

The University of Georgia
College of Education

Department of Lifelong Education, Administration, & Policy
Program of Educational Administration & Policy
Tuesday – Gwinnett Campus

Dr. Catherine C. Sielke
Spring 2009

EDAP 7060 School Business and Resource Management

Communications:

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Office Hours: Tuesday 3:30 -4:30 & by appointment

Students are expected to **check regularly** the website for this class for assignments and other postings. EDAP 7060 Website: <https://webct.uga.edu>

All assignments and rubrics will be posted on the class website.

The course syllabus is a general plan for the course; deviations announced to the class by the professor may be necessary.

Course Description: Business management functions, with emphasis given to the budgeting process, accountability, and educational efficiency.

The purpose of this class is to provide students with an understanding of the role of school business management in the functioning of a local school system. While emphasis will be placed on budgeting, in both its theoretical and practical application, the course will also include an overview of the support function of school systems and discuss issues of accountability and efficiency. After completing this course, the student should be able to:

1. Understand how schools are funded.
2. Understand a budget document.
3. Understand the purposes of accounting.
4. Understand the linkage between instruction and resource management.
5. Understand the relationship between leadership style and school budgeting
6. Analyze and evaluate the budgeting process at the school site.
7. Prepare a building level budget.
8. Analyze an educational problem or need, recommend a research-based intervention, and determine how the intervention might be funded.
9. Make an oral presentation summarizing the key points of the educational problem/need and its possible remedy.
10. Evaluate issues that are germane to school business management such as the privatization of educational services, the costs and benefits of services such as transportation, food services, special and compensatory education.
11. Understand issues of accountability, equity, efficiency, and adequacy in using school system monies.

Required Reading:

Text:

Thompson, D. C., Wood, R. C. & Crampton, F. E. (2008). *Money and Schools*, 4th Edition. Larchmont, NJ: Eye on Education. ISBN 978-1-59667074-7

Financial Accounting for Local and State School Systems, Chapter 4, 3,& 8;
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004318>

Readings available through the UGA library reserves.

<http://www.libs.uga.edu/> Pass word is schoolbus

Rothstein, R. (2005). Advising school leaders of smart ways to spend.. *School Business Affairs*, 71(10), 8-10.

Miles, K. H. & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. *Educational Evaluation and Policy Analysis*, 20, (1), 9-29.

Brent, B. O. & Lunden, S. (2005). Rethinking school commercialism: Who or what comes first? *School Business Affairs*, 71(7), 11-14.

Brent, B. O. & Pijanowski, J. C. (2003). Shaking the tree: The benefits (and costs) of district education foundations. *School Business Affairs*, 69(5), 6-10.

Zimmer, R. W., Krop, C., & Brewer, D. J. (2003). Private resources in public schools: Evidence from a pilot study. *Journal of Education Finance*, 28, 485-522.

McDill, E. L. & Natriello, G. (1998) The effectiveness of the Title I Compensatory education program: 1965-1997. *Journal of Education for Students Placed at Risk*, 3 (4), 317-335

Sielke, C. C. (2003). Financing school infrastructure needs: An overview across the 50 states. In F. Crampton & D. Thompson (Eds.) *Saving America's school infrastructure*. (pp. 27-51). Greenwich, CT: Information Age Publishing.

Available on line:

Roza, M. (2008). Allocation anatomy: How district policies that deploy resources can support (or undermine) district reform strategies. Center for Reinventing Public Education.
http://www.crpe.org/cs/crpe/download/csr_files/pub_sfrp_aa_may08.pdf

Obtain the following:

A school district budget for 2008-2009 – this should be the summary document that was made available for the public budget hearing.

A school level budget – if possible.

It may help to bring a calculator to class!!

LAPTOP computers may be useful in class; HOWEVER, they are to be used ONLY for class related activities. Please refrain from doing email, playing games, or “surfing the net.”

CELL PHONES and other such communication devices should be turned OFF during class, except in cases of emergency. In the case of such an emergency, please notify me prior to the beginning of class.

Websites:

EDAP 7060 Website: <https://webct.uga.edu>

Check for **announcements, assignments, etc.**

University of Georgia Library: <http://www.libs.uga.edu>

Georgia School Superintendents Association: <http://www.gssanet.org>

Georgia Department of Education: <http://www.doe.k12.ga.us>

National Center for Education Statistics: <http://nces.ed.gov>

Educational Leadership Constituent Council (ELCC standards) See the Program of Educational Administration and Policy's website.

