

7-21-08
Revised Syllabus

**Loyola University Chicago
School of Education**

Department of Leadership, Foundations and Counseling Psychology
ELPS 466 Summer, 2008
School Finance and Budgeting

Instructor: Judith Docekal, Ed.D.
e-mail: enjdocekal@comcast.net
or jdoceka@luc.edu
Telephone: 847-590-5182 (home)

Class Meets: July 21 – August 8, 2008
Monday thru Friday – 9:00 a.m.-11:30 a.m.
Office Hours: Before or after each class
Lake Shore Campus

Course Description

This course is designed for students as they prepare for school leadership positions, and for the State of Illinois administrative certification examination (Type 75). The content will include the processes by which financial decisions are made by schools, whether public or private, with emphasis on the roles of administrators in financial planning and budgeting. Attention will be directed toward the dynamic of shared leadership between professional staff and lay leadership in establishing and maintaining fiscal integrity.

This course will also cover the sources of school revenues along with the legal and political setting and related issues of equity and justice within which revenue decisions are made. Students will acquire an understanding of and practice in securing and managing resources at the local level.

The course will also address expenditures including personnel contracts and benefits, purchasing materials and supplies, establishing safe and secure learning environments, and providing adequate financial reserves. In addition, we will examine the implications of class size, transportation, food services, and technology.

Conceptual Framework

“Professionalism in Service of Social Justice” is the conceptual framework of Loyola’s School of Education. The content of this course is consistent with that framework. School administrators and policy makers at the local, state and federal levels must make decisions on securing and allocating financial resources in the context of social issues. These issues are present in all educational decisions regarding children, and especially where provisions are established to meet the needs of children from low-income families, non-English speaking children, and children with special instructional and learning needs. How to manage and allocate school resources to many competing priorities poses many ethical dilemmas to the school leader. It is intended that through class discussions, presentations and writings, students will examine and describe ethical codes that are applicable to such situations. Specifically, this course seeks to address **Conceptual Framework Standard 5, Candidates demonstrate technological knowledge and skills which enhance education.**

Required Textbooks

- *Essentials of Illinois School Finance, A Guide to Techniques, Issues and Resources.* James B. Fritts. Illinois Association of School Boards. 3rd edition 2007.
- *The Principal's Guide to School Budgeting.* Richard D. Sorenson and Lloyd Milton Goldsmith. Corwin Press. 2006.

Other Resources

- *Let's Talk School Business,* Edward Meglis, Jr. Association of School Business Officials International. 1998.
- *The First-Time Grantwriter's Guide to Success,* Cynthia Knowles. Corwin Press. 2002.
- *The Jewish Educational Leader's Handbook.* Robert E. Tornberg. A.R.E. Publishing. 1998.
- On-line resources from Illinois State Board of Education
- Examination of case studies will frame student and small group discussions.
- Additional material may be acquired for student use as the needs of the group dictate.

Course Requirements, Activities and Evaluation Criteria

Special consideration will be given to the rigorous evening schedule of classes during the three weeks of this class. Therefore, **attendance and class participation is imperative and will constitute a large portion of the course grade.**

Written Grant Request – Each student will prepare a written grant request of no more than two typewritten pages to a business or a very wealthy individual. The request should include: the type of request, rationale or need, how the students and/or your school will benefit, and a budget with itemized list of anticipated costs and expenses.

Internet research and oral presentation – Each student will research via the internet, an article that has relevance to this course. The article should not be more than one year old. Give a brief oral presentation to the class that explains how the issue can be used as a way to connect and collaborate with families. Prepare a brief (1 page) written summary for the instructor with a copy of the article.

Furnishing a School – Students will calculate the dollar amount necessary to furnish a particular classroom or location of a school. As a class, these amounts will be totaled which will approximate the amount of money needed to furnish a school.

Build a School Budget (zero based) – Students will prepare a written report that will detail budget needs for one school year: salaries, benefits, payroll tax, hazard insurance.

