

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

**Department of Educational Leadership****EDL 734****Education Funding Policy Studies****Standard Syllabus****General Information**

Credit Hours: 3

Instructor:

Office address:

Office hours:

Phone/Fax:

Email:

**Course Prerequisites:** Graduate standing; EDL 635 or consent of the instructor.

**Course Description**

This course is designed to familiarize students with aspects of school finance policy regarding revenues and expenditures. It includes studying the tools to analyze existing policy and development of recommendations in finance policy at the federal, state and local level.

In addition to developing awareness of the processes of educational fund(s) management this course is intended to familiarize students with theories supporting school funding; financial policy analysis and policy development; and emerging financial management trends that are an influence on educational decision making. It is also intended to develop an appreciation of school funding and its management as a strategic tool in administrative decision making.

For successful completion of this course, students will demonstrate understanding and skills relevant to ELCC Standard Elements, PUE and EDL Program Standards. ELCC Assessment 2 will be used to evaluate ELCC Standard Elements 3.1, 3.2, 3.3,.3.4, 3.5 (Content Knowledge); ELCC Assessment 6 will be used to evaluate ELCC Standard Elements 3.1, 3.2, 3.3,.3.4, 3.5 (Skills)

**A. ELCC Standard Element Student Learning Outcomes:**

- ELCC 3.1: Candidates will understand and can monitor and evaluate district management and operational systems.
- ELCC 3.2: Candidates will understand and can efficiently use human, fiscal, and technological resources within the district.
- ELCC 3.3: Candidates will understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
- ELCC 3.4: Candidates will understand and can develop district capacity for Distribute leadership.
- ELCC 3.5: Candidates will understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

**A. PUE EDL Program Student Learning Outcomes**

- Candidates will exhibit openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Candidates will model professional ethics and sound professional judgment.
- Candidates will demonstrate empathy in their relations with faculty, staff and students.
- Candidates will demonstrate willing leadership to their profession.
- Candidates will describe and explain the federal, state and local governmental role in the funding and fiscal monitoring of local educational agencies.
- Candidates will demonstrate knowledge of the legal foundation of school funding.
- Candidates will describe the major forms of taxation and explain the underlying theories of tax revenue and other resource generation.
- Candidates will understand of the financial cycle, perform financial policy analysis and develop a policy for the adequate funding of Pre-K-12 education.
- Candidates will understand components of state education funding formulas and explain how changes in these components impact local educational agencies.
- Candidates will develop familiarity with the concepts of program planning and budgeting systems and demonstrate ability to use this system as a financial analytical tool.
- Candidates will demonstrate ability to utilize financial information in formulating fiscal policy and as a strategic planning tool.
- Candidates will demonstrate an understanding of the equity and adequacy as essential concepts of the financial support of student's educational opportunities.

### Course Structure/Approach

This course will involve the student through a variety of approaches: individual and small group work as well as lectures and presentations on current literature related to the funding of schools. During the times not in class students will be expected to communicate through the online support portion of the class structure.

### TEXTBOOKS

#### Required:

Odden, A. R., & Picus, L. O. (2007) *School finance: A policy perspective*. New York, NY: McGraw-Hill. ISBN 10: 0073525

#### Optional

Levin, H. M., & McEwan, P. J. (2002). *Cost-effectiveness analysis*. Thousand Oaks, CA: Sage Publications, Inc. ISBN: 0-7619-1934-1

First Weekend August 31, September 1	Orientation to school finance and policy analysis.	Readings from the class website and class handouts.
Second Weekend October 19 <sup>th</sup> and 20 <sup>th</sup>	Presentations on text chapters and one policy paper.	Readings from Odden and Picus; Research for development of policy paper(s)
Third Weekend November 30, December 1	Presentations on research papers and completion of second policy paper.	Literature reviews for research paper and policy paper.

### References

References will be distributed throughout the course prior to any specific discussion topic.

