EDL 730: School Finance Influenced by Current Trends
William Carey University
School of Education
Course Syllabus – Spring 2015

Instructor: Dr. Owens
Phone: Office Hours:
E- Mail: eowens@wmcarey.edu

WCU Theme: “Going the Extra Mile” Matt. 5:41
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare confident, caring, and reflective educators
**The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.**

**Catalog Description:**
Three hours. This course informs students how to use financial resources to substantially increase student performance. Identifying resources and the mechanisms to distribute resources at the federal, state, district, and school level, the course delves into issues of equity of finance and whether there exists an adequate level of resources in system.

**Required Text:**

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CAEP</th>
<th>WCU/CF</th>
<th>ISLLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will know and appreciate the role of federal, state, and local officials play in financing education. (CF Confident, CF 1, 6; EG 1, 5; InTASC 3, 10)</td>
<td>1.2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1. The student will gain an understanding of the historical development for funding public education. (CF Confident, CF 1, 6; EG 1, 5; InTASC 3, 10)</td>
<td>1.2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1. The student will develop an understanding of equity in school finance to meet the needs of a multi-cultural population/ special needs population. (CF Confident, CF 1, 3, 6; EG 1, 2, 5; InTASC 3, 10)</td>
<td>1.2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>1. The student will understand the impact of federal legislation and court decisions on school funding.</td>
<td>1.2</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
Course Description:
This course gives students an overview of school finance. The topics that will be discussed are: The economic value of education, the role of federal, state and local governments in school finance, the role courts have played in educational finance, how to administer a budget, and what is in the future of school finance.

Course Goals:

1. Recognize why good education is good economy.
2. Recognize why education is a state function and how that function has developed over the past two hundred years.
3. Appraise the role of the federal government in education.
4. Recognize the role of state and federal courts have played in the financing of education.
5. Examine the issue of using public money for non-public schools.
6. Propose how to create and administer a school budget.
7. Express how human resources are interdependent with and affect school finance.

Course Requirements:

1. Attendance and participation is a must.
2. Complete all assigned work (on time).
## ISLLC Standards

**Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**
- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**
- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

**Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**
- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff  
D. Develop the capacity for distributed leadership  
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Functions:**
A. Collect and analyze data and information pertinent to the educational environment  
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources  
C. Build and sustain positive relationships with families and caregivers  
D. Build and sustain productive relationships with community partners

**Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Functions:**
A. Ensure a system of accountability for every student’s academic and social success  
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior  
C. Safeguard the values of democracy, equity, and diversity  
D. Consider and evaluate the potential moral and legal consequences of decision-making  
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**
A. Advocate for children, families, and caregivers  
B. Act to influence local, district, state, and national decisions affecting student learning  
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
CONCEPTUAL FRAMEWORK

Design for Professional Education

A conceptual framework establishes the shared vision for a Unit’s efforts in preparing educators to work in P – 12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and Unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the Unit and/or institutional mission, and continuously evaluated.

Indicator 1: Shared Vision

- The Unit’s conceptual framework describes the vision and purpose in preparing educators to work in P-12 schools. It is well-articulated, knowledge-based, and consistent with the institution’s mission.

Indicator 2: Coherence

- The Unit’s conceptual framework provides a system for ensuring coherence among curriculum instruction, field experiences, clinical practice, and assessment across a candidate’s program.

Indicator 3: Professional Commitments and Dispositions

- The Unit’s conceptual framework clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.

Indicator 4: Commitment to Diversity

- The Unit’s conceptual framework reflects its commitment preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Indicator 5: Commitment to Technology
The Unit’s conceptual framework reflects its commitment to preparing candidates who are able to use educational technology to help all students learn.

**Indicator 6: Candidate Proficiencies Aligned With Professional and State Standards**
- The Unit’s conceptual framework provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

**Assessments:**

<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CAEP</th>
<th>ISLLC</th>
<th>WCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will research the funding sources for a school.</td>
<td>6</td>
<td>4</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>The student will develop a school budget.</td>
<td>6</td>
<td>3</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>The student will complete individual chapter assignments weekly; submit responses via drop box in D2L.</td>
<td>6</td>
<td>4</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>The student will read and summarize three articles dealing with finance and submit via drop box in D2L.</td>
<td>6</td>
<td>4</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>The student will interview a principal on the process of developing a budget.</td>
<td>6</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
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</tbody>
</table>
Chapter Assignments: ALL ASSIGNMENTS MUST BE UPLOADED TO D2L ON SUNDAY NIGHTS EACH WEEK BY 11:30 P.M.

Read the chapters before answering the questions.

Week 1
Chapter 1 – Answer Questions #1 and #3
Chapter 2 – Answer Questions #2 and #3
Chapter 3 – Answer Questions #1 and #4

Chapter 4  What are the 3 methods of state participation for financing and operating public schools? Which method does Mississippi use? What are the pros and cons of this method?

Week 2
Chapter 5 – What are the characteristics of a good tax system?
THIS IS YOUR TK20 ASSIGNMENT TOO- April 2.

