

The University of Georgia
College of Education

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

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Spring 2007

EDAP 7060 School Business and Resource Management

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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

EDAP 7060
Spring 2007

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 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 – 20 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. Paper/Presentation: Intervention to a School Need -20 points

Each student will write a paper on a school need, based on an analysis of data, a possible intervention to address the need, and a strategy for funding the intervention. The intervention must be research-based and be well researched using both scholarly and practitioner oriented journals. The Internet may be used with caution. **You MUST use a citation from the National Center for Education Statistics (NCES).**

The “need” *must* be approved by me no later than **January 25**.

A framing of the problem/need, written in APA style, must be submitted no later than **February 8**.

A discussion of the intervention (including citations) must be submitted no later than **February 22**.

A budget showing the needed resources to implement this intervention and where the resources come from must be submitted no later than **March 1**.

The final product is a document in which you identify a need/problem and justify the use of a particular intervention. You must provide research to show both the extent of the need and the success of the intervention in other places. You must develop a budget and narrative explaining the resources needed and how they will be obtained. The written paper must have a title page and a reference page. **Due April 5th**.

Presentations (approximately 10 minutes) will be **April 5, April 19, and April 26**.

This assignment is aligned with ELCC standards 3.1.a and 3.1.b. Rubric will be posted on the class web site.

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

Suggested scholarly research journals:

American School Board Journal
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Leadership
Journal of Education Finance
Management Review
National Association of Secondary School Principals
Phi Delta Kappan
Public Administration Review
School Business Affairs

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 this 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.

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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. 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.

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V. Reflective Journal –20 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 3 times during the semester: **February 1, March 1, and April 12**. Be sure to date each entry. **Turn in complete journal each time.**

Note: The one for February 1 would include entries for January 11, January 18, and January 25. The one for March 1 would include entries for February 1, 8, 15, and 22. And so on.

Journal entries are to be written for every day the class meets – whether that is face-to-face or through WebCT. 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.

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.