



*Department of Educational Leadership and Policy Studies  
Educational Administration, Curriculum and Supervision*

**EACS 6253 Financing Education  
Summer 2016  
Online June 27 – August 5**

Instructor Information:

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Program Area Mission:

The mission of the Educational Administration, Curriculum and Supervision (EACS) Program Area is to promote critical inquiry that addresses important issues relating to teaching, learning, and leadership in order that service and collaboration among colleagues and the professional communities may be enhanced.

Course Overview:

Financing Education includes an overview of the fiscal issues related to primary and secondary education in the United States. Included in the course is a basic introduction to the economics of education, presentation and discussion of local, state, and federal methods of financing education, and an overview of business operations common in educational institutions.

Special Needs Students:

Any student requiring special accommodation in the class due to disability is advised to inform the instructor of his/her special needs. Every effort will be made to ensure that the proper accommodations are made to enhance the learning environment for every student. Please refer to the OU Disability Resource Center (<http://www.ou.edu/drc>) as needed.

Course Format:

The course is offered entirely online. Link to [learn.ou.edu](http://learn.ou.edu). Login and select this course and section number. If you have substantive (content) questions, please email the professor at [maiden@ou.edu](mailto:maiden@ou.edu). For technical questions, please contact the OU IT Help desk at [learn@ou.edu](mailto:learn@ou.edu) or 405.325.4636 (or search the OU IT Online Support Center at <https://webapps.ou.edu/support/>).

Course Objectives:

By the conclusion of the course, the student will develop the following leadership competencies:

- Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts;
- Acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priorities;
- Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community;
- Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management;
- Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education;
- Analyze and interpret fiscal data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.

Textbook:

Brimley, Vern R., Deborah A. Verstegen and Ruland R. Garfield. Financing Education in a Climate of Change (12th Ed.). Boston: Allyn and Bacon, 2015.

Course Requirements:

The course is divided into three parts, each consisting of two weeks of content:

1. Foundational Framework of Education Finance
2. State and Federal Roles in Education Finance
3. School Business Operations and Facilities

Each of the three parts will consist of the following requirements:

1. Readings, plus a reading reflection (three reflections for the course).
2. Two sets of postings to the discussion board, to include a discussion response to a prompt and at least two participation replies to other student posts (six sets of postings for the course).
3. One annotated bibliography (Parts 1 and 2 only, two total for the course).
4. One Original Case Project (Part 3 only, one for the course).
5. A component of the course Advocacy Project (three total components).

Each of these requirements are described in detail in the course D2L Content Area. In addition, other resources will be made available for each part of the course.

Submission of Assignments:

Reading reflections and discussions will be posted to the relevant areas of the relevant areas of the D2L Discussion Board. The instructor will read and provide feedback and scoring for the discussions, but ordinarily will not participate (the emphasis is on STUDENT discussions).

Other written projects should be submitted to the relevant area of the D2L Dropbox. The instructor will provide feedback for each submission

All assignments should be submitted no later than the due date. Any late submissions must be approved by the instructor in advance (excepting emergencies). Unapproved late assignments will include a score deduction of 1 point for each business day past the due date. Early submissions are welcome.

Academic Honesty:

Please carefully review the University's Office of Academic Integrity website at <http://integrity.ou.edu/>, particularly the Student's Guide to Academic Integrity. All submitted assignments should be the student's original work. All projects submitted to the Drobpox will be reviewed by Turnitin software, a service that provides textual similarity review for the detection of plagiarism.

Course Calendar and Grading:

The course readings schedule is available in the course D2L Content Area.

*Due Dates:*Part 1: Foundational Framework of Education Finance *June 27-July 8*

Submission:	Due Date:	Points:
First discussion response	June 30, 2016	5
First pair of participation replies	July 5, 2016	
Second discussion response	July 7, 2016	5
Second pair of participation replies	July 11, 2016	
Annotated Bibliography 1	July 5, 2016	20
Part 1 Reading Reflection	July 11, 2016	10
Advocacy Project Component 1	July 11, 2016	20

Part 2: State and Federal Roles in Education Finance *July 11-July 22*

Submission:	Due Date:	Points:
Third discussion response	July 14, 2016	5
Third pair of participation replies	July 18, 2016	
Fourth discussion response	July 21, 2016	5
Fourth pair of participation replies	July 25, 2016	
Annotated Bibliography 2	July 18, 2016	20
Part 2 Reading Reflection	July 25, 2016	10
Advocacy Project Component 2	July 25, 2016	20

Part 3: School Business Operations and Facilities *July 25-August 5*

Submission:	Due Date:	Points:
Fifth discussion response	July 28, 2016	5
Fifth pair of participation replies	August 1, 2016	
Sixth discussion response	August 4, 2016	5
Sixth pair of participation replies	August 8, 2016	
Original Case Project	August 1, 2016	20
Part 3 Reading Reflection	August 8, 2016	10
Advocacy Project Component 3	August 8, 2016	20

TOTAL POINTS	180
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Following is the grading scale:

A: 162 – 180

B: 144 – 161

C: 126 – 143

D: 108 – 125