### Assessment of Student Learning Outcomes

1) Research Paper: a scholarly work, original to the student, with text not less than 10 pages in length, on a current topic related to funding issues in either K-12 or higher education. The topic is to be selected by the student and approved by the instructor.  
**20 points (15 points for paper, 5 points for presentation)**

2) Two policy papers: two brief papers (5-6 pages of text) on topics related to the funding of education selected by the student and approved by the instructor, with

presentations to the class. These papers are to be developed utilizing the five lenses of policy cultures: Political; Regulative; Legal; Professional and Markets.

**20 points (10 points each paper)**

#### Group Project

3) Comparative analysis of Arizona funding policies (written and unwritten) and one other state using information available through ADE, NCES, JLBC and other sources available from the states chosen. Develop a funding policy for adequate and equitable funding of education for Arizona. The five policy cultures and three policy processes should be considered in the development of Arizona's "new" approach funding schools.  
**(20 points)**

4) Mid-term and final exams: the examinations will be essay in construction.

**20 points each (40 points total)**

5) Class preparation and participation: students are expected to have read the material prior to class, participate in discussions and question / answer sessions.

**5 points**

**Timeline for Assessment: See Course Outline**

#### Grading System

Research Paper/Presentation	20
Policy Papers/Presentation	20
Policy Development and Defense	20
Midterm Exam.	20
Final Exam	15
Prep & Participation	05
<b>Total Points</b>	<b>100</b>

#### Grade Determination

91 to 100	A
81 to 90	B
71 to 80	C
61 to 70	D
< 60	F

#### Course Policies

1) All written material submitted is to be typed in 12-point size with appropriate page layout and documentation. The preferred style is American Psychological Association (sixth edition)\*. **If you are not going to use this style please discuss this matter with the instructor prior to submitting any written materials.** All submitted papers do require cover and reference pages (if appropriate). It must be

an original work by the student. Plagiarizing, or representing the work of someone else as your own, will result in failing this course.

- 2) Designated class presentations are to be formal and where possible and appropriate supported with handouts for the class and visuals that will enhance understanding or contribute to the overall quality of the presentation.
- 3) If you have questions or need assistance please check with the instructor prior to the class. Other materials you will need: School district budget; Annual Financial Reports (AFR Summary Pages); other items as identified throughout the course.
- 4) The professor reserves the right to make both qualitative and quantitative assessments of student performance. Graduate students are expected to produce high quality, professional work in all assignments. No excuses.
- 5) Attendance is required and will be recorded each class session. An absence, tardiness and/or leaving class frequently or early, results in a loss of information which is difficult if not impossible to make-up. For that reason such absences will result in a deduction in participation points. It is your responsibility to make arrangements for missed sessions or getting class notes. Being absent on the day an assignment is presented does not constitute as an excuse for not turning in the assignment on the due date. At the end of the semester students will be assigned points for participation. It will be calculated as follows using the total points allotted for participation:
  - 0 absences = 100%
  - 1 absence = 95%
  - 2 absences = 88%
  - 3 absences = 80%
- 6) No make-up tests or presentations will be permitted. If for some reason you will be absent on a test or presentation day, contact the instructor before the fact to make other arrangements.
- 7) Assignments are due at the beginning of class on the date given. The entire assignment including citations must be handed in on time for the work to be considered on time. There is no penalty for *early papers*. Work received after the due date will be deducted at least one letter grade (or 10%). All assignments must be typed and adhere to the academic style specified by the instructor.

\*APA Basic Style Tutorial 6th Edition-

<http://flash1r.apa.org/apastyle/basics/index.htm>

\*APA Style 6th Edition-

<http://www.apastyle.org/>

## **Northern Arizona University - Policy Statements**

Please see <http://jan.ucc.nau.edu/academicadmin/plcystmt.html> for the following policies:

**Safe Environment Policy**

**Students with Disabilities**

**Institutional Review Board**

**Academic Integrity**

**Classroom Management Statement**