EDAD 6570 (073) - Seminar in Advanced Educational Finance

**Class Location:** University of North Texas, Language Bldg, Room 402  
**Class Time:** Monday, Tuesday & Wednesday: 2:00 pm – 4:50 pm  
(July 7, 2014 to August 8, 2014)

**Instructor:** R. Jefferson George, Ph.D.  
**Office:** Mathews Hall: 218  
**Office Telephone:** (940) 369-5971;  
**Office FAX:** (940) 891-6739  
**Cell Phone:** (817) 706-8175  
**E-Mail Address:** royce.george@unt.edu  
**Office Hours:** Tuesday and Thursday: 10:00 a.m. – 12:00 p.m.  
Other days/times by appointment

**Textbooks**

**Required:**

McGraw-Hill. NY.

**Recommended**

Washington, DC: Author.

**Course Description**

Problems and issues involved in financing the public schools. The context and methodology of the course are suitable for educators working at all levels in the public schools and are directly relevant to their current problems and needs.

Prerequisite(s): EDAD 5400 or consent of instructor.

**Grades:**

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. Late assignments are ineligible for a grade of “A.”

The final grade will be based upon points earned on the following assignments/exam.
Final Grade = Article Critique + Midterm Exam + Efficiency Study Report + Oral Presentation + Class Participation + Final Exam

A = 90%  405 - 450
B = 80%  360 - 404
C = 70%  315 - 359
D = 60%  270 - 314
F = < 59%  < 269

Assignments

Article Critique: DUE ON OR BEFORE July 16, 2014-25 Points
Read 3 articles from a top-tier research journal in educational administration (i.e., Journal of Education Finance) that examines the impact of recent research in the area of school finance, educational adequacy, or financial efficiency. Provide a critique of the articles based on the criteria provided in a handout from the instructor.

Topic area Presentation and PowerPoint (Presentation)-100 Points
Students will present a topic area in school finance and present their material to the class. Dates will be scheduled in class. Paper and presentation will be evaluated for content and completeness of topic area.

Efficiency Study Report – DUE ON OR BEFORE July 30, 2014-100 Points
The assignment is designed for you to implement a finance study in your school district to examine per pupil expenditures and finance variables specific to your district as compared to student achievement as measured through efficiency analysis. Data will be extracted from student school districts. Any students not employed by a school district will utilize data from the Academic Excellence Indicator System (AEIS) provided by the Texas Education Agency (TEA). The paper will be graded on overall quality and content as well as APA formatting. Note 1 point will be deducted for each APA error. Please reference handout (provided by instructor) for additional details.

Oral Presentation of Efficiency Study: August 4 & 5, 2014-100 Points
Presenting your project orally to your colleagues provides you with good practice in how to present your ideas before faculty/staff, a board, or at a professional conference.
Your presentation must meet the following guidelines.
- 20 minutes MAXIMUM
- Use PowerPoint, present no more than 10 slides, and do not put too much information on any one slide.
- Provide brief introduction to topic, describe process, and/or strategies, and summarize findings.
**Evaluation and Feedback:** You will be graded on the extent to which your presentation fulfills the time and content guidelines given above, as well as your level of professionalism in delivering the presentation.

**Class Participation –25 Points**

**Final Exam: August 6, 2014-100 points**

The final exam will be a comprehensive exam covering all topics discussed in class.

**Attendance and Participation**

Regular attendance and active class participation are required in this course. Students are expected to participate actively in all class sessions and to demonstrate interest and proficiency in the topics covered in class discussions. Whenever possible, students are expected to notify the instructor prior to missing any part of a class session.

Students absent for two classes will have their participation grade lowered by one letter grade. Three absences will result in the overall final grade lowered by one letter grade. That is, the highest possible final grade for the course will be a “B.” Students absent for four classes will be given an “Incomplete” for the course, and will have to make up the number of missed classes the next time the course is offered. Any student receiving an Incomplete will not be considered for an “A” in the course.

Students are expected to be prompt and to remain for the duration of the class period. Arriving late and leaving early -- if considered a chronic problem by the instructor – will be handled in the same manner as absences.

**Students with Disabilities**

**ACCOMODATION & ACCESS**

The Department of Educational Leadership is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

It is the responsibility of the student to inform the course instructor of any disabling condition that will require modification or accommodation. If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.
Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY ON AUXILIARY AIDS AND REASONABLE ACCOMMODATION.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 201.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students’ achievement and improve its instructional programs, the Department of TE&A collects random, anonymous student work samples to be analyzed by internal and external reviewers.

EAGLE CONNECT

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit http://eagleconnect.unt.edu/

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling
Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)
UNT is an NCATE-accredited institution. The educator as an agent of engaged learning" summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TK20
Some courses require an assignment that must be uploaded and graded in the UNT TK20 Assessment System. All students in such courses must purchase access to TK20. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20. Announcements regarding training on use of the TK20 system will also be posted on this website.

IMPORTANT NOTICE FOR F-1 STUDENTS
To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf
Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

**IMPORTANT INFORMATION FOR PRINCIPAL CERTIFICATION STUDENTS**
If you already have a Master’s degree and are enrolled in Educational Administration classes as a non-degree seeking or certification-only student and decide to change to degree seeking, you must do that change before you have taken 12 hours. **If you take over 12 hours as a non-degree or certification-only student, you will not be able to use those hours to attain a degree.** In order to change to degree seeking, you also have to fulfill all of the requirements for admission to the Educational Administration Master’s Program. See your instructor or contact your advisor to determine what you need to do to make this change.

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**The Educator as Agent of Engaged Learning:**

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher and administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.
ASSIGNMENT SCHEDULE  
Seminar in Advanced Educational Finance 6570-001  

**Course assignments and readings are expected to be completed prior to class meetings to facilitate discussion, student knowledge, and understanding. Please be prepared to discuss all assignments and readings in class on the corresponding assignment due dates. Email should be checked regularly.**

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