Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of EAHR

2. Course prefix, number and complete title of course: EDAD 651, Orientation in Business Principles & Procedures

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   None
   EDAD 608 or permission of instructor
   
   a) Prerequisite(s); From ____________________________ To ____________________________
   
   b) Withdrawal (reason) ____________________________
   
   c) Cross-list with ____________________________

   Cross-listed courses require the signature of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: EDAD 651, Orientation in Business Principles & Procedures
   Interdisciplinary survey using management science & operations research procedures from various fields of business as a means to improve decision-making and policy-planning educational organizations; emphasis on microcomputer applications; case studies; field studies.

5. Complete proposed course title and proposed course description (not to exceed 50 words): EDAD 651 Education Finance & Economics
   Interdisciplinary applications of historical & current education finance and economics of education research principles and procedures as a means to improve development, analysis, administration, evaluation, and improvement of educational programs; policy, and organizations.

6. a) As currently in course inventory:

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   b) Change to:

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Approval recommended by:

Head of Department ________________________ Date 2/26/08

Head of Department (if cross-listed course) ________________________ Date 2/26/08

Submitted to Coordinating Board by:

Director of Academic Support Services ________________________ Date 2/26/08

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

1 of 9 B16
EDAD 651
EDUCATION FINANCE & ECONOMICS

Dept. of Education Administration and Human Resource Development
College of Education & Human Resource Development -- Texas A&M University

Prerequisites: EDAD 608 or permission of instructor

Instructor: Anthony Rolle, Ph.D. Office: Harrington Hall 531
Phone: Office: (979) 862 - 3519 E-mail: arolle@tamu.edu
Time: Wednesday 4:30 pm Office Hours: By Appointment

"Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake — but for the future of our nation's sake. Nothing matters more to the future of our country: not our military preparedness — for armed might is worthless if we lack the brainpower to build world peace; not our economy — for we cannot sustain growth without trained manpower; not our democratic system of government — for freedom is fragile if citizens are ignorant." — Lyndon B. Johnson

INTRODUCTION

Education finance and economic policy is a process for determining which of various public or governmental expenditures most likely will achieve a given set of goals. Specifically, these policies concern themselves with both the rules that govern our social existence in a variety of contexts as well as the process by which those rules are derived. And, analyses of finance and economic policy begins with the assumption that individuals choose actions that will give them the greatest satisfaction. This satisfaction can involve money but also includes non-monetary items such as increased family time or greater knowledge of Shakespeare. Each individual action creates or changes the alternatives available to others. Therefore, individuals continually adjust their actions to take into account the changing costs and benefits of these different alternatives. As a result, society is simply the product of the choices individuals make in response to expected costs and benefits.

In our case, education finance and economic policy refers primarily to two sets of concepts. The first of these refers to the underlying social, political, and economic values associated with planning, developing, and delivering government designed or managed programs or services (i.e., liberty, efficiency, equity, and adequacy); that is, the context in which policies (e.g., rules and regulations) are made. The second set of ideas refers to how social, political, and economic values are pursued programmatically; that is, how are state, local, and federal policies developed, administered, and managed to achieve desired educational outcomes. More specifically, this course acquaints students with the finance and economic language of policy research; different understandings of the purpose and use of policy research; various ways of framing research questions and designing studies; and, generally accepted procedures for generating, analyzing, and interpreting issues related to policy.
INTRODUCTION (continued)

Examining finance and economic policy processes in all of its permutations – and in every arena – in which said policy impacts our lives is far, far beyond the scope of this course. It is better to discuss the dimensions of the finance and economic policy environment and apply them to one common field of inquiry. In this way, the entire class can work within one specific area to understand how ideas about policy can be applied. Therefore, our applications of course material will be to resource allocation issues pertinent to elementary and secondary public education. “Resource,” in this context principally – but not exclusively – refers to a financial resource (i.e., capital). Others kinds of resources to consider are human resources, political resources, physical assets, and time. However, financial capital is fungible (i.e., money can be exchanged for other resources, time, talent, political access, or facilities); hence, this course spends most of its time on financial capital.

OBJECTIVES

In a simple sense, the purpose of this course is to introduce participants to means by which answers can be framed for education finance and economic policy questions such as:

- What principles guide policymakers when discussing who should pay for government programs and services?
- Which individuals benefit – and how should benefit be defined – from government programs and services?
- How can resources be used to influence the trajectory of an government programs and services?

Additionally, the course is intended to enable participants to enhance methodological and analytical skills related to public policy matters.