<http://www.coe.uga.edu/leap/adminpolicy/pdf/ELCCStandards%205-02.pdf>

There is also a list of good websites for course topics on the class website.

GRADES WILL BE BASED ON THE FOLLOWING:

I. Web Based Classes – 20 points

During the semester there will be 4 web-based classes: **January 20th, February 17th, March 17th, April 14th**. Each such class will earn up to 5 points. **Students who do not submit web-based class assignments by the designated time will NOT RECEIVE CREDIT.**

II. Presentation on Class Related Topic -15 points

Students will make a presentation to the class on any area of study within the context of school business and resource management. The topic will be approved by me. The presentation must be well researched. PowerPoint presentations will be used. Students must access some information from the NCES website. A complete reference list in APA style is also required.

Student presentations will be due throughout the semester based on the topic and where that topic fits into the calendar in the syllabus.

A list of suggested topics will be circulated, however, additional topics may be approved by me.

III. Analysis of Budgeting at Your School – 20 points

Students will investigate and analyze the resources available at their school sites. The assignment contains four parts: Determining the fiscal resources available at the school site; determining the scope of budgeting authority at your school site; determining the processes used to allocate the available resources and making the connection between theory and practice; and determining a link to budgeting and leadership and reflecting on how this process might be improved. **Due April 7th.**

Specifics for this assignment will be given at the appropriate time.

This assignment is aligned with ELCC standards 3.1.b, 3.2.a, 4.1.f, and 4.3.c. The rubric will be posted on the class website.

THIS ASSIGNMENT MAY BE USED AS PART OF THE PORTFOLIO REQUIREMENT FOR THE MASTERS AND SPECIALISTS ORAL EXAM

IV. Building Level Budget –20 points

Students will develop a building budget, including staffing, benefits, supplies, etc. The budget will include documentation showing how numbers were derived and descriptions of how decisions were made. Students will be given a set of data to use in developing this budget. Complete instructions and materials will follow.

ONLY complete budget documents will be evaluated. **Due April 21st**

This assignment is aligned with the ELCC standards 1.4.c, 3.1.a,; 3.2.b, 3.1.c, 3.3a, 3.3.c, and 6.1.d. The rubric will be posted on the class website.

THIS ASSIGNMENT MAY BE USED AS PART OF THE PORTFOLIO REQUIREMENT FOR THE MASTERS AND SPECIALISTS ORAL EXAM

V. Short Papers -10 points

Students will engage in writing 4 or 5 short papers (approximately 2 pages) throughout the semester. These papers will assist students in understanding concepts covered in the class.

VI. Final Exam –15 points

A written final exam will be administered the last night of class. Students who are not present will be given an alternate time (and possibly place – i.e. on campus) to complete the requirement.

Grading:

All work is to be submitted on the due date unless other arrangements have been made. Late assignments will result in losing points for the assignment. I make every effort to return papers within a week and provide feedback and comments. Students are expected to use good grammar, spelling, etc. As a future educational leader, it is important to display basic communication skills. Papers will be evaluated based on focus, coherence, logic, evidence, and accuracy, and based on the rubrics developed for the assignments.

The following grading scale (based on accumulated points) will be used:

95-100 = A
91-94 = A-
87-90 = B+
83-86 = B
80-82 = B-
75-79 = C
less than 75 = F

A grade of Incomplete will be given only in extenuating circumstances and in accordance with Graduate School Policies.

There are several times when students will work in groups and present a group product.

HOWEVER, all other assignments are to be completed independently. Students who submit identical or fairly identical papers (including web assignments) will receive no credit for that assignment and may be referred for review in accordance with the standards contained in the Culture of Honesty.

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. http://www.uga.edu/honesty/ahpd/culture_honesty.htm

Attendance Policy:

I understand that everyone needs to miss an occasional class. As a teacher, I work to structure class so that time is used effectively; therefore, absence from class should mean that the student misses information and experiences that are vital to the learning process. In the event of an absence, I would appreciate notification (if possible) that you will be unable to attend class. I suggest that you find someone in the class you can rely on to get notes and information in the event of an absence. Naturally, excessive absences (*more than one*) will affect your grade. If you are absent, you are expected to complete the missed activities.

