

Southern Utah University Course Content Guide

A course content guide is an agreement by a department as to the purpose of a class within a program curriculum. The guide is a generic treatment of a course, where the mastery of the institutional core abilities is assessed. Additionally, the content guide should not be confused with the course syllabus, which explains the delivery of the content to the student. Academic freedom applies to the methods and approaches chosen by the professor to deliver the fixed content set by the department. It is highly recommended that page 2 is attached to the syllabus.

Course: EDUC 6500

General Education: Y___ N_X__ Graduate X Undergraduate ___

Department: Educational Leadership

College/School: Education

Revised Date: 10/26/2004

Catalog Description:

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

Prerequisite(s): EDUC 6540

Course Monitor: _____

Date: _____

Department Chair: _____

Date: _____

College/School: _____

Date: _____

Provost: _____

Date: _____

Distribution: Department
Dean
Provost

Institutional Mission Core Abilities	Course Goals for the Measurement of Core Abilities	Activities	Assessment			
Quantitative Literacy	Identify separate major revenue sources used to support public education	Prepare a letter to your state representative to aid in determining the extent of state resources that should be allocated to public education in comparison with those allocated to other services of state government.	Beginning (Lowest) Level of Performance: 1 Rationale 1 point D	Developing (Second) Level of Performance: 2 Rationale 2 points C	Accomplished (Third) Level of Performance: 3 Rationale 3 points B	Mastery (Highest) Level of Performance: 4 Rationale 4 points A
	Identify federal, state, and local historical developments in public school funding.	Write a paper suggesting ways for school superintendents and boards of education to inform school patrons about budgetary processes	Beginning (Lowest) Level of Performance: 1 Explanation 1 point D	Developing (Second) Level of Performance: 2 Explanations 2 points C	Accomplished (Third) Level of Performance: 3 Explanations 3 points B	Mastery (Highest) Level of Performance: 4 Explanations 4 points A
Communication	Compare and apply equity concepts tested in major school finance litigation.	Outline what approaches your local school district and state are using for risk management procedures.	Beginning (Lowest) Level of Performance: 1 Approach 1 point D	Developing (Second) Level of Performance: 2 Approaches 2 points C	Accomplished (Third) Level of Performance: 3 Approaches 3 points B	Mastery (Highest) Level of Performance: 4 Approaches 4 points A
	Demonstrate understanding of what a budget is intended to do.	What evidence can you find that increasing social problems are causing large increases in the annual costs of public elementary and secondary education?	Beginning (Lowest) Level of Performance: 1 Problem 1 point D	Developing (Second) Level of Performance: 2 Problems 2 points C	Accomplished (Third) Level of Performance: 3 Problems 3 points B	Mastery (Highest) Level of Performance: 4 Problems 4 points A
	Identify principles of fiscal control and accountability	Review the administrative, instructional, and classified personnel salary schedules in your district. What conclusions can you make from your review of these documents?	Beginning (Lowest) Level of Performance: 1 Point 1 point D	Developing (Second) Level of Performance: 2 Points 2 points C	Accomplished (Third) Level of Performance: 3 Points 3 points B	Mastery (Highest) Level of Performance: 4 Points 4 points A

Critical Thinking	Distinguish among federal, state, and local purposes of funding schools.	Discuss the problems and ramifications involved in improving school finance formulas in order to provide greater equity for taxpayers.	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Problem 1 point D	2 Problems 2 points C	3 Problems 3 points B	4 Problems 4 points A
	Classify each major component of the state school finance program.	Research and report on the advantages and disadvantages of consolidating school districts within your state.	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Advantage or Disadvantage 1 point D	2 Advantages or Disadvantages 2 points C	3 Advantages or Disadvantages 3 points B	4 Advantages or Disadvantages 4 points A
	Identify and discriminate relationships between accounting classifications of objects, functions, and funds.	Outline the state requirements for local school district budgeting in your state.	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Requirement 1 point D	2 Requirements 2 points C	3 Requirements 3 points B	4 Requirements 4 points A
Personal & Professional Responsibility	Separate and differentiate between the major parts of a school district's budget.	Outline the major aspects of the budget that you will need to understand as principal.	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Function 1 point D	2 Functions 2 points C	3 Functions 3 points B	4 Functions 4 points A
	Identify understanding of the interrelationships between the school-level and district-level budgets.	Describe the type of school building problem that exists in your community. What methods are being used by your board to solve your building problems?	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Problem 1 point D	2 Problems 2 points C	3 Problems 3 points B	4 Problems 4 points A
Diversity/ Appreciation of Differences	Identify the contribution of education to the community.	Several buildings in your school district were built over 50 years ago and are now outdated and crowded. Citizens in your district say that when they were students, these buildings were adequate,	Beginning (Lowest) Level of Performance:	Developing (Second) Level of Performance:	Accomplished (Third) Level of Performance:	Mastery (Highest) Level of Performance:
			1 Approach 1 point D	2 Approaches 2 points C	3 Approaches 3 points B	4 Approaches 4 points A

		so why should they have to pay for new buildings? What approaches would you take to convince the voters that new buildings were needed?				
	Demonstrate understanding of the different types of fiscal audits.	Report on incidents of misuse of funds that might have been avoided if proper accounting and auditing practices had been followed.	Beginning (Lowest) Level of Performance: 1 Incident 1 point D	Developing (Second) Level of Performance: 2 Incidents 2 points C	Accomplished (Third) Level of Performance: 3 Incidents 3 points B	Mastery (Highest) Level of Performance: 4 Incidents 4 points A
	Detect the factors that cause change in the school's budget.	Prepare a presentation for a new superintendent and a newly elected school board about your district's budgetary practices. Outline each individual's responsibilities. How should school patrons and personnel be involved?	Beginning (Lowest) Level of Performance: 1 Practice 1 point D	Developing (Second) Level of Performance: 2 Practices 2 points C	Accomplished (Third) Level of Performance: 3 Practices 3 points B	Mastery (Highest) Level of Performance: 4 Practices 4 points A
	Employ principles of cost attribution.	Review the "Planning Guide for Maintaining School Facilities." Compare and Contrast these approaches outlined in the manual to the reality which you observe in your district. What are your findings?	Beginning (Lowest) Level of Performance: 1 Approach 1 point D	Developing (Second) Level of Performance: 2 Approaches 2 points C	Accomplished (Third) Level of Performance: 3 Approaches 3 points B	Mastery (Highest) Level of Performance: 4 Approaches 4 points A
	Demonstrate an understanding of the purpose of budgeting.	Prepare a paper describing the pros and cons in determining a school district budget when the district is committed to a site based management approach.	Beginning (Lowest) Level of Performance: 1 Pro and Con 1 point D	Developing (Second) Level of Performance: 2 Pros and Cons 2 points C	Accomplished (Third) Level of Performance: 3 Pros and Cons 3 points B	Mastery (Highest) Level of Performance: 4 Pros and Cons 4 points A