EDLD 656.50: Economics of Public Education - Online

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THE UNIVERSITY OF MONTANA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

EDLD 656

ECONOMICS OF PUBLIC EDUCATION

ONLINE

Summer Semester

May 22 to June 9

2006

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EDLD 656: ECONOMICS OF PUBLIC EDUCATION

TEXTS (Reference)

Educational Finance

Financing Education in a Climate of Change
Burrup, Brimley, and Garfield (1988). Allyn and Bacon

Economics and American Education
Alan J. DeYoung (1992). Longman

The Economics and Financing of Education

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.f)
5. understand the role of public education in a capitalistic economy, (OPI 10.58.704.b,f)
6. understand the federal role in public education, and (OPI 10.58.704.f)
7. understand federal programs and supplemental funding. (OPI 10.58.704.g,f)
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. Montana School Funding Litigation and Resolution

Recent MT Litigation Challenging K-12 Funding and Present Status

Activities/Assignments

Study the recent court decision regarding adequacy of state public school funding and the Legislature’s response to that suit.

INSTRUCTIONAL METHODS

Instructional methods will utilize discussion boards, postings, email, and other online formats.
EVALUATION CRITERIA

1. Class participation -- 20% -- Students will be expected to participate in all appropriate discussion boards.

2. Assignments -- 60% -- 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 – 20% -- The final examination will consist of final project for the course.

ASSIGNMENTS

1. Complete assignments in a timely manner.

2. Individual assignments will be posted as appropriate.

3. Final Exam. The final exam will consist of a final paper or project that may be turned in no later than June 16, 2006. This paper will be discussed during the course.

SCHOOL FINANCE REFERENCES

2003 State Law
OPI Web Site -- metnet.state.mt.us
Loble, (1989). MT District Court School Equity Decision
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.