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# EDLD 656.01: The Economics of Public Education

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**THE UNIVERSITY OF MONTANA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

**EDLD 656**  
**ECONOMICS OF PUBLIC EDUCATION**

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# EDLD 656: ECONOMICS OF PUBLIC EDUCATION

## TEXTS (Reference)

### *Educational Finance*

David H. Monk (1990). McGraw-Hill Publishing

### *Financing Education in a Climate of Change*

Burru, Brimley, and Garfield (1988). Allyn and Bacon

### *Economics and American Education*

Alan J. DeYoung (1992). Longman

### *The Economics and Financing of Education*

Johns, Morphet, and Alexander (1983). Prentice-Hall

## COURSE PURPOSE

The purpose of this course is to present the foundations of the economic base by which administrators must provide for and maximize the financial well being of the school system they serve.

## COURSE OF OBJECTIVES

To enable the school leader to:

1. understand the basic economic structure underlying Montana schools,  
([OPI 10.58.704.f](#))
2. identify economic resources and conduct short and mid-range projections,  
([OPI 10.58.704.b](#))
3. develop a philosophy of education consistent with public education leadership,  
([OPI 10.58.704.b](#))
4. understand taxation appropriate to funding public schools,  
([OPI 10.58.704.b](#))
5. understand the role of public education in a capitalistic economy,  
([OPI 10.58.704.b](#))
6. understand the federal role in public education, and  
([OPI 10.58.704.b](#))
7. understand federal programs and supplemental funding.  
([OPI 10.58.704.b](#))

## COURSE OUTLINE

### Topics:

1. Rationale for public involvement in financing education
  - Private sector
  - Equity & Equality Issues
  - Vouchers

### **Activities/Assignments**

Students will prepare arguments/rationale for public support of education and a discussion of equality and equity.

2. Division of Responsibility for Public Education

- Local
- County
- State
- Federal

### **Activities/Assignments**

Rationale for division of responsibility will be discussed and both legal and philosophic bases identified.

3. Revenue Issues

- Theory of taxation and structure of property tax
- State Funding
- Title Money
- Impact Aid
- Grants
- Other

### **Activities/Assignments**

Outside resources will be used to facilitate explanations and projections of revenue affecting public education.

4. Resource Allocation

District priorities  
State Mandates  
Federal Mandates  
Resource Mandates

**Activities/Assignments**

Examine all mandates that affect the allocation of resources. Student reports on topics.

5. Accountability

District, State, and Federal Accountability

**Activities/Assignments**

In class work and homework on appropriate levels and types of accountability.

6. Legal Update

Recent State Litigation Challenging K-12 Funding

**Activities/Assignments**

Study the recent court decision regarding adequacy of state public school funding and write a paper addressing that issue.

**INSTRUCTIONAL METHODS**

Instructional methods will utilize lectures, student presentations, cooperative learning, discussions, expert guest speakers, and individual/group research will also be employed.

## **EVALUATION CRITERIA**

1. Class participation -- 20% -- Students will be expected to attend all classes, interact verbally, and develop discussion beyond the level of the text and/or presentations.
2. Assignments -- 50% -- Students are expected to complete all assignments in a timely manner. Assignments are to be turned in reflecting very high quality of thought and content. All writing assignments are to be word processed using APA style sheet.
3. Final Examination -- 30% -- The final examination will be on the last day of class. All papers not turned in will be due one week before the final. Your final and other papers will be available in my office the following semester.

## **ASSIGNMENTS**

1. Complete assignments in a timely manner.
2. Each student will prepare an in class presentation on a topic to be determined in class.
3. Final Exam. The final exam will consist of an in-class test. This will be explained in class.

## **SCHOOL FINANCE REFERENCES**

### **2003 State Law**

#### **OPI Web Site -- [metnet.state.mt.us](http://metnet.state.mt.us)**

Alexander & Salmon (1995). Public school finance.

Ascher, Fruchter, Berne, (1996). Hard lessons: public schools and privatization

Bowman & Kearney, (1996). Financing education in a climate of change.

Hack, Candoli, & Ray, (1998). School business administration.

Garms, (1978). School finance: the economics and politics of public education.

Jean, (1988). Montana school finance 1864 to 1988.

Johns, R. (1983). The economics and financing of education.

Loble, (1989). MT District Court School Equity Decision

Odden, A. (1999). Improving state school finance systems.

Odden, A. (1983). School finance and school improvement.

Odden, A. (1983). School finance reform in the states.

Odden & Picus, (1999). School finance

## **SCHOOL OF EDUCATION MISSION STATEMENT**

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

## **EDUCATIONAL LEADERSHIP MISSION STATEMENT**

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

## **ISLLC STANDARDS USED IN THIS COURSE**

The primary ISLLC Standards addressed by this course are:

**Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

However, each of the other four standards is indirectly addressed by what is learned in this course and will be recognized when appropriate.

## **IMPORTANT NOTICE**

Students may work together or independently on assignments. However, all work turned in must be original. **Assignments that are duplicates or, in my judgment, clones with a few minor changes, will be returned without credit or grade.** No work may be plagiarized. If you are quoting another source, you must cite the source.

# *PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE*

Graduate Students  
in the  
Department of Educational Leadership  
at  
The University of Montana  
are  
expected to:

- Demonstrate professional vision in the practice of educational administration
  - Accept responsibility and accountability for class assignments in their role as members of the class
  - Demonstrate growth during the period of their graduate career
  - Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
  - Demonstrate imagination and originality in the discussion of educational leadership issues
  - Understand the relationship between theory and practice and the value of reflective leadership
  - Demonstrate a moral, humanistic, ethical and caring attitude toward others
  - Demonstrate an ability to build trust and positive relationships with others
  - Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
  - Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- 
- Demonstrate an ability to express himself/herself well in speech and writing, and
  - Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY  
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**