

EDUC580

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC580 **Title :** School Finance and Facilities

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course explores the principles of public school financing and the roles of federal, state and local governments and agencies in financing public education. The content will incorporate forces of economic change, development of new societal and educational infrastructures, and implications for social spending. Techniques and methods of estimating local, state, and federal revenues; alternative methods of school budget planning and control; managing human resources, and cost analysis will be covered. Taxation for school purposes, the economics of education, equity and disparity issues, budgetary concerns, strategic planning, and procedures for school-site management are included. An analysis of federal and state legal issues pertaining to the provision of funds for public education is covered.

Course Scope:

This course is an integrative course focusing on practical and relevant school financial and facilities management issues. The course will allow students to bring together knowledge of finance and facilities and apply them to staff development and other issues faced by top school administrators. It also stresses how resource acquisition and allocation can impact meeting equity and diversity goals.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Analyze the contribution of education to the economy. (ELCC3.1, 3.2)(PII 4.2, 4.8, 4.9)
2. Judge the measures of educational resource needs. (ELCC3.1, 3.2)(PII 4.2, 4.8, 4.9)
3. Analyze the federal, state, and local purposes in the funding of public education. (ELCC3.1, 3.2)(PII 4.2, 4.8, 4.9)
4. Evaluate the major sources of taxation used to support public schools. (ELCC3.1, 3.2)(PII 4.2, 4.8, 4.9)
5. Analyze the role of social and community agencies in public school funding. (ELCC3.1, 3.2)(PII 4.2, 4.8, 4.9)
6. Apply fiscal policies/principles to daily school management of educating students. (ELCC3.1) (PII 4.1, 4.11)
7. Apply financial and facility resource knowledge according to school goals for efficient and effective operation of schools. (ELCC3.3, 3.2)

8. Critique financial and facility resource policies and processes for compliance with local, state, and federal regulations. (ELCC 3.1, 3.2, 3.3)
9. Assess fiscal and facility resources to include community social service agencies, to focus on teaching and learning. (ELCC3.2, 4.2)(PII 4.7, 5.3)
10. Develop a facility plan and school budget consistent with district goals, school mission, and student academic/social outcomes, and recommendations for improvement. (ELCC 3.1, 3.2, 3.3, 4.1, 4.2)(PII 4.4, 5.4, 5.5)

ELCC=ELCC Standard Elements; PII=Praxis II Standards

Outline

Week 1:

Objectives

1. Compare and contrast school budgeting and school finance.
2. Identify common budgeting myths.
3. Identify sources of school funding.
4. Analyze the ten steps of budgeting success.

Reading

- Sorenson & Goldsmith - Chapter 1, 2

Assignment(s)

- Assignment 1

Forum(s)

- Introductions
- Forum 1
- Forum 2

Week 2:

Objectives

1. Analyze the relationship between culture, data, and budgeting.
2. Apply the Sorenson-Goldsmith Integrated Budget Model.
3. Analyze the relationship between national standards and budget.

Reading

- Sorenson & Goldsmith - Chapter 3, 4

Assignment(s)

- Assignment 2

Forum(s)

- Forum 3
- Forum 4

Week 3:

Objectives

1. Analyze school action and budget plans.
2. Analyze ethical and moral behaviors of leadership in budgeting

Reading

- Sorenson & Goldsmith - Chapter 5

Assignment(s)

- Assignment 3

Forum(s)

- Forum 5
- Forum 6

Week 4:

Objectives

1. Analyze site-based decision-making practices related to school budgeting.
2. Analyze the roles of various stakeholders in the budget development process.

Reading

- Sorenson & Goldsmith - Chapter 6

Assignment(s)

None

Forum(s)

- Forum 7
- Forum 8

Week 5:

Objectives

1. Apply school budget applications to a case study.
2. Apply coding applications to a case study.

Reading

- Sorenson & Goldsmith - Chapter 6

Assignment(s)

None

Forum(s)

- Forum 9

- Forum 10

Week 6:

Objectives

1. Apply all budget considerations to a case study.
2. Analyze various state educational funding systems.

Reading

- Sorenson & Goldsmith - Chapter 6

[A Research Synthesis: Unequal School Funding in the United States](#)

- <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/Unequal-School-Funding-in-the-United-States.aspx>

Assignment(s)

- Assignment 4

Forum(s)

- Forum 11

Week 7:

Objectives

1. Evaluate the appropriateness of and various methods of using taxation for school funding.
2. Create a balanced evaluation of using state funding exclusively for schools.

Reading

- Student Selected

Assignment(s)

None

Forum(s)

- Forum 12

Week 8:

Objectives

1. Describe local school budget processes.
2. Create a campus budget analysis.
3. Analyze contemporary issues in budgeting

Reading

- Student Selected

Assignment(s)

- Research Paper

Forum(s)

- Forum 13
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: The Principal's Guide to School Budgeting, 2nd ed. (Ebook format only available at the APUS Bookstore, please try other sources if a hard copy is preferred.)

Author: Sorenson, R and Goldsmith, L

Publication Info: Corwin

ISBN: 9781452255477

Required Text for this degree program:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

American Association of School Administrators (AASA)

<http://www.aasa.org/>

APA Format

<http://www.apa.org>

Education Week

<http://www.edweek.org/ew/index.html>

Educational Leadership Constituent Council (ELCC) Standards

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

International Society for Technology in Education (ISTE)

<http://www.iste.org/>

Interstate School Leaders Licensure Consortium (ISLLC) Standards – (Required Reading Website)

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

National Association of Elementary School Principals (NAESP)

<http://www.naesp.org/>

National Association of Secondary School Principals (NASSP)

http://www.nassp.org/s_nassp/index.asp?TRACKID=

National Board for Professional Teaching Standards (NBPTS)

<http://www.nbpts.org/>

National Community Education Association

<http://ncea.com/>

National Council for Accreditation of Teacher Education (NCATE)

<http://www.ncate.org/>

National Policy Board for Education Administration (NPBEA)

<http://www.npbea.org/>

North Central Regional Educational Laboratory

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/cs100.htm>

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed).

See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate

to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
 - Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.
 - If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu
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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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