

California State University, San Marcos  
College of Education

EDAD 660 (aka EDAD 730)

**Critical Issues in Educational Finance, Law and Governance**

Fall Semester 2002, University Hall, 441

Tuesdays, 4:30 p.m. – 7:10 p.m.

**College of Education Mission Statement**

*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, lifelong learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.*

**Instructor:**

Michael Caston, Ed.D.  
District Superintendent  
Escondido Union School District

*Work:* (760) 432-2111 (secretary, Chris Haney)

*Home:* (760) 735-8353

*E-mail:* [mcaston@eusd4kids.org](mailto:mcaston@eusd4kids.org)

*Office Hours:* By appointment

**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.

### **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 telephone at (760) 7450-4905, 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.

### **Course Description (3 units)**

EDAD 730 includes advanced and comprehensive knowledge of critical issues and principles, and the opportunity for practical application, in the following areas:

- Finance: Current and potential funding sources for districts and schools, fiscal management, budget practices, issues in school finance
- Law: The legal framework of public education, political and social forces affecting school practices, U.S. and California state constitutions, local school district board policies, and employer-employee contracts
- Governance: Board and district practices regarding vision, mission, and short- and long-range planning for goal and priority setting, alternative forms of school governance, and engagement of community

### **Course Objectives**

Upon completion of EDAD 730, the Professional Administrative Credential candidate will be able to:

- Demonstrate the importance of creating a vision and mission, setting goals, establishing priorities and taking actions based on these in the governance of schools and districts;
- Understand the components of district and school budgets and processes for setting priorities; know systems for monitoring and controlling the budget;
- Describe the ways the legislative, judicial, and executive branches of government affect education, both at the federal and state levels;
- Analyze the educational impact of critical federal and state court decisions;
- Trace the development of California school finance since 1970, including the effect of critical propositions, and legal and legislative decisions on funding options;
- Identify programs and sources of state and federal funds available to districts;
- Describe various systems for allocating district funds to school sites; argue the pros and cons of various centralized vs. decentralized funding methods;
- Identify methods of funding school construction and modernization; and
- Know and understand laws affecting management of human resources and students.

### **Text and Resource Materials:**

1. *Education Week* (required text)
2. Cunningham & Cordeiro, *Educational Administrator*
3. School Services of California Web Page and Fiscal Reporter

## **Student Expectations:**

1. Demonstration of knowledge and competence in stated objectives.
2. Completion of assigned readings and course assignments.
3. Participation in class activities and discussions.
4. Presentations and discussions of issues of governance, school finance, and legal interpretations.
5. Attend class.
6. Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80 percent of class time; or s/he may not receive a passing grade for the course at the discretion of the instructor. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A." If three class sessions are missed, the highest possible grade that can be earned is a "C+." If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.
7. In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways.

## **Course Requirements:**

1. Initiate a class discussion on a current event.....(10 points)
2. Topic paper, 8-10 pages.....(25 points)
3. Class presentation, teams of three.....(15 points)
4. Development of your professional goals.....(10 points)
5. Class participation.....(20 points)
6. Final exam .....(20 points)

## **Grading Scale:**

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60 points

## **Class meeting schedule:**

9/3/02	Introduction/organization of course Ethical leadership Goal setting and governance
9/10/02	Sign up for class presentation The school board and how it operates board-superintendent relations
9/17/02	Professional goals due Class presentations Role of the president of the board Policy Development
9/24/02	Class presentations Budget decisions, state, federal, and local
10/1/02	Class presentations Recent court decisions Legal issues and schools
10/8/02	Class presentations Human resources, legal issues
10/15/02	Pupil personnel, legal issues Curriculum and instruction, legal issues
10/22/02	Class presentations Local budgets and facilities School construction and modernization

10/29/02	Class presentations District and site-budget development Financial health—What does it look like?
11/5/02	State budget and the effects on schools Class presentations School boards and the budget
11/12/02	Topic paper due Long-term budget issues (health benefits) Class presentations School finance and collective bargaining
11/19/02	Independent study, no class meeting
11/26/02	Class presentations Legal counsel and decision making Critical court decisions
12/3/02	Class presentations Final exams distributed The initiative process and education
12/10/02	General discussion, future issues Final exam due, last class meeting

### **Class Presentation:**

May work in groups no larger than three. Present to the class a challenge related to budget, school law, or governance. Develop the issue with the class and make recommendations for how you would deal with this challenge. At the conclusion of your problem-solving activity, please distribute to the class a two-page description of the problem and solutions you would recommend. Presentations should be approximately 15 minutes.

### **Topic Paper:**

Select a topic related to school finance, law, or governance. Include a bibliography and describe a variety of perspectives, research findings, where appropriate, and give references. Your

topic paper should not exceed 10 pages. All topic papers are due on or before November 12, 2002. The instructor will assist you with the selection of your topic.

### **Current Developing Topic Discussion:**

Each class session will begin with a discussion of current topics in the area of finance, law, and governance. Students should bring in articles from local newspapers, magazines, or professional journals and initiate and participate in the discussion.

### **Professional Goals:**

Develop your own personal goals for your career. Be sure to include both short- and long-term thinking. Due on September 17, 2002.

### **Final Exam:**

The final exam will include questions from class discussions, *Ed Week* readings, and hot topics. It will be a take-home essay exam and is due on December 10, 2002. The exam will be distributed on December 3, 2002.