



**EDUC 6500 School Finance**  
**Online with Internet Class Meetings**  
**Fall, 2018**  
**3 Credit hours**

**IMPORTANT: Print out Section 13 of this Syllabus, the Tentative Calendar for this course (or use your Personal Course Plan). Use it as your guide for due dates and other events. All activities/due dates may not appear on the Canvas Calendar.**

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### **Section 1. What is this course about?**

#### **Course Description (As stated in the SUU Catalog):**

Historical background of school finance; principles and practices involved in collecting and distributing school revenues with special reference to conditions to Utah.

### **Section 2. What can I learn?**

#### **Course Goals / Objectives / Learning Outcomes:**

Students will explain, locate resources, and demonstrate application of

- Objective 1: funding structure, taxation and bonding for public schools.
- Objective 2: concepts and terminology of fund accounting and GASB.
- Objective 3: financial functions of a school district, including budgeting, purchasing, bid processes, billing, accounts payable, compensation, benefits, and internal auditing.
- Objective 4: campus and district administrative roles and responsibilities in financial processes.
- Objective 5: sound practices in financial accountability to all constituents: students, parents, taxpayers, district employees and the general public.
- Objective 6: demonstration of learning objectives through the completion of a self-selected and implemented real world project solving a school finance problem.

Course objectives are aligned with the NPBEA (National Policy Board for Educational Administration) standards, the UELS (Utah Educational Leadership Standards) and topics of the Praxis Educational Leadership: Administration and Supervision Exam. The objectives focus on theoretical issues as well as practical knowledge, performances, and skills needed to become an effective supervisor and administrator.

### **Section 3. Is this course standards based?**

Yes, the assignments in this course are aligned with the National Policy Board for Educational Administration (NPBEA) Professional Standards for Educational Leaders (PSELs), formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) standards; the Utah Educational Leadership Standards (UELS); and topics of the Praxis Educational Leadership: Administration and Supervision Exam. In particular, this course focuses on the following targeted standards and topics.

#### **National Policy Board for Education Administration Professional Standards for Educational Leaders (PSELs):**

Standard 2: An education leader acts ethically and according to professional norms to promote *each* student's academic success and well-being.

- A. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.
- B. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 9: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

- C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- D. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

**Targeted UELS Performance Indicators:**

- 3B. Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.
1. Operates within budget and fiscal guidelines directed effectively toward teaching and learning.
  2. Allocates funds based on student needs within the framework of federal, state, and district rules.
  3. Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.
- 5A. Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the profession.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

**Praxis (5411) Topics:**

- I. Vision and Goals
- C. Continuous improvement toward the visions and goals  
An education leader
- Aligns all resources, including technology, to achieve the vision and goals
    - Outlines a process and criteria to demonstrate how resources support achievement of the visions and goals
- III. Managing Organizational Systems and Safety
- B. Aligning and obtaining fiscal and human resources  
An education leader
- Allocates funds based on student needs within the framework of local, state, and federal regulations
  - Develops and monitors a budget process that involves appropriate stakeholders
  - Seeks additional resources to accomplish the vision
- IV. Collaborating with Key Stakeholders
- C. Managing community resources  
An education leader
- Seeks community support to sustain existing resources and identifies additional resources as needed
    - Provides information to the community about the benefit of existing and needed resources
    - Identifies and solicits community resources to support student learning
- V. Ethics and Integrity
- A. Ethical and legal behavior  
An education leader
- Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
    - Behaves in a trustworthy manner
    - Recognizes when ethics have been breached and takes appropriate action
    - Holds self and others accountable for ethical behavior
  - Reinforces transparent (open) decision-making practices by making data and rationales explicit
- C. High standards for self and others  
An education leader
- Administers educational policies equitably and legally
  - Holds others accountable for ethical behavior
- VI. The Education System
- A. Professional influence  
An education leader
- Advocates for equity and adequacy in providing for students and families' needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

**Section 4. Is there a required text?****Required Text(s):**

*There is no required text to be purchased for this course. Instructions are provided to create a notebook of required online resources.*