7-21-08

Revised Syllabus

Three Written Responses that address specific ELCC standards of National Council for Accreditation of Teacher Education. Specifics follow.

Grading criteria:

- Attendance and Participation – 40%
 - Internet Research and Presentation – 10%
 - Written responses – 15% (3 assignments of 5 points each)
 - Grant request – 10%
 - Furnishing A School – 10%
 - Build a School Budget (zero based) – 15%
- A = 90-100 points
 - B = 80-89 points
 - C = 70-79 points
 - D = 60-69 points
 - F = 59 points or less

The instructor reserves the right to amend/adjust the above criteria and requirements as the needs of the group dictate.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of

7-21-08

Revised Syllabus

discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Diversity

The history of educational financial policy at the local, state and national levels is one of evolving recognition of the diversity of needs of an increasingly heterogeneous school population. The course will examine practices of resource determination related to the needs of children from low-income homes, children who are non-English speaking, and children with special needs.

Technology

Information pertinent to school financial management changes constantly, as do the laws, best practices and resources related to the management of day to day school operation. Relevant internet resources are becoming increasingly available. Students will develop and practice skills in locating and using internet resources pertinent to financial and operational topics.

Course Objectives

The objectives for this course, ELPS 466, are in alignment with:

- The Program Standards of the Interstate School Leaders Licensure Consortium (ISLLC) which form the criteria used by the National Council for the Accreditation of Teacher Education (NCATE and ELCC) for accreditation of university administrator programs; and
- Content Area Standards for the Preparation of School Leaders and Principals of the Illinois State Board of Education (ISBE).

ELCC 3.1.b. (<i>Manage the Organization</i>) Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

ISBE 3E

ELCC 3.2.c. (<i>Manage Operations</i>) Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
--

ISBE 3G, 3O

ELCC 3.3.a. (<i>Manage Resources</i>) Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
--

ISBE 3H, II

Loyola CF 5

ELCC 4.1.c. (<i>Collaborate with Families and Other Community Members</i>) Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

ISBE 4A

7-21-08
Revised Syllabus

ELCC 4.2.c. (<i>Respond to Community Interests and Needs</i>) Candidates provide leadership to programs serving students with special and exceptional needs. ISBE 4B
ELCC 4.3.c. (<i>Mobilize Community Resources</i>) Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. ISBE 4D, 4J
ELCC 5.1.a.. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. ISBE 5B, 5D
ELCC 5.2.a.. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. ISBE 5B, 5D
ELCC 5.3.a.. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles. ISBE 5B, 5D, 6P/Loyola CF 8
ELCC 6.1.e. (<i>Understand the Larger Context</i>) Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. ISBE 4D, 4J
ELCC 6.2.a.. (<i>Respond to the Larger Context</i>) Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups. ISBE 6N
ELCC 6.3.c. (<i>Influence the Larger Context</i>) Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. ISBE 5G, 5H

Illinois State Board of Education
CONTENT-AREA STANDARDS FOR PRINCIPALS

STANDARD 1 – Facilitating a Vision of Learning: The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge Indicators: *The competent principal*

- 1A. Has knowledge and understanding of learning goals in a pluralistic society.
- 1B. Comprehends the principles of developing and implementing long-term plans.
- 1C. Recognizes theories of educational leadership.
- 1D. Understands information sources, data collection, and data analysis strategies.
- 1E. Understands effective communication.
- 1F. Understands effective consensus-building and negotiation skills.
- 1G. Has knowledge of the philosophy and history of education.

Performance Indicators: *The competent principal*

- 1H. Designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, social needs and changing conditions.
- 1I. Facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
- 1J. Analyzes, evaluates and monitors operational plans and processes to accomplish strategic goals, using practical applications of organizational theories.
- 1K. Solicits and uses financial, human and material resources to support the implementation of the school mission and goals.
- 1L. Identifies and critiques several theories of leadership and their application to various school environments.
- 1M. Conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
- 1N. Analyzes and interprets educational data, issues and trends.
- 1O. Uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal and nonverbal communication.
- 1P. Engages in effective consensus-building and displays effective negotiation skills.
- 1Q. Frames, analyzes and resolves problems using appropriate problem-solving techniques and decision-making skills.
- 1R. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.

