

Syllabus for
GPED 723—School Finance
3 Credit Hours
D2L SUMMER, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A study of the conceptual basis of the economics of education—both private Christian and public schools—as well as taxation, distribution systems, tuition, grants, and policy analysis. Also considers sources of funding, control of expenditures, general principles of financial administration, and a review of requirements of Oklahoma State Law concerning financial accounting and audit procedures.

Prerequisites: None

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become acquainted with information and a comprehensive understanding of school finance with a concentration on a state finance system.
- B. Become equipped with finance management skills required in school site management.
- C. Gain knowledge and information of national trends and issues in school finance.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As the result of successfully completing this course, the student will be able to do the following:

- A. Define the financial management tasks associated with administration of a public elementary or secondary school site.
- B. Identify the issues affecting school finance.
- C. Discuss school finance terminology, sources of revenue for schools, tax structures, categories of expenditures, and state regulations and laws relating to school finance.
- D. Express an understanding of school finance formulas, revenue and expenditure coding, and sources and purposes of various school funds.
- E. Discuss issues of equity and equality in funding of public schools, millage, valuation of property, and related political and financial issues.
- F. Explain laws, procedures, regulations, and policies related to financial management of public schools.

- G. Demonstrate proficiency with each of the required superintendent certification competencies addressed by this course.
- H. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole-person education.

IV. TEXTBOOKS AND OTHER RELATED RESOURCES

A. Required Materials

1. Textbooks

These two publications are models similar to other states and will be used as models of exemplary programs.

Odden, A. R., & Picus, L. O. (2007). *School finance: A policy perspective* (4th ed.). New York: McGraw-Hill. ISBN 9780073525921

Oklahoma State Department of Education. *The school finance technical assistance document*.

2. Other

Other readings assigned by the instructor in the course preassignment

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. School and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
 2. Assessment Requirements
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. The grade is a composite of performance based on the following:

Preassignment:

1 Publication Summary (3-5 pages)	15%
1 Created Budgetary Spreadsheet (1 page)	10%
2 Article Critiques/Mini-Papers (1-2 pages)	10%

Class:

Attendance/Participation	5%
Synopsis Report	5%
Interim Exam	5%
Final Exam	20%

Postassignment:

Research Paper/Report (10-15 pages)	<u>30%</u>
Total	100%

b. Grading scale:

A=90-100 percent of total points

B=80-89 percent of total points

C=70-79 percent of total points

D=60-69 percent of total points

F=Below 60 percent of total points

c. All graduate students are expected to make an A or B. A grade of a C will result in a student being placed on probation. Two or more grades of a C or below will result in a student being suspended from graduate school.

d. Additional information regarding evaluation procedures:

- (1) Each student is expected to attend class and actively participate in class discussion. Attendance and participation in class are critical. Absences, tardies, or lack of participation will result in a reduction of grade.
- (2) Each student will prepare a written pre- and postmodular assignment consisting of an analysis of and reaction to a practitioner presentation and/or facility site visit. This written summary is no longer than 1-2 double-spaced pages and is meant to permit the student to reflect more fully on the information presented in each session.
- (3) All work must be completed as scheduled. Grades will be reduced on assignment or examination submitted late.
- (4) Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

a. The student is responsible for the following:

- (1) Completing all reading assignments
- (2) Attending all regular class meetings and examination periods
- (3) Completing all special assignments and submitting them on due dates
- (4) making positive contributions during class discussions

b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been

obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

c. Preassignment

- (1) The student should complete the following assignments and have them ready to turn in on the first day of class.
- (2) Read the two required publications, and write a 3-5-page summary of one.
- (3) Read and critique two journal articles dealing with some aspect of the course. Written critiques, no longer than 2 double-spaced pages, will be turned in to the instructor and may be shared with the class. Papers are to be typewritten and double-spaced, should cite (APA style) readings, when appropriate, and should present and defend student's position on selected topics.
- (4) Create a school budgetary spreadsheet (1 page) of a real or imagined situation.

d. Postassignment

- (1) Each student will complete a research report appropriate to his or her situation, dealing with some aspect of the course. The written report will range in length from 10-15 double-spaced pages. More details on the postassignment project will be given during class.
- (2) The due date for the postassignment will be announced in class. Projects must be mailed by email to ddavidson@oru.edu.
- (3) If the project is emailed one day late, there will be a 10% grade penalty.
- (4) If the project is emailed two days late, there will be a 20% grade penalty.
- (5) If the project is emailed three days late, the student will FAIL THE COURSE.

VI. COURSE CALENDAR

Session	Concept
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|---|--|
| 1 | Course Plan and Syllabus Overview
Historical and Philosophical Foundations of Financial Administration
Introduction to Finance Terminology
Introduction and Overview of General Fund, Building Fund, Bond Fund, and Activity Funds

Review, Discussion, and Analyses of Financial Data for Various School Districts in Oklahoma
Introduction and Overview of Sources of Private or Christian School Funding
Review, Discussion, and Analyses of Data from Select Schools Funded in this Manner (Dr. Otto) |
| 2 | Review of the Private or Christian School Funding Sources or Processes that are Unique from Public Schools
Budgeting Requirements and Stipulations for Accounting Procedures, Regulations, Requirements, and Other School/Church-Based Needs
Review and Use of Local (Including County) Sources of Funding School Districts; Introduction to Site Financial Responsibility
Review and Use of State Sources of Funding School Districts
Review of State Statistical Reports
Review and Use of Federal Sources of Funding School Districts
Overview of District-Wide Activity Funds, Foundations, Food Service Accounting
Interim Exam |
| 3 | Principal as Financial Management of School Site
Overview of Oklahoma Cost Accounting System (OCAS) and Budgeting Uses
School Financial Records, Local and State Reports, Activity Fund, Account Laws, and Regulations
Student Organizations and Fund-Raising Projects |
| 4 | Accounting and Auditing Requirements, Fiscal Management, Bonds, Insurance
Budgeting Overview
School Site Budgeting
Final Examination |

Course Inventory for ORU's Student Learning Outcomes
GPED 723—School Finance
D2L, Summer 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 4, 7, 8, 10, and 15.