**Section 5. What do I have to do to pass?****Course Requirements:**

1. Complete and submit the required assignments by the dates due.  
*\*\*\*In order to earn an A or B in the course, ALL required assignments must be completed satisfactorily.\*\*\**
2. Complete other assignments to accumulate enough points to earn an A (1,000 points or higher) or a B (900 to 999 points).  
*\*\*\*Grades below a B in SUU Graduate Studies in Education programs do not count toward program completion\*\*\**
3. Complete the REQUIRED assignments (see Sections 11 & 16 of this syllabus) to avoid having points deducted. Most assignments are optional, and not doing them has no penalty. However, required assignments are designated as such to promote greater content coverage and not completing them does come with a point penalty.  
*\*\*\*Not completing required assignments will result in a deduction of the associated points\*\*\**
4. Demonstrate professional behavior, including but not limited to the following to earn the Professional Disposition grade. No submission needed for this assignment. Professor will post points at the end of the semester. Note- this grade is based on observable behaviors, no need to submit anything. Points posted at end of course.
  - Model effective interpersonal communication skills.
  - Use good written communication skills, i.e., good spelling and grammar.
  - Demonstrate respect for the views and opinions of others.
  - Meet deadlines and due dates, be prompt and on time.
  - Submit quality work and demonstrate preparedness for class activities.
  - Honor the academic integrity policy.
5. Late work policy: Due dates are provided on some assignments to help students stay on track during the semester, and to provide a more integrated and coherent learning experience. While there is flexibility built into this course to support busy schedules, if an assignment has a posted due date and it is submitted after the due date, expect a deduction in points.

**Section 6. What are the required assignments for this course?**

Please see the chart in Section 8 of the syllabus, the Tentative Calendar in Section 13 of the syllabus, or Modules in the Canvas course to see which assignments are required. Not completing a required assignment will result in the allotted points being **deducted** from your grade and could result in having to retake the course. In addition to the required assignments, you'll need to complete enough other assignments of your choice to earn an A or B.

**Section 7. What is my LEARNING based on?****Owning your Learning- Graduate Student Responsibilities:**

As a working professional and graduate student, you are responsible for your own learning. You are given much latitude in creating your own individual experience in this course. You have freedom and leeway in the direction your learning takes. The more you invest in your own learning, the greater the breadth and depth of your learning. Ultimately, how much you decide to invest in your own learning in this course will have implications in successfully achieving your career goals. For instance, if you hope to become an administrator, your knowledge of the structure of school finance will be important in administrative job interviews. Doing the bare minimum to pass this course may place you at a disadvantage compared to others who have invested themselves fully in learning and understanding school finance.

*To “own” the knowledge that can be acquired through completing the activities in this course, you will need to employ your best active investigation and reflection abilities. Schedule time on your calendar to truly consider the information. A simple ‘once over’ will leave you with limited understanding of school finance concepts.*

**Section 8. What is my grade based on?**

*Please consider: Your grade is not nearly as important as the depth of your learning.*

**Grading Explanation:**

*Important Note: If necessary due to unforeseen circumstances, grading might be adjusted at any time during this course with advance notice.*

In this course, in addition to building your own resource notebook, you will also **“build your own grade”** by earning points for various learning activities and course requirements. This design is provided to give you options to choose the activities you prefer, and to accommodate your schedule.

To earn an A, 1,000 or greater must be earned. Between 900 and 999 will earn a B. The following chart shows the number required for each type of activity. To accommodate your preferences and schedules, only some of the learning activities are required, which is just a portion of the points available. The remainder of the points will come from learning activities you choose. Certain activities are required to ensure adequate content coverage. For instance, all four project assignments are required; four discussions are available and three are required; three class sessions are available, and they are all optional. With the exception of a few assignments and discussions, you may work at your own pace. For instance, if you have other commitments late in the semester, you can schedule much of your work early in the semester. I have tried to avoid assigning time sensitive assignments around holidays.