STANDARD 2 – School Culture and Instructional Program: The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge Indicators: *The competent principal*

- 2A. Has knowledge and understanding of school cultures.
- 2B. Understands the continuum of student growth and development.
- 2C. Knows the procedures used in the assessment of the learning environment.
- 2D. Understands applied learning theories.
- 2E. Understands curriculum design, implementation, evaluation and refinement.
- 2F. Recognizes the components of a special education comprehensive case study evaluation.
- 2G. Understands principles of effective instruction and best practices.
- 2H. Comprehends measurement, evaluation, and assessment strategies.
- 2I. Understands diversity and its meaning for educational programs.
- 2J. Is familiar with adult learning and professional development models.
- 2K. Understands the change process for systems, organizations, and individuals.
- 2L. Recognizes the role of technology in promoting student learning and professional growth.
- 2M. Understands classroom management.

7-21-08
Revised Syllabus

Performance Indicators: *The competent principal*

- 2N. Creates with teachers, parents and students a positive school culture that promotes learning.
- 2O. Promotes an inclusive educational culture.
- 2P. Articulates the district's or school's vision, mission and priorities to the community and media.
- 2Q. Builds community support for district or school priorities and programs.
- 2R. Promotes an environment where all individuals are treated with fairness, dignity, and respect.
- 2S. Develops a culture of high expectations for self, student and staff performance where accomplishments are recognized.
- 2T. Applies the principles of student growth and development to the learning environment and the educational program.
- 2U. Utilizes procedures in the assessment of the learning environment.
- 2V. Develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum and incorporates best practice.
- 2W. Develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific student needs considering gender, ethnicity, culture, social class and exceptionalities.
- 2X. Analyzes various staffing patterns, student grouping plans, class scheduling forms, school organizational structures and facilitates design processes to support various teaching strategies and desired student outcomes.
- 2Y. Assesses student progress using a variety of appropriate techniques.
- 2Z. Bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.
- 2AA. Aligns curricular goals and objectives with state learning standards.
- 2BB. Facilitates the design, implementation and evaluation of curricular, co-curricular and extracurricular programs for continuous improvement.
- 2CC. Uses resources to support instructional programs and best practices, and incorporates a variety of supervisory models to improve teaching and learning.
- 2DD. Uses qualitative and quantitative data to plan and assess school programs.
- 2EE. Promotes an inclusive educational culture.
- 2FF. Identifies needs for professional development, incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.
- 2GG. Facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
- 2HH. Studies best practices, relevant research and demographic data to analyze their implications for school improvement.
- 2II. Develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- 2JJ. Applies a systems perspective, and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
- 2KK. Uses technology, telecommunications and information systems to enrich curriculum and instruction.
- 2LL. Develops and implements long-range plans for school and district technology information systems.
- 2MM. Uses a variety of supervisory models to improve teaching and learning.
- 2NN. Uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.

STANDARD 3 – Management: The competent 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.
--

Knowledge Indicators: *The competent principal*

- 3A. Understands theories and models of organizations and the principles of organizational development.
- 3B. Is aware of local operational policies and procedures.
- 3C. Understands principles and issues relating to school safety and security.
- 3D. Has knowledge of management and development of human resources.
- 3E. Comprehends principles and issues relating to fiscal considerations of school management.
- 3F. Understands principles and issues relating to school facilities and use of space.
- 3G. Recognizes legal issues impacting school operations.
- 3H. Has knowledge of current technologies that support management functions.