Chapter 6 – Answer questions #1 and #3
Chapter 7 – Answer questions #2 and #4
Chapter 8 – Answer questions #2 and #3

Week 3
Chapter 9 – Answer question #4
Chapter 10 – Answer questions #2 and #3

Chapter 11 – Answer questions #1 and #6

Week 4
Chapter 12 – Answer questions #1 and #2
Chapter 13 – Answer questions #2 and #5

Week 5
Chapter 14 – Answer question #4
Chapter 15 – Answer questions #4 and #8
Chapter 16 – What are the 8 future challenges for school finance?

Upload Assignment #5 into TK20 Assignment on or before April 2.

Warning! Do not place two different assignments in the same dropbox. Be careful. Do not send any attachments with assignments unless I have given prior authorization.

Plagiarism will not be tolerated. Be careful copying and pasting. Assignments Completed for this class should have certain amount of personal originality!!!!!!!!!!!!

INSTRUCTIONAL TECHNIQUES:

Technology will be a vital part of the instruction delivery of this class. Refer to your course calendar for scheduled on-line class meetings. Late on-line assignments will not be accepted.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assignment #1-Chapter 1</th>
<th>100 Points</th>
<th>Due on March 01 11:30 p.m.</th>
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</thead>
<tbody>
<tr>
<td>Assignment #2-Chapter 2</td>
<td>100 Points</td>
<td>Due on March 01 11:30 p.m.</td>
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<tr>
<td>Assignment #3-Chapter 3</td>
<td>100 Points</td>
<td>Due on March 01 11:30 p.m.</td>
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<tr>
<td>Assignment #4-Chapter 4</td>
<td>100 Points</td>
<td>Due on March 01 11:30 p.m.</td>
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<tr>
<td>Assignment #5-Chapter 5</td>
<td>100 Points</td>
<td>Due on March 08 11:30 p.m.</td>
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<tr>
<td>Assignment #6-Chapter 6</td>
<td>100 Points</td>
<td>Due on March 08 11:30 p.m.</td>
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<tr>
<td>Assignment #7-Chapter 7</td>
<td>100 Points</td>
<td>Due on March 08 11:30 p.m.</td>
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<tr>
<td>Assignment #8-Chapter 8</td>
<td>100 Points</td>
<td>Due on March 08 11:30 p.m.</td>
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<tr>
<td>Assignment#9-Chapter 9</td>
<td>100 Points</td>
<td>Due on March 15 11:30 p.m.</td>
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<td>Assignment #10-Chapter 10</td>
<td>100 Points</td>
<td>Due on March 15 11:30 p.m.</td>
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<tr>
<td>Assignment #11-Chapter 11</td>
<td>100 Points</td>
<td>Due on March 15 11:30 p.m.</td>
</tr>
<tr>
<td>Assignment #12-Chapter 12</td>
<td>100 Points</td>
<td>Due on March 22 11:30 p.m.</td>
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<tr>
<td>Assignment #13-Chapter 13</td>
<td>100 Points</td>
<td>Due on March 22 11:30 p.m.</td>
</tr>
<tr>
<td>Assignment #14-Chapter 14</td>
<td>100 Points</td>
<td>Due on March 29 11:30 p.m.</td>
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<tr>
<td>Assignment #15-Chapter 15</td>
<td>100 Points</td>
<td>Due on March 29 11:30 p.m.</td>
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<tr>
<td>Assignment #16-Chapter 16</td>
<td>100 Points</td>
<td>Due on March 29 11:30 p.m.</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 85</td>
<td>B</td>
</tr>
<tr>
<td>84 – 75</td>
<td>C</td>
</tr>
<tr>
<td>74 – 0</td>
<td>F</td>
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</tbody>
</table>
ATTENDANCE REGULATIONS:
Students are expected to participate at all class meetings via discussion and assignments. No credit is to be received if more than 2 full classes are missed. Failure to submit weekly assignments on the due dates will be counted as an ‘absence’. There are no excused or unexcused absences. If this becomes an issue, you will need to contact Dr. Garry Breland, the vice-president of academic affairs.

Academic Integrity:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Red Book, pp. 125-128. If you need additional help. http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

Disabilities Statement:
Students with disabilities, who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth at 601-318-6188. Mrs. Valerie Bridgeforth is located in the Services Office in Lawrence Hall.

Catastrophic Event Plan
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Outcome</th>
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<tbody>
<tr>
<td><strong>William Carey University Expanded Statement of Mission</strong></td>
<td>WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.</td>
</tr>
<tr>
<td><strong>School of Education Conceptual Framework and Outcomes</strong></td>
<td>CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession</td>
</tr>
<tr>
<td><strong>School of Education Goals</strong></td>
<td>EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.</td>
</tr>
<tr>
<td><strong>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</strong></td>
<td>1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration</td>
</tr>
<tr>
<td><strong>Learned Societies (SPA)</strong></td>
<td>Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC)</td>
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<tr>
<td>Professional dispositions</td>
<td>All WCU candidates will:</td>
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<tr>
<td></td>
<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
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<td></td>
<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
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<td></td>
<td>3. Exhibit an awareness of all students’ needs;</td>
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<td></td>
<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
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<tr>
<td></td>
<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
</tr>
<tr>
<td></td>
<td>6. Act as a steward of the profession.</td>
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</table>