**Grading Scale:**

Points for grades are as follows:

1,000 points and above - A	<b><i>Grades below a B in SUU Graduate Studies in Education programs do not count toward program completion.</i></b>
900 – 999 points - B	
below 800 points - F	

*\*Not completing required activities will result in the corresponding number of points deducted and/or a loss of Professional Disposition points. Not completing the required AAA's will result in failing the course.*

**\*\*The Professional Disposition grade is posted by the professor at the end of the semester based on displayed behaviors throughout the semester. No assignment is submitted to earn these points. See Section 6.**

Note: Completing just the required activities will only earn up to about 825 points.

To pass the course with a "B", 900 or more points are needed.

Learning Activity	Number <i>Required</i>	Number Available	Points for Single Activity	Total Pts Possible for Activity	Points for Required Activity
Check In Note	<i>1*</i>	1	20	20	20
Orientation Assessment		1	80	80	
Syllabus Assessment	<i>1*</i>	1	60	60	60
Terminology Assessment	<i>1*</i>	1	80	80	80
Other Assessments	<i>2*</i> <i>Fund Accounting</i> <i>Budget Cycle</i>	About 5	16-80	About 200	160
Article Quizzes		2	20	40	
Video Quizzes	<i>2*</i> <i>Fund Accounting</i> <i>Bonding</i>	9	60	540	
Class Sessions		2 or more	20	40 or more	
AAA's	<i>2*</i> <i>Revenue</i> <i>Expenditures</i>	2	60	120	120
Full Discussions	<i>1*</i> <i>#4 Ethics</i>	2	60	120	60
Single Post Discussions	<i>2*</i> <i>#2 Terminology</i> <i>#3 Benefits</i>	2	25	50	50
Projects	<i>4*</i> <i>Financial Software</i> <i>Student Accounting</i> <i>Purchasing</i> <i>Capital Outlay</i>	4	40	160	160
Professional Disposition**	<i>1*</i>	1	100	100	Up to 100
Totals	<i>17*</i>	34		About 1,630 points	810 pts for required activities

**Section 9. Does SUU investigate suspected cheating?**

**Important Note on Academic Integrity:**

The Department of Graduate Studies in Education supports and encourages dialogue and collaboration among its students. We believe that candid exchange of ideas among professional educators is a benefit to learning. However, unless otherwise specified, when work is assigned it is required that the work be done by the individual student submitting it. Suspected violations of academic integrity will be investigated and if substantiated, appropriate action will be taken. Possible sanctions include an F in the course and/or removal from the program.

**Section 10. How can I do my best on the assessments?**

Be aware that questions and answer choices are drawn randomly for each student's assessment, making it unlikely that any two students will receive exactly the same set of questions on any assessment.

- *With the first assessment you take, **start a list of specific questions you believe are not graded accurately.** If you are still concerned about the missed questions during the last week of the semester, call me and we'll go through them together. Please do not email me every time you miss a question. From many semesters of researching such concerns, most of the time it is simply a wrong answer.*
- Know that ***the assessment software is very precise and not very forgiving. If you misspell a word, the software will mark it wrong.***
- ***Study first!!!** Read and study the materials, watch the videos, take notes, and then set aside plenty of time for the assessment. Most students finish in 15 to 30 minutes or less.*
- For Video Lecture Quizzes and other Assessments, ***take notes as you view the lecture or other material.***
- This is when to let me know about a problem on an assessment: If you believe a question on an assessment is not grading properly and will affect everyone who has this question on their quiz, please let me know as soon as possible- a phone call would be much appreciated!
- If your concern is the couple of points you missed on an assessment, don't worry. It is probably not enough to hurt your overall grade. If you come within a couple of points of making an A or B in the course, we'll hunt down points together at the end of the semester. On the other hand, if you don't understand why you missed a question and would like to learn why, I'd be glad to explain in a class session.

**Section 11. How can I do my best in this course in general?**

***Plan ahead-*** This is a 3 credit hour graduate level course. Even though it is online and in the summer, you will need to schedule time for this course.