7-21-08
Revised Syllabus

Performance Indicators: *The competent principal*

- 3I. Applies theories to create conditions that motivate staff, students and families to achieve the school's vision.
- 3J. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
- 3K. Applies effective job-analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
- 3L. Utilizes appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity, diversity and exceptionalities.
- 3M. Develops and implements an efficient building-level budget planning process that is driven by school priorities.
- 3N. Understands federal, state and local statutory and regulatory provisions and judicial decisions governing education.
- 3O. Applies common law and contractual requirements and procedures in an educational setting.
- 3P. Applies and assesses current technologies for school management and business procedures.

STANDARD 4 – Collaboration with Families and Communities: *The competent 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.*

Knowledge Indicators: *The competent principal*

- 4A. Recognizes emerging issues and trends that potentially impact the school community.
- 4B. Comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the special education multidisciplinary team.
- 4C. Understands the conditions and dynamics of the diverse school community.
- 4D. Has knowledge of community resources.
- 4E. Understands community relations and marketing strategies and processes.
- 4F. Is aware of successful models of school, family, business, community, government, and higher education partnerships.

Performance Indicators: *The competent principal*

- 4G. Assesses emerging issues and trends to determine their impact on the school community.
- 4H. Engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the special education multidisciplinary team.
- 4I. Analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
- 4J. Identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
- 4K. Develops and implements an effective staff communication plan and public relations program.
- 4L. Articulates the district's or school's vision, mission and priorities to the community and media and understands how to build community support for district or school priorities and programs.

STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner: *The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.*

Knowledge Indicators: *The competent principal*

- 5A. Understands the purpose of education and the role of leadership in modern society.
- 5B. Recognizes various ethical frameworks and perspectives on ethics.
- 5C. Understands the values and challenges of the diverse school community.
- 5D. Is aware of the professional code of ethics.

Performance Indicators: *The competent principal*

- 5E. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
- 5F. Manifests a professional code of ethics and values.
- 5G. Bases decisions on the moral and ethical implications of policy options and political strategies.

7-21-08

Revised Syllabus

- 5H. Promotes the values and challenges of the diverse school community.
- 5I. Communicates effectively with various cultural, ethnic, racial, special interest groups and other diverse populations in the community.
- 5J. Treats people fairly, equitably and with dignity and respect, and protects the rights and confidentiality of others.
- 5K. Encourages others in the school community to demonstrate integrity and exercise ethical behavior.

STANDARD 6 – The Political, Social, Economic, Legal and Cultural Context: The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge Indicators: *The competent principal*

- 6A. Comprehends principles of representative governance that undergird the system of American schools.
- 6B. Recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
- 6C. Understands the law as related to education.
- 6D. Understands state and federal requirements regarding least restrictive environment (including placement based on the student's Individualized Education Program [IEP] and the Individual Family Service Plan [IFSP]) for students ages birth through 21 years old.
- 6E. Has knowledge of the political, social, cultural, and economic systems and processes.
- 6F. Understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- 6G. Knows about global issues and forces affecting teaching and learning.
- 6H. Recognizes the dynamics of policy development and advocacy under our democratic political system.
- 6I. Understands federal, state and local statutory and regulatory provisions as well as judicial decisions governing education.

Performance Indicators: *The competent principal*

- 6J. Considers the general characteristics of internal and external political systems as they apply to school settings.
- 6K. Influences policy development at the federal, state, district and school-site level.
- 6L. Applies knowledge of common law and contractual requirements and procedures in an educational setting.
- 6M. Analyzes appropriate procedures and relationships for working with local governing boards.
- 6N. Develops lines of communication with decision-makers outside the school community.
- 6O. Frames, analyzes and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- 6P. Bases decisions on the moral and ethical implications of policy options and political strategies.

These standards are aligned with the national ELCC standards, the National Council for Accreditation of Teacher Education (NCATE), National Association of Elementary School Principals (NAESP), Interstate School Leader Licensure Consortium (ISLLC) and Illinois Special Education Administrator Standards.