Remember: This course will be taught at an “introductory level”. Do not expect to be expertly informed regarding micro- or macro-level questions such as those posed above; nor expect to be considered expert on topical matters such as: economics of public policy, public finance, cost effectiveness analysis, equal protection and adequacy, or budgeting strategies simply from having participated in this class alone. The field is too extensive to cover these and other important topics in the depth required to become expert.

DISCLOSURE

I am very confident regarding my knowledge of the subject matter – I am less confident regarding my ability to convey it effectively. Consequently, I welcome your suggestions for rendering the course more effective. As such, this syllabus should itself be regarded as a draft. Assuredly, matters will emerge in assigned readings, discussions, and written assignments that will reveal inaccuracies, misinterpretations, and omissions. Your comments and suggestions regarding the manner in which the syllabus can be altered in order to benefit your successors will be appreciated.
UNIVERSITY POLICY ON ACADEMIC INTEGRITY

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

"An Aggie does not lie, cheat, or steal
nor tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at: http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, located in B118, Cain Hall. The phone number is 979-845-1637 and the web site is http://disability.tamu.edu/. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be
supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

**SEXUAL HARASSMENT**

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at [http://rules.tamu.edu/urules/300/340199ml.htm](http://rules.tamu.edu/urules/300/340199ml.htm) for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

**ACADEMIC AND ANALYTICAL SKILLS TO BE LEARNED**

Participants will be assisted in gaining or enhancing the following:

- The general phases of education finance and economic policy development.
- Basic principles of public resource generation, allocation, and distribution.
- Legal reasoning applied to issues of education finance and economic policy.
- Finance and economic analyses of liberty, equity, adequacy, efficiency, and access applied to education policy.
- Policy writing, oral communication, formal presentation.
- Research topics suitable for students pursuing a doctorate.

**CONCEPTUAL UNDERSTANDINGS TO BE LEARNED**

Participants will be assisted in gaining or enhancing the following:

- Political dynamics and public policy values shaping resource allocation.
- Linkages between societal change, governance mechanisms, and education financing.
- Financing of, and internal resource allocation, K-12 public education.
- Fundamental principles of public finance and economics applied to education (e.g., taxation, allocation formulae, intergovernmental transfers, and accountability).
• Relationship of finance and economic policy development to administrative and legal practices.

**WRITTEN EXPRESSION**

Even though this is a course regarding public policy, participants are expected to write and speak with appropriate precision. If one cannot write about – or explain orally – an idea clearly, then the idea is not clear. Words are a principal medium of communication. Please select them with conscious intent; and, in the world of analysis and research, with logical precision.

Emotions such as inspiration, humor, and passion may well have uses in other spheres (e.g., war, politics, or romance). They are inappropriate in the world of systematic inquiry and policy analysis. Hence, select language for your writing and speaking that communicates clearly and appeals to the intellect.

**REQUIREMENTS AND GRADING**

Each student is expected to attend all classes; study and analyze assigned readings; lead and participate in class discussions; and, complete all assignments. Some of the work in the class may be done in small discussion groups organized around a topic for study. When this is the case, groups will work during the class period and report on issues, questions, and insights regarding the assigned material.

For this course, all students are required to complete:

• Five (5) homework assignments that summarize readings (25%)
• Two (2) written assignments that address a particular scenario (15%)
• One (1) individual presentation that includes providing notes from reading, an outline of your presentation, and discussion questions (25%)
• One (1) group project that addresses a particular scenario (20%)

All written assignments must be typed; and only late work will be accepted that falls under the TAMU accepted excused absences policy. Details of – and due dates for – assignments are shown in the class schedule. Any student missing more than two (2) classes or any group presentation will have their final grade reduced by one full letter. Grades will be earned as follows:

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After a consultation with the instructor, students receiving scores below 75% may rewrite the initial written project for reevaluation. The maximum grade allowable on rewritten submissions is a B+.
TENTATIVE CLASS SCHEDULE

January 16: Introduction to Public Policy
Introduction to the “Four Pillars” of Education Finance and Economic Policy:
1) The Concept of Liberty: Making Resources Allocation Choices Without Coercion;
2) The Concept of Efficiency: Minimizing Input Resources – Maximizing Outcomes;
3) The Concept of Equity: Making Determinations of Fairness in Resource Distribution;
4) The Concept of Adequacy: Making Determinations of Effective Resource Utilization;

January 23: Concepts of Liberty and Efficiency within the Context of Public Policy
Homework: Critique one of the book chapters above using the “Questions for Guiding the Development of Research Reports” as a guide. Your response should address a specific, individual public policy issue. Please use Times New Roman characters, 12 point font, and one-inch margins. Limit responses to three typed, single-spaced pages (Due 1/30).