***If you can't devote the time this semester, drop the course now and take it when you do have time.***

- Work ahead on written assignments when possible.
- Participate in more learning activities than you think you need to, to be sure that you earn enough points for your desired grade.
- Take care to submit the correct file for written assignments. **If the wrong file is submitted, points will be deducted from the grade for that assignment.**
- Proofread your work. **If you don't put your name on your paper, points will be deducted.**

- **The semester is short!** SUU semesters are shorter than K-12 semesters, between 10 and 12 weeks long. Don't ask for extensions or make-ups. There simply isn't time, and it reflects poorly on your leadership and professional skills, and could impact your Professional Disposition Grade. (See Section 5.)

**Section 12. When are my assignments due?**

Information contained in this syllabus may be subject to change with advance notice, as deemed necessary and appropriate by the instructor.

The week at a glance for EDUC 6500 School Finance:

These activities don't happen every week, but when they do, they are on these days.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Written Assignments & Single Post Discussions Due 11:59 pm		Class Sessions 4:30-6:00 pm				
	Full Discussions	Full Discussions	Full Discussions	Full Discussions	Full Discussions	
Quizzes	Quizzes	Quizzes	Quizzes	Quizzes	Quizzes	Quizzes

**Class Meetings:**

When class meetings occur, they are held on Tuesdays at 4:30 pm. See Section 13, Tentative Calendar for dates. For details on how to access Class meetings, please see Announcements in Canvas. Class meetings usually recorded, but **cannot be made up if missed**. In order to earn points, you must be present **AND PARTICIPATE**. Class sessions are held online in Zoom. Attendance is optional.

**Discussions:**

There are 2 types of discussions in this course, with different types of grading rubrics:

1. Full Discussions - To more closely approximate regular classroom discussions, Full Discussions are scheduled for one week periods, Mondays through Fridays. See the Tentative Calendar below for dates. **Discussions cannot be made up if missed**. Mark your personal calendar NOW with Discussion dates **as they may not appear on the Canvas calendar**.
2. Single Post Discussions – This type of discussion is open until the due date, and requires only the initial post, no responses. Responses are welcome, but not required. **Discussions cannot be made up if missed**.

**Quizzes and Assessments:**

Assessments open the first week of the course, and remain open through the last class day of the semester, with the exception of the Terminology assessment, which will open after the Discussion #2 – Terminology due date. Also, the Syllabus assessment will close at the end of the first week, because it is critical that you have a thorough understanding of it at the beginning of the course.

**Assignments:**

Written assignments require submissions in Assignments. Assignments are available from the first day of the semester and may be submitted early. Late submissions will have a point reduction penalty. **If you know that the due date of an assignment will be difficult to manage with your personal schedule, prepare your work early and submit it ahead of time.** Assignments must be submitted using one of these file formats: .doc, .docx, .rtf, .pdf, .ppt, .xls

**Tentative Calendar of Assignments follows.....**



**Section 13: Tentative Calendar**

This course is arranged in Modules for a logical flow. However, some activities, like Assessments, are open throughout the course and can be taken at any time. They are included on the calendar here within suggested modules to help you stay on track. Other assignments, like Class Meetings, Assignments and Discussions have set dates.

Plan accordingly!

