

The University of Georgia
College of Education

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

Dr. Catherine C. Sielke
Fall 2007

EDAP 7060 School Business and Resource Management

Communications:

Phone: (706) 542-9767

Address: Department of Lifelong Education, Administration, & Policy
UGA, 310 River's Crossing
Athens, GA 30602

email: csielke@uga.edu - I accept **ONLY** uga mail.

Office Hours: Tuesday & Thursday – 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:

EDAP 7060
Fall 2007

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 – Available in Class

Obtain the following:

A school district budget for 2007-2008 – 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.

I. Class Assignments/Class Participation – 10 points

This includes a series of activities to guide in understanding and using the material covered in class. Meaningful participation in class discussions is included. Most of these assignments will be completed in class; however, some may be completed through WebCT, or by submitting a written response.

In case of absence, assignments will be posted on the website: EDAP 7060 Website: <https://webct.uga.edu> or I will email you. Assignments missed due to absence **MUST** be submitted no later than the day of the class meeting following the absence.

II. Web Based Classes – 20 points

During the semester there will be 4 web-based classes: **August 28, September 11, September 25, & October 23**. Each such class will earn up to 5 points. **Students who do not submit postings by the designated time will NOT RECEIVE CREDIT.**

III. 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.

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.

IV. 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.

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

V. 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. This is a group project, and there will be class time available to complete most of this assignment. Evaluation of this project will include the document itself, a brief class presentation, and conduct as a group member. Complete instructions and materials will follow.

ONLY complete budget documents will be evaluated.

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

VI. Reflective Journal –15 points

Each student will maintain a reflective journal of thoughts and attitudes toward the major concepts and issues discussed in the course. Students should identify an idea or belief in their journal *each week* relative to the topics read and/or discussed in class. There is room for flexibility in the format used, but students should consider the following five items in each week's entry:

- Describe the learning event or belief in a few sentences.
- Identify the new learning concepts in this situation for you.
- What were your beliefs about the topic prior to the time you experienced it?
- What questions or ideas emerged from the new learning that challenged your former belief?
- What professional development/learning need(s) emerged associated with this topic?

Journals will be submitted 2 times during the semester: **September 18 and November 20.** Be sure to date each entry. **Turn in complete journal each time.**

Note: The one for Sept. 18 would include entries for August 21, August 28, September 4, September 11. The final journal will include all entries from August 21 through and including November 13.

Journal entries are to be written for every day of the class – whether that is face-to-face or through WebCT you need to be reflecting on what you reading and doing. Journals must be created in a Word document.

This assignment aligns with the NCATE and ELCC standards to address changes in dispositions, perceptions, and beliefs about educational administration. The rubric will be posted on the website.

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.

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>

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 (2 or more) 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 21 Introduction.
2. August 28 Readings: *Schools, Values, and Money*, Chapter 1, AND pp 40-43 in Chapter 2.

WEB

Reading: *Advising school leaders of smart ways to spend*

Assignment using NCES and Georgia DOE websites.

SPECIFIC INSTRUCTIONS ARE POSTED ON THE CLASS WEBSITE.

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, AUGUST 28th”**

3. September 4 Readings: *Basic Funding Structures*, Chapter 3.
Georgia Funding System; **download “QBE”** from class website and bring to class.
4. Sept. 11 Readings: *Funding Schools: A Policy Perspective*, Chapter 2.

WEB

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, SEPT. 11th”**

5. Sept. 18 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)

Journals due.

6. Sept. 25 **Alternative Revenues**

WEB

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?

**FIND THE ICON THAT SAYS
“WEB ASSIGNMENT, SEPT 25th”**

7. October 2

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.

Review of 2006-2007 or 2007-2008 School District Budgets.

8. October 9

Continuation of above topics.

Start Building Budgets

9. October 16

Budgeting for Personnel, Chapter 6.
Budgeting for Instruction, Chapter 7.

10. October 23

**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, OCT. 23rd”**

11. October 30

Presentations
Work on Building Budgets

12. November 6 Federal Funding
Readings: Readings: Title I: From Funding Mechanism to Educational Program
- Presentations
Building Budgets Due
13. November 13 Presentations
Analysis of Budgeting at the School Site Due
14. November 20 Readings:
Budgeting for School Infrastructure, Chapter 9;
Budgeting for Transportation, Chapter 10
Financing school infrastructure needs: An overview across the 50 states.
Future Trends in School Funding, Chapter 13.
- Journals due**
15. November 27 Final day of class – wrap up.