

The University of Georgia
College of Education

Department of Lifelong Education, Administration, & Policy
Program of Educational Administration & Policy

Dr. Catherine C. Sielke
Fall 2006

EDAP 7060 School Business and Resource Management

Communications:

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Office Hours: Thursdays 3 -5 p.m. at GUC; other times 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>

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

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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. (2005). *Money and Schools*, 3rd Edition. Larchmont, NJ: Eye on Education, 2005. ISBN 1-59667-033-7.

Additional required readings:

Financial Accounting for Local and State School Systems, Chapter 4, 3,& 8;

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004318>

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

Natriello, G. & Mc.Dill E. (1999). Title I: From Funding Mechanism to Educational Program, in G. Orfield & E. DeBray (Eds) *Hard Work for Good Schools: Facts Not Fads in Title I Reform*. (pp. 32-47) The Civil Rights Project, Harvard University. Available in Class

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

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. Available in Class

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. – Available in Class

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

Obtain the following:

A school district budget for 2006-2007 – 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 emergencies. 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.

I. Class Assignments/Class Participation – 20 points**II. Paper/Presentation: Intervention to a School Need -20 points****III. Analysis of Budgeting at Your School – 20 points****IV. Building Level Budget –20 points****V. Reflective Journal –20 points****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/ovpi/honesty/ah.pdf>

Grading:

All work is to be submitted on the due date unless other arrangements have been made. **NO** exceptions will be made for the Class Activities as these will be available on the web. 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. Students who submit papers **at least one week before the due date** will have the opportunity to re-write without penalty. 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 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.

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 2) will affect your grade.

Class activities will be posted on the class website. If you are absent, you are expected to access the website and complete the missed activity.

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. August 17 Introduction.
2. August 24 Readings: *Schools, Values, and Money*, Chapter 1, **AND** pp 40-43 in Chapter 2.

Reading: *Advising school leaders of smart ways to spend*
3. August 31 Readings: *Funding Schools: A Policy Perspective*, Chapter 2.
4. September 7 Readings: *Basic Funding Structures*, Chapter 3.
Georgia Funding System; **download “QBE”** from class website and bring to class.
5. September 14 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)
6. September 21 To Be Determined
7. September 28 Readings: *Budget Planning*, Chapter 5.
And *Site-Based Leadership*, Chapter 12.
and
Financial Accounting for Local and State School Systems, Chapter 3; download from NCES Website.
8. October 5 Readings: *Budgeting for Personnel*, Chapter 6.
Budgeting for Instruction, Chapter 7.

9. October 12 Federal Funding
Readings: Chapter 10 – the section on Food & Nutrition

Readings: *Title I: From Funding Mechanism to Educational Program*

10. October 19 Readings: *Budgeting for Transportation*, Chapter 10

October 26 – Fall Break

11. November 2 Readings: *Budgeting for Student Activities*, Chapter 8;

Financial Accounting for Local and State School Systems, Chapter 8;
download from NCES website.

Private Resources in Public Schools: Evidence from a Pilot Study;

Shaking the tree: The benefits (and costs) of district education foundations.

Rethinking school commercialism: Who or what comes first?

12. November 9 To Be Determined

13. November 16 Readings: *Budgeting for School Infrastructure*, Chapter 9;
Readings: *Future Trends in School Funding*, Chapter 13.

Financing school infrastructure needs: An overview across the 50 states.

November 23 Thanksgiving Break

14. November 30 Final day of class – wrap up.