<b><u>Points Checklist</u></b> For each activity you do, enter the points you earned. Total at the end.	<b><u>Due Date</u></b>	<b><u>Day</u></b>	<b><u>Topic</u></b>	<b><u>Activity</u></b>  <b><u>Written Assignments due, Graded Discussions close at 11:59 pm</u></b>  <b>* = Required Activity</b>
<b>Module 1 – Beginning Aug 27</b>				
	Aug 27	Mon		Semester Begins
Remember: Class sessions cannot be made up if missed.	Aug 28 4:30 to 6:00 pm	Tue	Introduction	Class Session #1 – Optional See Announcements in Canvas for details on accessing class.
	Sept 2		Introduction	Orientation Assessment
	Sept 2	Sun	Introduction	*Check In Note - Required
	Sept 2	Sun	Introduction	*Syllabus Assessment - Required
	Sept 2	Sun	Revenue & Expenditures	*Sign up for AAA Groups No points or grade for this – it is just needed to do the AAA's. Required
<b>Module 2 – Beginning Sept 2</b>				
Remember: Discussions cannot be made up if missed.	Sept 3 to 7	Mon-Fri	Introduction	Discussion #1 – Money Matters
Remember: Class sessions cannot be made up if missed.	Sept 4 4:30 to 6:00 pm	Tue	AAA Revenue Q&A Fund Accounting	Class Session #2 – Optional See Announcements in Canvas for details on accessing class.
Remember: Discussions cannot be made up if missed. Required discussions will result in a loss of points if not	Sept 9	Sun	Terminology	*Discussion #2 – Terminology Required (Single post, but due no later than June 10 for the benefit of the class.)

completed.				
			Terminology	*3. Terminology Assessment opens Sept 10 - Required
			Fund Accounting	*4. Fund Acct Video Quiz Required
			Fund Accounting	5. Fund Acct Self Test
			Fund Accounting	*6. Fund Acct Assessment Required
<b>Module 3 – Beginning Sept 16</b>				
Work with your group for the AAA's should be underway.				
	Sept 16	Sun	Financial Software	*Financial Software Project Required
	Sept 16	Sun	Student Accounting	*Student Accounting Project Required
			Fund Accounting	5a. Wicked Problem of School Finance Video Quiz
<b>Module 4 - Beginning Sept 23</b>				
			Revenue	7. Funding Video Quiz
			Revenue	7a. Getting Out of Last Place Article Quiz
			Revenue	7c. Sen Osmond – Results Based Funding Video Quiz
	Sept 23	Sun	Revenue	*AAA 6500-1 Revenue Required
<b>Module 5 – Beginning Sept 30</b>				
			Revenue	7d. School Finance 101 Video Quiz

			Revenue	7h. How Utah Public Schools Are Funded Assessment
Remember: Discussions cannot be made up if missed. Required discussions will result in a loss of points if not completed.	Oct 1-5	Mon - Fri	Ethics	*Discussion 3 – Ethics Required (FULL Week Long Discussion)
	Oct 7	Sun	Expenditures	*AAA 6500-2 Expenditures Required
<b>Module 6 – Beginning Oct 21</b>				
			WPU Per Pupil Expenditures & other mysteries	9b. Understanding the WPU Video Quiz
			Equity in Funding	7g. Is US Public School Funding Fair? Video Quiz
<b>Mid-semester Heads Up!</b> The week of Oct 21 is a little past the middle of the semester. This would be a good time to reassess your progress to verify that you are on track				
<b>Module 7 – Beginning Oct 28</b>				
	Oct 28	Sun	Purchasing	*Purchasing Flowchart Project Required
	Oct 28	Sun	Purchasing/ Capital Expenditures	*Capital Outlay Project Required
			Budgeting	*9a. Budget Cycle Assessment Required
			Budgeting	6a. Bill Gates TED Talk Video Quiz
<b>Module 8 – Beginning Nov 4</b>				
			Bonding	*9. Bonding Video Quiz Required
			Bonding	8. Bonding Documents Assessment
<b>Module 9 – Beginning Nov 18</b>				

Remember: Discussions cannot be made up if missed. Required discussions will result in a loss of points if not completed.	Nov 18	Sun	Benefits	*Discussion 4 – Benefits Required (Single post at any time)
<b>Module 10 – Beginning Nov 25</b>				
<b>Nov 25 – Reality Check</b> There are only two weeks left in the semester. Last day is Friday, Dec 7! Now is a good time to do a self-check and see if you are on track to earn the points for the grade you want. Thank you.				
				Professional Disposition Points posted by instructor – No submission required
Total Points:			Wrap Up	Last day of class: <b>December 7</b> All work must be complete