

February 15, 2008

EDL 514 Students
Spring 2008

Dear Colleague:

I am looking forward to working with you beginning March 15, 2008 in the QC. I'm completing my third year as a full-time assistant professor at WIU in the Educational Leadership department. A few years ago I retired after 35 years as a teacher, coach, department chair, assistant HS principal, HS principal, and the last 11 years as a superintendent with 1 additional year as an interim superintendent. I hope this brief background helps explain why my approach to this course will be from a practitioner point of view. It is my goal that you leave this course with some concepts / ideas / practical solutions useful in your current working situation AND reference material useful in the future. This will be determined, to a large extent, by your willingness to ask questions and engage in meaningful discussions. As you already know, graduates classes taught in a weekend format move very quickly. That is why this note is coming to you now since it is important that you prepare for our first session.

The syllabus for the course is also available on WesternOnLine. **Please review it carefully** and COMPLETE the **Cost of Education question sheet, Revenue and Expenditures pie charts, and the below referenced article critiques PRIOR** to our first session which begins at **8:00 A.M., Saturday, March 15, 2008.**

As one of the assignments, you will be completing a mini-research "action" paper summary ("2-pager") and presentation on a current leadership topic related to school finance or site-based management. To prepare for this assignment and for the first weekend activities, you are to survey the past few years of two or three professional journals (*Education Leadership, Kappan, Executive Educator, Education Week*, etc.) and identify a current school finance or site-based management topic as reflected in the literature. As an additional reference, you may also use the attached list of topics identified by a group of practicing superintendents, business managers, and principals as "necessary parts of a school finance course for building principals." You are to pick one topic, hopefully, a topic related to a "real" concern / need in your current school / district, and research it in some depth. This activity should stretch and push you into knowledge you have not yet explored. Please be prepared to discuss the three articles you have read and a potential topic for your individual presentation on the first Saturday. For the three articles, you will need to complete a short critique **including your reaction** (see the grading rubric included in the syllabus).

Classes will meet from 8:00 A.M. to 4:30 P.M. on Saturdays and from 8:00 A.M. to 1:00 P.M. on Sundays. The class will be held in the QC but room assignments have yet to be made so please call the department office on campus at 1-309-298-1070. Please contact me by phone or e-mail if you have any questions prior to the first class session. See you in a few weeks.

Yours for better schools,

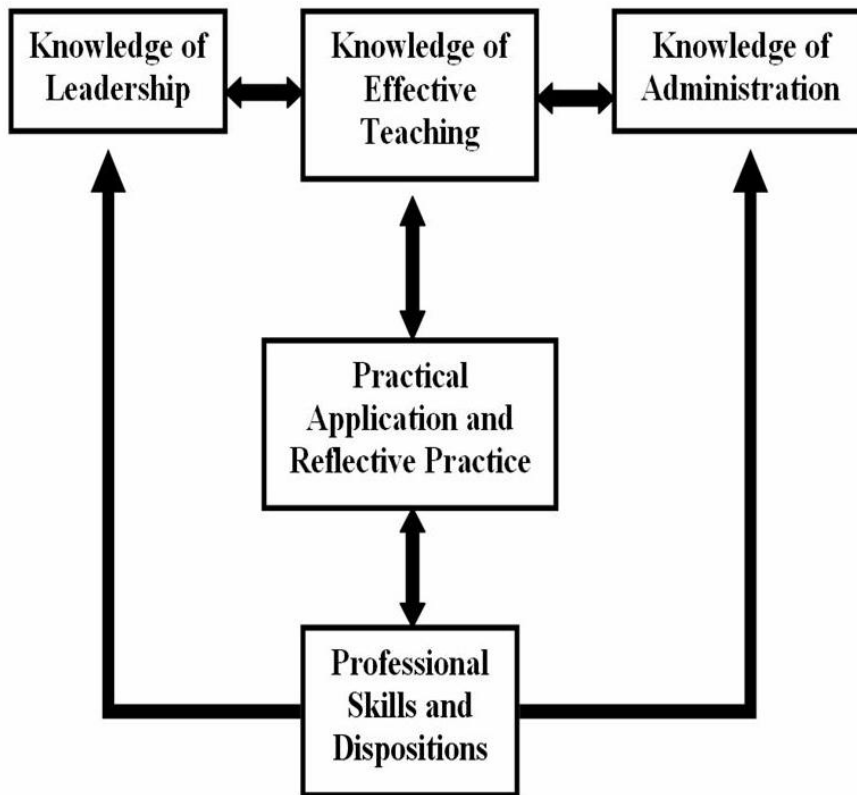
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EDL 514: School Finance

(Spring, 2008)

Western Illinois University

Department of Educational Leadership



SYLLABUS

Meeting Dates:

