Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clock Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6240</td>
<td>Public School Finance</td>
<td>03</td>
<td>Lecture 03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laboratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:15am -2:15pm</td>
</tr>
</tbody>
</table>

**Department:** Educational Leadership and Human Services  
**Prerequisites:** NONE

**Required Textbook(s):** Modern Education Finance and Policy; Authors: Guthrie, Springer, Rolle, and Houck. (Allyn and Bacon: 2007)

**Faculty Name:** Kirk E. Gavin, Ed.D.  
**Term and Year:** Fall/2009

**Office Location:** Building #636, Gamble Street  
**Office Telephone:** (850) 412-7001

**Office Hours**
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Course Description

This primary focus of this course is the funding of public elementary and secondary education in the United States. The course examines current economic theories, econometric research designs, sources of revenues, relevant litigation, and trends in the fiscal structure and operations of public education. This course will present the implications of education finance policies as a public good for society and focus on the private returns for investment in public education.

Overall Goals of the Course

- **To develop** an understanding of economic theory utilized in developing a sound, equitable, and adequate financial plan of the support of public education; **To develop** an understanding of the various education finance models currently being utilized in the United States; **To become** acquainted with roles that various levels of government play in regard to the financial support of public education; **To become** acquainted with the concept of financial equalization, educational opportunity, and the resultant relationships to recent court decisions, in the area of education finance; **To become** familiar with the current methodology for the distribution of state and local moneys for the support of public education in the state of Florida, and; **To develop** novice research expertise in the arena of education finance.
The Conceptual Framework in the Professional Education Unit at Florida A&M's University College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of several activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. The Educational Leadership Program has identified the professional content and experiences of the Educator Accomplished Practices specified by the Florida Standards Commission, the Florida Essential Teaching Competencies identified by the Florida Department of Education, the competencies and domains identified by the Florida Council for Educational Management and the standards identified by the National Council for the Accreditation of Teacher Education. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. A list of the specific competencies is provided in the appendix.

FIGURE 1
At the completion of this course, the “Exemplary Professional” will

- Identify varying approaches among the states to funding public schools in an adequate and equitable fashion (NCATE 8.2)
- Demonstrate knowledge of the relationship between education finance and students’ economic, social, and occupational outcomes. (8.3, 8.4, 11.4)
- Become acquainted with examples of computer software related to school business management and finance. (NCATE 1.3, 2.2, 2.4, 6.1, 6.3, 6.4, 8.2, 8.3, 8.4, 9.2)
- Distinguish the primary types of taxation employed by several states (NCATE 8)
- Demonstrate knowledge of the complexity of financing school organizations by discussing issues including the historical events leading to how schools are presently funded, (NCATE 8.1)
- Demonstrate knowledge of the complexity of financing school organizations by discussing issues including the relationship between national, state, and local responsibilities for funding education, (NCATE 8)
- Demonstrate knowledge of the complexity of financing school organizations by discussing issues of problem resolution in financing schools, including the increasingly important role of the court system, (NCATE 8.2);
- Demonstrate and understanding of the modified accrual accounting system used in Florida (NCATE 8.2, 8.3, 8.4)

### Teaching Methods

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Data Analysis using SAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Discussion</td>
<td>Excel Spreadsheets</td>
</tr>
<tr>
<td>Debate</td>
<td>Presentations</td>
</tr>
<tr>
<td>Writing Experiences</td>
<td>Problem-Solving</td>
</tr>
<tr>
<td>Socratic Dialogue</td>
<td>Case Study/Scenarios/Group Work</td>
</tr>
</tbody>
</table>

### Course Requirements

1. **Article Critiques/Classroom Participation**-Students are expected to read all assigned materials, including 3 articles to be critiqued during the semester and come to class prepared to discuss them. Students are expected to complete all in class assignments. (15%)

2. **Case Briefs (5) & Online Portfolio (15% Points)**

3. **Examinations.** The student will be given a mid-term and final examination.

   - **Midterm = 20 %**
   - **Final = 30 %**

4. **Data Analysis Project (20%)**
Administrative Requirements

Plagiarism: Plagiarism is unethical and unacceptable. Essays, papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Attendance Policy: Class attendance is compulsory for all students. Students are expected to arrive to class on time. Students tardy for class three times will result in an absence. Class attendance will be taken each class period. Students will be allowed two unexcused absences. The third unexcused absence will result in a drop of one letter grade. Students exceeding three unexcused absences will be dropped from the course and assigned the grade of “F”.

All written material will be assessed on the nature and adequacy of the content, the clarity and organization of the thought processes, and the correctness of grammar and syntax. All assignments not turned in on time will result in a loss of 5 points. Five points will continue to be deducted for each week that the assignment is not completed.

