



Graduate Course Syllabus

EDU 760: School Facilities and Finance

Center: Online

Course Prerequisites

None

Course Description

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

Course Outcomes

- Create a teaching and learning environment that is physically safe and has optimal learning conditions for each student
- Design and construct a viable school budget that meets the learning goals of the school
- Apply knowledge and skills related to working with school board and community members to build a shared vision and understanding related to facilities planning and budgeting that supports student learning goals
- Demonstrate an understanding of a school facility that nurtures a culture for teaching and learning
- Manage and inspire the organization and operation of the school using specified data and the ability to define sound resources
- Apply a solid understanding of the political, social, economic, legal, and cultural context of the school learning community to facility and budget management and design
- Communicate the vision of the school to school board members and members of the broader school community to build an understanding as to how the budget relates to the learning goals of the school
- Incorporate integrity, fairness, and ethics into the budgeting process
- Document how the philosophy of learning can be woven into the physical structure of the school facility as well as in the design of policies and procedures
- Define the data tools necessary to support the organization of the school that will measure progress toward meeting the school's vision and be used to make decisions that promote student success

- Develop a long-range building maintenance plan that can be incorporated yearly into the budget process and allows for unanticipated building needs
- Develop and design safe, effective, and efficient facility plans

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Planning Educational Facilities: What Educators Need to Know

Earthman

Rowman & Littlefield Education

Fourth Edition

2013

ISBN: 978-1-4758-0188-0

School Finance: A Policy Perspective

Odden and Picus

McGraw-Hill

Sixth Edition

2020

ISBN: 978-1-259-92231-2

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	35	350
Short Papers	3	45	135
Critical Task			
Milestone One	1	50	50
Milestone Two	1	55	55
Milestone Three	1	60	60
Final Submission	1	350	350
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, creating a portfolio, and submitting an assignment to Chalk & Wire,

please visit the [School of Education Portal](#) and click on “CW for Students” on the left-hand side of the page. With questions regarding Chalk & Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student’s local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Introduction to School Facilities and Finance <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapters 1 and 2 <i>School Finance: A Policy Perspective</i> , Chapter 1 1-1 Discussion: School Finance Article 1-2 Critical Task Review
2	Learning Environments <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapters 4 and 9 <i>School Finance: A Policy Perspective</i> , Chapter 5 2-1 Discussion: Planning, Designing, and Developing a School Facility 2-2 Short Paper: School Level, Location, and Goals Summary
3	Elementary School Facility Design <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapters 3 and 18 3-1 Discussion: Elementary School Design 3-2 Critical Task Milestone One: School Facility Design
4	Middle and High School Facility Design <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapter 19 4-1 Discussion: Turning Middle and High School Principles Into Reality 4-2 Short Paper: School Design
5	Managing School Facilities <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapter 20 5-1 Discussion: Maintenance and Operations 5-2 Critical Task Milestone Two: Facility Maintenance Plan
6	School Budget <i>School Finance: A Policy Perspective</i> , Chapters 3 and 8 6-1 Discussion: Capital Budget 6-2 Short Paper: Budget: Revenue and Expenses
7	The Budget Development and Implementation Process

	<i>School Finance: A Policy Perspective</i> , Chapters 4 and 10 7-1 Discussion: School Budget Research 7-2 Critical Task Milestone Three: School Fiscal Year Budget
8	Emergency Operations Plan <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapter 21 8-1 Discussion: Emergency Operations Plans 8-2 Critical Task: Emergency Operations Plan and Application/Incorporation of Feedback
9	Long-Range Planning <i>Planning Educational Facilities: What Educators Need to Know</i> , Chapter 5, Chapter 6, and Chapter 22 (pp. 289–304) 9-1 Discussion: Capital Improvement Plan 9-2 Critical Task: Comprehensive School Plan Chalk & Wire Submission 9-2 Critical Task: Comprehensive School Plan Course Submission
10	Student Reflection and Connection to Future Real-World Application 10-1 Discussion: Course Reflection

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).