

**The University of Georgia**  
**College of Education**

Department of Educational Administration & Policy

Dr. Catherine C. Sielke

Fall 2004

**EDAP 7060 School Business and Resource Management**

**Communications:**

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Office Hours: Before & after class; other times by appointment.

Students are expected to **check regularly** the website for this class for assignments and other postings. EDAP 7060 Website: <http://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:**

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 a budget document.
2. Understand the purposes of accounting.
3. Prepare a building level budget.
4. Understand the linkage between instruction and resource management.
5. Analyze an educational issue, in particular noting the associated resource allocation issues.
6. Make an oral presentation summarizing the key points of the educational issue.

7. 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.
8. Understand issues of accountability, equity, efficiency, and adequacy in using school system monies.

### **Required Reading:**

David C. Thompson & R. Craig Wood. *Money and Schools*. (Larchmont, NJ: Eye on Education, 2001).

A Nation at Risk: <http://www.goalline.org/Goal%20Line/NatAtRisk.html>

Hacsi, *Children as Pawns*, Chapter 5 – Class Handout.

Examination of Resource Allocation in Education: Connecting Spending to Student Performance.

*Financial Accounting for Local and State School Systems*, Chapter 4, 3,& 8;  
<http://nces.ed.gov> Click on Electronic Catalog. Type in NCES #: 2004318.

Gary Natriello & Edward McDill, “Title I: From Funding Mechanism to Educational Program,” 1999.

Kenneth Wong & Anna Nicotera, “Toward Stronger Accountability in Federal Title I: Fiscal Implications in the Implementation of No Child Left Behind,” 2004.

James McPartland & Will Jordan, “Older Students Also Need Major Federal Compensatory Education Resources,” 1999.

Chaikind, S. (2001). Expanding value added in serving children with disabilities. In S. Chaikind & W. Fowler, Jr. (Eds.), *Education Finance in the New Millennium* (pp. 67 - 79). New York: Eye on Education.

Addonizio, M. F. (2001). New revenues for public schools: Blurring the line between public and private finance. In S. Chaikind & W. Fowler, Jr. (Eds.), *Education Finance in the New Millennium* (pp. 159-171). New York: Eye on Education.

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. – Class Handout.

**Obtain the following:**

A MyID from UGA. You need this to access the class website.

A school district budget for 2004-2005 – this should be the summary document that was made available for the public budget hearing.

A school level budget – if possible.

**Websites:**

EDAP 7060 Website: <http://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>

**Suggested Sources for Additional Reading:**

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

**Assignments:**

Grading for the course will be based on 5 areas of evaluation. Each area is weighted equally, i.e., 1/5 or 20% of the grade.

**I. Class Assignments/Class Participation**

A series of assignments to guide in understanding and using the material covered in class are to be completed. Most of these assignments will be completed in class; however, some assignments may require preparation of a short paper to bring to class.

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

## **II. Paper/Presentation of School Resource Management Issue**

Each student will write a paper on a topic pertinent to this class. The paper is to 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).**

Topics **must** be approved by me no later than **September 1**. I will assign topics to those who are undecided. Students will be assigned a date to present their findings (approximately 5-10 minutes) on various dates throughout the duration of the course. The idea is that student presentations will fall in line with the syllabus topics.

The written paper must have a title page and a reference page. Standard font and one inch margins are the norm. Students will use APA style, 5<sup>th</sup> edition. Papers should be about 7-10 pages.

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

## **III. Analysis of Budgeting at Your School**

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

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REQUIREMENT FOR THE MASTERS AND SPECIALISTS ORAL EXAM

## **IV. Building Level Budget**

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 use real school system data 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.

THIS ASSIGNMENT MAY BE USED AS PART OF THE PORTFOLIO  
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## **V. Final Exam Paper**

Details will be forthcoming. In general, this paper will require students to synthesize the information learned during this semester and in doing so, demonstrate understanding of key concepts of the course.

### **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. (See <http://www.uga.edu/~vpaa>)

### **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 the resource management issue 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.