The Conduct of Class:

I encourage the open discussion of ideas. All students are to be respected, and no one person should dominate the discussion. It is my belief that public education today exists in a challenging environment. The college classroom is an excellent place to discuss all sides of an issue. I encourage you to come to class with an open mind, a willingness to listen to what others have to say, and a willingness to contribute to the conversations. I like to play the devil’s advocate and to challenge commonly held beliefs about the way schools are run. I hope we can create a classroom atmosphere that is challenging in the most positive way.

Students with Disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the professor.

Class Meetings – Readings are to be read *prior* to class. In some cases, data are to be downloaded and brought to class for discussion and use during class time.

1. January 13 Introduction.

2. January 20 **WEB** Readings: *Schools, Values, and Money, Chapter 1*

Reading: Rothstein, R. (2005). Advising school leaders of smart ways to spend. *School Business Affairs*, 71(10), 8-10.

Assignment using NCES and Georgia DOE websites.

SPECIFIC INSTRUCTIONS ARE POSTED ON THE CLASS WEBSITE.

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, JANUARY 20TH”**

Due no later than January 22nd; 11:00 pm.

3. January 27 Readings: *Funding Schools: A Policy Perspective, Chapter 2.*

4. February 3 Readings: *Basic Funding Structures, Chapter 3.*

Georgia Funding System; **download “QBE”** from class website and bring to class.

5. February 10 Readings: *School Funds Accountability & Professionalism, Chapter 4 (Text)*

and

Financial Accounting for Local and State School Systems, Chapter 4; download from NCES website (see instructions on page 2 of syllabus)

Begin work on Analyzing budgeting at the school site.

6. February 17

Readings:

Budget Planning, Chapter 5.

And *Site-Based Leadership*, Chapter 12.

And

WEB

Financial Accounting for Local and State School Systems, Chapter 3;
download from NCES Website.

FIND THE ICON THAT SAYS

“WEB ASSIGNMENT, SEPTEMBER 23RD”

Due no later than February 19th - 11 pm.

AND

Bring a PRINTED copy to class.

7. February 24

Readings:

Budgeting for Personnel, Chapter 6.

Budgeting for Instruction, Chapter 7.

Review of 2008-2009 School District Budgets

8. March 3

Readings:

Miles, K. H. & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools.

Educational Evaluation and Policy Analysis, 20, (1), 9-29.

Roza, M. (2008). Allocation anatomy: How district policies that deploy resources can support (or undermine) district reform strategies. Center for Reinventing Public Education.

http://www.crpe.org/cs/crpe/download/csr_files/pub_sfrp_aa_may08.pdf

Continuation of above topics.

Begin work on Building Budget

MARCH 10 – UGA SPRING BREAK – no class

9. March 17 **Alternative Revenues**

Readings:

Brent, B. O. & Lunden, S. (2005). Rethinking school commercialism: Who or what comes first? *School Business Affairs*, 71(7), 11-14.

WEB

Brent, B. O. & Pijanowski, J. C. (2003). Shaking the tree: The benefits (and costs) of district education foundations. *School Business Affairs*, 69(5), 6-10.

Zimmer, R. W., Krop, C., & Brewer, D. J. (2003). Private resources in public schools: Evidence from a pilot study. *Journal of Education Finance*, 28, 485-522.

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, MARCH 17TH”
Due no later than March 19th – 11pm**

10. March 24 Federal Funding

Readings:

McDill, E. L. & Natriello, G. (1998) The effectiveness of the Title I Compensatory education program: 1965-1997. *Journal of Education for Students Placed at Risk*, 3 (4), 317-335

Presentations

Work on Building Budgets

11. March 31 Presentations

Work on Building Budgets

12. April 7 Work on Building Budgets

Analysis of budgeting at the school site due.

13. April 14 Readings: Budgeting for Student Activities, Chapter 8;
Financial Accounting for Local and State School Systems, Chapter 8
download from NCES website.

WEB

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, APRIL 13TH,”
Due no later than April 16th**

14. April 21

Readings:

Budgeting for School Infrastructure, Chapter 9;
Budgeting for Transportation, Chapter 10

Sielke, C. C. (2003). Financing school infrastructure needs: An overview across the 50 states. In F. Crampton & D. Thompson (Eds.) *Saving America's school infrastructure*. (pp. 27-51). Greenwich, CT: Information Age Publishing

Future Trends in School Funding, Chapter 13.

Presentations

Building Budgets Due

15. April 28

FINAL EXAM.