A&M University Retrieved July 14, 2005 from faculty.smu.edu/millimet/pdf/eff.pdf

Reschovsky, A. and Imazeki, J. (2000, October). *Achieving Education Adequacy Through School Finance*

Reform. Consortium for Policy Research in Education. Retrieved July 14, 2005 from www.cpre.org/Publications/rr45.pdf

Sena, Joseph (1997). *When Money Matters: How Educational Expenditures Improve Student Performance and*

How They Don't. Retrieved July 10, 2005 from <http://www.aypf.org/forumbriefs/1997/fb120597.htm>

Serrano v. Priest, 5 C3d 584, 1971.

Street, Paul (2005). *Money Doesn't Matter? Let Rich School Districts Show the Way*. Retrieved July 11, 2005

http://blog.zmag.org/index.php/weblog/entry/money_doesnt_matter_let_rich_school_districts_show_the_way

Taylor, C. (1997). *Does Money Matter? An Empirical Study Introducing Resource Costs and Student Needs to*

Educational Production Function Analysis. National Center for Educational Statistics. Retrieved July 16,

2005 from <http://nces.ed.gov/pubs98/dev97/98212g.asp>

The U.S. Constitution Online. Retrieved July 10, 2005 from <http://www.usconstitution.net/const.html>

Waldron, John (1997). Education and Equality: The Battle for School Funding Reform [Electronic version].

Human Rights, 24(3).

11. Alignment with State and National Standards:

The following ISLLC Standards and indicators (knowledge, disposition) are most directly linked to the work in this course.

ISLLC Standard 1:

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

ISLLC Standard 3:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

The administrator has knowledge and understanding of:

- human resources management and development
- principles and issues relating to fiscal operations of school management

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes

ISLLC Standard 4:

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse

school community

- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

ISLLC Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society