Methods of Evaluation

Grading System:

A = 90 - 100 points
B = 80 - 89
C = 70 - 79
F = Below 70
I = Incomplete grades follow the guidelines provided in the current FAMU Bulletin.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| August 29th | ♦ Icebreaker & Semester Procedures  
♦ Course Syllabus overview and expectations  
♦ Online Portfolio  
♦ APA Guidelines for Critiques (Legal Citations, Harvard)  
♦ Case Brief Rubrics  
♦ Microeconomic Overview  
♦ Formative Assessment  
♦ Discussion Board |
| September 5th | ♦ Chapter 1 *Education Finance Challenges Confronting Educators*  
♦ Chapter 2 *Evolving Societal Contexts Shaping Modern Education Finance*  
♦ *Article Critique #1 Due “Moving Beyond Spending Fetishes”*  
♦ Excel Review  
♦ Intro to the Florida Education Finance Program (FEFP)  
♦ Discussion Board |
| September 12th | ♦ Chapter 3 *United States Education Finance History: Classic and Modern Paradigms*  
♦ Taxation and Community Development  
♦ Case Brief #1 Due  
♦ Data Analysis Project (SAS Review)  
♦ Discussion Board |
| September 19th | ♦ *Article Critique #2 “The Shift from Adequacy to Equity”*  
♦ Chapter 4 *Control and Organization of American Education*  
♦ The Red Book” Florida's Accounting System  
♦ Accounting Homework Assignment (Excel)  
♦ Fraud and Audits  
♦ Discussion Board |
| September 26th | *Class will not meet on campus!* |
| October 3th | ♦ Chapter 5 *Complexities of Modern Education Finance*  
♦ Chapter 6 *Policy Cultures and Paradigms Shaping Modern Education Finance*  
♦ Case Brief #2 Due  
♦ Discussion Board |
| October 10th | ♦ *Midterm Examination* |
| October 17th | ♦ Chapter 7 *Education Revenue: Sources and Characteristics*  
♦ Taxes: Characteristics/Comparisons/Limitations  
♦ *Posting Chosen Critique and Case Brief in Portfolio*  
♦ Discussion Board |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 24th</td>
<td>♦ Chapter 8 <strong>Distributing State Education Funds</strong>&lt;br&gt;♦ Review of the FEFP&lt;br&gt;♦ Chapter 9 <strong>Federal Governance and Education Finance</strong>&lt;br&gt;♦ <strong>Case Brief #3 Due</strong>&lt;br&gt;♦ Discussion Board</td>
</tr>
<tr>
<td>October 31th</td>
<td><strong>Class will not meet on campus!</strong></td>
</tr>
<tr>
<td>November 7th</td>
<td>♦ Chapter 10 <strong>Budget Planning and Administration</strong>&lt;br&gt;♦ Distribute Data Sets for Data Analysis Project&lt;br&gt;♦ Discussion Board&lt;br&gt;♦ <strong>Article Critique # 3 Due School Finance Reform, Educational Adequacy, and Urban Public Schools</strong>&lt;br&gt;♦ Return on Investment/Cost Benefit Analysis of Education&lt;br&gt;♦ Chapter 11 <strong>Managing Capital Projects and Fiscal Resources</strong></td>
</tr>
<tr>
<td>November 14th</td>
<td>♦ Chapter 12 <strong>Equality and Equity</strong>&lt;br&gt;♦ Measuring School Finance Equity&lt;br&gt;♦ Inter and Intra-district Measures of Equity&lt;br&gt;♦ Utilizing the Florida Education Finance Program&lt;br&gt;♦ Chapter 13 Equity II (Adequacy)&lt;br&gt;♦ Higher Education Funding Issues (provided by Instructor)&lt;br&gt;♦ <strong>Econometrics and Prediction Using SAS</strong></td>
</tr>
<tr>
<td>November 21st</td>
<td><strong>Class will not meet on campus!</strong></td>
</tr>
<tr>
<td>November 28th</td>
<td>♦ Chapter 14 <strong>Efficiency</strong>&lt;br&gt;♦ Inequities of Incentive Dollars&lt;br&gt;♦ Policy Interventions to Improve Efficiency&lt;br&gt;♦ <strong>Article Critique #4 “The Education &amp; Employment of Black of Low-Income Black Youth in White Suburbs”</strong>&lt;br&gt;♦ Chapter 15 <strong>Liberty</strong>&lt;br&gt;♦ <strong>NCLB and the Future of School Choice</strong>&lt;br&gt;♦ <strong>Data Analysis Project is Due</strong>&lt;br&gt;♦ Post Portfolio Items Online</td>
</tr>
<tr>
<td>December 5th</td>
<td>♦ <strong>Final Examination and Course Evaluation</strong></td>
</tr>
</tbody>
</table>

**Policies**

**Attendance.** To achieve the goals of this course successfully, a high rate of attendance is necessary. Therefore points will be awarded accordingly.
<table>
<thead>
<tr>
<th>Classes Missed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>+3</td>
</tr>
<tr>
<td>1</td>
<td>+2</td>
</tr>
<tr>
<td>2</td>
<td>-10</td>
</tr>
<tr>
<td>3</td>
<td>Failure/Suggest Withdrawal</td>
</tr>
</tbody>
</table>

**Class Participation**: Class Participation is an important element of this course. The quality of participation which is a reflection of a thorough completion of all reading assignments, thoughtful reflections, and clear and concise comments is extremely important. It is also important to build on each others comments, which means attentive listening. Class participation will be judged based on the quality and consistency of effort on a daily basis. Attendance is not participation. Each student can ascertain the adequacy of his/her class participation by occasional discussion with the instructor.