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

90-100	= A
80-89	= B
70-79	= C
less than 70	= 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 25 Introduction.

2. September 1 Readings: *Schools, Values, and Money*, Chapter 1, **AND** pp 40-43 in Chapter 2.

*A Nation at Risk.*

**DUE AT THE BEGINNING OF CLASS**

Write a short paper (no more than 1 page), summarizing the scholarly debate about “does money matter?” This paper needs to be written in *your own words*. Key items of discussion to be considered are: production-function, the Coleman Report, the work of Hanushek, the work of Laine, Greenwald & Hedges, and other pertinent information on pages 9-16 of the text.

**BRING THE FOLLOWING DOCUMENTS WITH YOU TO CLASS:**

NCES website; Tables <http://nces.ed.gov>

Click on “Ed Stats at a Glance”

Then, access The Digest of Education Statistics 2002

Click on “List of Tables”

Go to Chapter 2 – Click on Revenues and Expenditures

Download Tables 156, 157, 162, and 166.

Now go to the Georgia Department of Education (GaDOE) website:

<http://www.doe.k12.ga.us>

Under “Office and Program Areas” scroll down to the very bottom and click on “Information Technology.” Now, on the left side, click on Report Cards. Download the State DOE report card for 2000-2001 and 2001-2002. (The 2003 OSA report card does NOT include fiscal information; that information is not yet available.)

Then download your own school district’s report card for those same years.

3. September 8 Readings: *Funding Schools: A Policy Perspective*, Chapter 2.

*Children as Pawns* (handout).

4. September 15 Readings: *Basic Funding Structures*, Chapter 3.

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

5. September 22 Continuation of September 15<sup>th</sup> topics.

6. September 29 Readings: *School Funds Accountability & Professionalism*, Chapter 4.

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

7. October 6 Readings: *Budget Planning*, Chapter 5.

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

**Review of School District Budgets.**

8. October 13                    Readings: *Site-Based Leadership*, Chapter 12;  
  
*Examination of Resource Allocation in Education: Connecting Spending to Student Performance.* This last reading can be accessed at  
[http://www.sedl.org/rel/pr\\_resources.html](http://www.sedl.org/rel/pr_resources.html).  
It is the first document listed there. You may read just the Executive Summary.
9. October 20                    Building Budget Project.
10. October 27                  Federal Funding Programs; Title I and Special Education.  
Readings: (all handouts)  
*Title I: From Funding Mechanism to                  Educational Program;*  
  
*Toward Stronger Accountability in Federal Title I: Fiscal Implications in the Implementation of No Child Left Behind;*.  
  
*Older Students Also Need Major Federal Compensatory Education Resources;*  
  
*Expanding Value Added in Serving Children with Disabilities.*  
  
**ANALYSIS OF YOUR SCHOOL BUDGETING PROCESS DUE.**
11. November 3    Readings: *Budgeting for Personnel*, Chapter 6.  
*Budgeting for Instruction*, Chapter 7.
12. November 10 Readings: *Budgeting for Student Activities*, Chapter 8;  
  
*Financial Accounting for Local and State School Systems*, Chapter 8; download from NCES website.  
  
*New Revenues for Public Schools: Blurring the Line Between Public and Private Finance;*  
  
*Private Resources in Public Schools: Evidence from a Pilot Study;*  
  
*Shaking the tree: The benefits (and costs) of district education foundations.*
13. November 17 Readings: *Budgeting for Transportation & Food Services*, Chapter 10.  
  
**BUILDING BUDGETS DUE.**
- November 24                    Thanksgiving Break**
14. December 1    Readings: *Budgeting for School Infrastructure*, Chapter 9;  
  
*Financing School Infrastructure Needs.*  
  
**SCHOOL RESOURCE MANAGEMENT ISSUE PAPER DUE**
15. December 8    Readings: *Future Trends in School Funding*, Chapter 13.  
  
**FINAL EXAM PAPERS DUE.**