

California State University San Marcos
Administrative Services Credential Program
Fall 2002

EDAD 634B: Educational Finance 1 Unit

Mondays 4:30-8:30 PM

Jennifer Jeffries, Ed.D.
jjeffrie@csusm.edu

H 760-723-7806
W 760-750-8510

Office Hours: Monday 11AM-1PM and by appointment

Mission of the College of Education at CSUSM. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.
(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality in a more private setting.

Writing: In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Attendance Policy: Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. In addition to the COE policy, students are asked to be respectful of the time and attention of their peers and the professor by arriving on time and remaining in class for the prescribed class time. Individuals with attendance issues should consult with the professor.

Grading Policy: Students will be evaluated on class participation and written assignments. The final grade will be based 50% on class participation, 20% on the written assignments and 30% on in-class activities. Written assignments are to be prepared in

Texts and Resource Materials

- Townsely, Art (1996). Educational finance

- Websites
 - School Services of California
 - California Department of Education

- From Your District:
 - District and Site Budget
 - Collective Bargaining Agreements

Course Description

This course is the second in a two-course sequence articulating the financial and legal aspects of entry-level school administration and leadership. Students concentrate on basic principles and practices of school finance, including budget generation and implementation at site and district levels. Critical financial issues are addressed, as is the financial decision-making process. The relationship between law and finance are discussed as major responsibilities of school administrators and educational leaders.

Goals

This course will assist the candidate to:

1. use financial mechanisms as management tools
2. prepare site budgets
3. effectively use financial resources for the benefit of the school community

Objectives

Upon the completion of the course, the candidate will know and understand:

- the roles of federal, state and local agencies in the budget process
- functions of school boards and district administrations in governance and financial policy-making
- financing public schools including historical development, district and site level funding and budgeting and financial implications of personnel contracts and other obligations
- financial implications of federally and state mandated programs and policies
- uses of educational technology in issues of educational finance

Schedule

November 18 Finance Fundamentals for Site Administrators

- Bring:
District and Site Budget
- Locate and review “Glossary of Common School Finance terms” at School Services of California Web Site
- Read assigned sections and complete assignments from Townsley book

November 25 Allocating Resources

- Read “Reallocating Resources” handout
- Review Collective Bargaining Agreement for fiscal impact items
- Study Questions will be distributed
- Read assigned sections and complete assignments from Townsley book

December 9 Scarce Resources in Times of High Expectations

- Helping Advisory Groups Make Budget Recommendations
- Read assigned sections and complete assignments from Townsley book

December 16 Budget Building Simulation Using Spread Sheets