**Lateness Policy**

All late assignments will be penalized one letter grade.

**Exams**—There will be only two exams: Midterm and Final Examination, there will be no make-up exams, and abbreviated semester put a premium on student contact time.

**Cheating and Plagiarism**

Students are encouraged to discuss among themselves certain assignments but collaboration must not extend to the writing of critiques, case studies, or any class presentations. Similar outlines, organizations, exhibits, or phasing in written reports of two or more students will be regarded as excessive collaboration and be dealt with in accordance with rules of the University regarding academic dishonesty.

**Florida A&M University Honor Code**—Students are expected to uphold the Academic Honor Code Published in the Florida A&M University Bulletin and Student Handbook. The Academic Honor System of Florida A&M University is based on the premise that each student has the responsibility to uphold the highest standards of academic integrity. Students at Florida A&M have the following Essential Values:

The values stated below, although not explicitly stated as a "Code of Conduct," help define the behaviors and performance expected of all students enrolled at FAMU.

1. **HONESTY, TRUTH, INTEGRITY** —
   FAMU students are honest. They are neither deceptive nor dishonest; rather, they seek truth and they are truthful and sincere with others. In these ways, FAMU students demonstrate integrity at all times.

2. **FAIRNESS** —
   FAMU students are fair. FAMU students do not cheat. They work with and for others in a manner which is just and "above-board". FAMU students deal with others in an impartial and sensitive manner.
3. SUPPORTIVENESS, CARING --
FAMU students are supportive of others. They show regard for other persons by accepting them as they are. They exhibit care by helping others in ways appropriate to their needs and situations.

4. RESPECT, SENSITIVITY –
FAMU students respect themselves and others. Moreover, they show proper regard for legitimate authority and for the democratic traditions and laws governing their behaviors as citizens and as members of the FAMU community. FAMU students relate to others with awareness of and concern for any personal problems or background differences which may exist. This kind of sensitivity is consistently manifested in their behavior toward others.

5. LOYALTY --
FAMU students are loyal not only to each other but to the University as a whole. They express this loyalty through their pride without arrogance, by their untiring efforts to excel and their adherence to the values and ideals of their University. Their loyalty extends both within and beyond the classroom, and in their culture and the society. Their loyalty also extends to life after graduation, as alumni and productive citizens.

6. LAW-ABIDING–
FAMU students are law-abiding citizens of the University, the State, the nation and the world. They adhere to and uphold the law while working for justice in society and encouraging others to obey the law.

7. EFFECTIVENESS, COLLEGIALITY, ACADEMIC FREEDOM –
FAMU students are effective in all that they do, not only on campus but in the community as well. Thus, they apply themselves diligently to assignments, whether complex, unusual or routine, and produce results well above the minimum requirements. And in so doing, they exercise both the rights and responsibilities of their academic freedom, and they demonstrate collegiality by working cooperatively to achieve the best at all times.

8. SCHOLARSHIP –
FAMU students are dedicated to the highest standards of academic performance. They recognize the importance of knowledge and the power that comes through knowing. They are aware that sound decision-making and equitable public policy formation will only come through the proper use of the research processes of data collection, data analysis and data presentation. The FAMU students know that effective scholarship is based upon highly developed skills in reading, writing, speaking, listening, and mathematics.

9. PHYSICAL AND MENTAL HEALTH –
FAMU students are vitally concerned with the development and maintenance of sound personal mental and physical health. Beyond normal cleanliness and personal hygiene, FAMU students strengthen their biological and physiological systems through proper nutrition, regular exercise and periodic professional examination. Recognizing that good mental health is highly correlated with good bodily condition, FAMU students avoid toxic materials that can contribute to pathological dependency, irrational and uncontrollable behavior, physical deterioration and even death.
10. **SOCIAL CONSCIOUSNESS** –
FAMU students are highly aware of the social, political and economic world in which they live. Their respect for an understanding of the American Democracy, as outlined in the United States Constitution, require them to be concerned with the general welfare and the rights of others. Their reverence for the fundamental dignity of all people world-wide leads them to strive to ameliorate human misery, wherever and however it exists.

*ADA Policy* - Students with disabilities needing academic accommodations should register with and provide documentation to the Student Disability Resource Center and bring a letter to the instructor indicating the need for accommodation and what type. This should be done prior to the second week of class.

---

**References, Supplemental Materials, and Student Support Available**

**References**


Mintrom, M. (1993). Why efforts to equalize school funding have failed: Towards a positive theory.