January 30: Concepts of Equity and Adequacy within the Context of Public Policy
Homework: Critique one of the book chapters above using the “Questions for Guiding the Development of Research Reports” as a guide. Your response should address a specific, individual public policy issue. Please use Times New Roman characters, 12 point font, and one-inch margins. Limit responses to three typed, single-spaced pages (Due 2/6).
TENTATIVE CLASS SCHEDULE
(continued)

February 6: Edgewood v. Kirby: Applications of the “Four Pillars” of Education Finance
and Economic Policy
➢ Discussion: Reflections on the “Four Pillars” of Education Finance and Economic Policy
➢ Edgewood Indep. Sch. Dist. v. Kirby, 804 S.W.2d 491 (1991)
➢ Carrollton-Farmers Branch ISD v. Edgewood ISD, 826 S.W.2d 489 (1992)
➢ Hansen, J.S. et. al (2007). School finance systems and responsiveness to performance pressure: A
case study of Texas. Center on Reinventing Public Education (Seattle, WA).
➢ Homework: Initial Written Assignment. Imagine that you are the new Director of Education Finance
Policy for the Golden State of California. On your first day of work, your boss, Governor Anthony
“The Slasher” Rolle, states: I was the Director of Education Finance Policy in this state for over 20
years. And back then, we were broke – I had to slash many a budget to make sure that our state ran
effectively. But times change... and now we have quite a bit more revenue. What I need to know from
you is how are you going to pursue equitable distributions of these monies as you develop your
management strategies? Write a cogent memo (5 pages or less, single-spaced, using Times Roman 12
point font) to Governor Rolle that addresses his question (Due 2/13).

February 13: Reflections on the “Four Pillars” of Public Policy
➢ Discussion: Reflections on Edgewood v. Kirby and its Progeny
➢ Guest Lecture #1: Dr. Harrison Keller, Research Director
Office of the Speaker of the House for the Texas Legislature
➢ Guest Lecture #2: Dr. Lisa Dawn-Fisher, Deputy Assoc. Commissioner for School Finance
Texas Education Agency
➢ Questions and Answers
Homework: Critique one of the Edgewood v. Kirby decisions. Your response should address a specific,
individual public policy issue. Please use Times New Roman characters, 12 point font, and one-inch
margins. Limit responses to three typed, single-spaced pages (Due 2/20).

February 20: A Discussion of Multiple Perspectives for Public Policy Development
Homework: Critique one of the book chapters above using the “Questions for Guiding the Development
of Research Reports” as a guide. Your response should address a specific, individual public policy issue.
Please use Times New Roman characters, 12 point font, and one-inch margins. Limit responses to three
typed, single-spaced pages (Due 2/27).
February 27: Normative Economics as a Criterion for Public Policy Development
➢ Questions and Answers
➢ Discussion and briefing by State Superintendent of Public Schools on:
➢ *Homework: Initial Written Assignment*. Imagine that you are the new Director of Education Finance Policy for the Golden State of California. On your first day of work, your boss, Governor Anthony “The Slasher” Rolle, states: *I was the Director of Education Finance Policy in this state for over 20 years. And back then, we were broke – I had to slash many a budget to make sure that our state ran effectively. But times change... and now we have quite a bit more revenue. What I need to know from you is how are you going to pursue equitable distributions of these monies as you develop your management strategies?* Write a cogent memo (5 pages or less, single-spaced, using Times Roman 12 point font) to Governor Rolle that addresses his question (Due 3/5).

March 5: The Concept of Efficiency as a Criterion for Public Policy Development
➢ *Improving America’s Schools Act (IASA) of 1994*
➢ *No Child Left Behind Act (NCLB) of 2001*

*Homework: Critique one of the book chapters above using the “Questions for Guiding the Development of Research Reports” as a guide. Your response should address a specific, individual public policy issue. Please use Times New Roman characters, 12 point font, and one-inch margins. Limit responses to three typed, single-spaced pages (Due 3/19).*

March 12: NO CLASS SPRING BREAK

March 19: Texas Education Finance and Economics Accountability: Policy Initiation

March 26: Texas Education Finance and Economics Accountability: Policy Context

April 2: Texas Education Finance and Economics Accountability: Policy Development

April 9: NO CLASS – MEETING OF AMERICAN EDUC. FINANCE ASSN.

April 16: Texas Education Finance and Economics Accountability: Content & Implementation

April 23: Texas Education Finance and Economics Accountability: Policy Evaluation

April 30: Student Presentations: “Unique Perspectives on Education Finance and Economics