**March 15 and 16; April 5 and 6; and April 19 and 20
QC campus**

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Office: QC 266

Office hours: Thursdays 11:00 AM to 3:00 PM

Fridays 9:00AM to noon

Before and after class on Saturdays and Sundays

Textbook: **Essentials of Illinois School Finance, Third Edition; 2006**
A Guide to Techniques, Issues and Resources, *James B. Fritts*
(Available at the WIU bookstore or at the IASB web site bookstore)

COURSE DESCRIPTION:

Students will develop skills in site-based budgeting and fiscal management of building budgets. While the course will review traditional sources of funding for schools (local, state, and federal) and nontraditional sources such as foundations and school/community partnerships, the major emphasis will be on budget administration and facility management. Students will complete simulations and case studies on budget/facility issues. *Prerequisites: Admitted to program, EDL 500 and EDL 505, or permission of instructor.*

COURSE GOAL:

Students will understand and be able to apply basic school finance concepts to practical school situations.

ELCC Standards Addressed in this Course :

Standards Addressed	Evaluation
3.1.b Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction	Program costing group project and school budget assignment
3.1c Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	Practice of time restraints on group projects, program costing group project, and group bidding project
3.2c Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	PowerPoint and discussion on equality, equity and adequacy; final exam
3.3b Candidates creatively seek new resources to facilitate learning	Individual action research projects; levy development discussions; final exam
3.3c Candidates apply and assess current technologies for school management, business procedures, and scheduling.	Building level spreadsheet assignment
6.1d Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	Videos (Who's Cow is It? And ISBA School Finance Discussion) and discussion that follows; Cost of Education assignment
6.1e Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools	Presentation, discussion and final exam on local factors in local taxes and general state aid formulas; final exam

TECHNIQUES OF INSTRUCTION:

1. Structured group activities.
2. Paper and pencil activities.
3. Lecture/discussion.

SOURCE MATERIALS:

1. Activities and simulations.
2. Handouts, material and web sites from the Internet resource exercise
3. Text
4. Videos
5. Library/materials from active school leaders.

KNOWLEDGE BASE (Internet Resources and Bibliographies):

Assessment of School-Based Management - October 1996,
<http://www.ed.gov/pubs/SER/SchBasedMgmt/biblio.html>

Chicago Public Schools. [CPS at a Glance](#), 2005

Chicago Urban League. [Dept. of Research and Planning. Preserving Privilege: Inequity of the Illinois Education Finance System, 1995](#)

ECS Education Policy Issues; School Finance, equity, adequacy discussed
<http://www.ecs.org/html/IssueSection.asp?issueid=48&s=Other+Web+Sites>

Illinois Education Funding Advisory Board. [Legislation \[Full text of school code...dealing with the funding of schools\], 2005](#)

Illinois State Board of Education. [Funding and Disbursements: New Census Data May Affect Title I Eligibility and Funding, 2005.](#)

Illinois State Board of Education. [School District Financial Profile, 2005.](#)

Illinois State Board of Education. [School Finance, 2005.](#)

Illinois State Board of Education. [School Finance—Publications, 2005.](#)

Illinois State Board of Education. [Mechanics of a School District Budget: A Guide to Understanding the Illinois School District Budget Process.](#) Springfield, 2005. ILL ED 25.2: M 46.

The Survival Guide of Iowa School Administrators,
<http://resources.sai-iowa.org/finance/index.html>

U.S. Census Bureau. Governments Division. [Elementary-Secondary Education Statistics Branch. Public Elementary-Secondary Education Finance Data, 2005.](#)

U.S. Department of Education. [National Center for Education Statistics. The Condition of Education 2005](#), by Barbara Kridl. Washington, D.C., 2005. ED 1.109: 2005

U.S. Department of Education. National Center for Education Statistics. [Digest of Education Statistics 2003](#), by Thomas D. Snyder, and Charlene M. Hoffman. Washington, D.C., 2004. ED 1.140: 2003

U.S. Department of Education. National Center for Education Statistics. [Projections of Education Statistics to 2013](#), by Debra E. Gerald, and William J. Hussar. Washington, D.C., 2003. ED 1.120: 2013

EDL 514: SCHOOL FINANCE

Course Outline / Syllabus

- First Weekend: Introduction: Cost of Education
Politics and Economics of Education
School Finance: Terms, Concepts, and Time lines
Role of Courts: Equity vs. Equality
Role of the State and Federal Government
Annual Financial Report (AFR)
State Funding / Power Equalizing
Illinois State Funding Plans
Taxes: Local and State
IWAS; individual district financial data
Local Control
Collaborative Project time
DUE: Cost of Education, Article critiques (3), and “Revenue and Expenditure” pie charts
- Second Weekend: Review questions and concerns from first weekend
School Budgets
Program Budgeting: Costing out Programs
Priorities and Costs
Hopefully, 1-2 practicing principals to discuss their role in school finance
How to Explain the Budget to teachers
Classroom Teachers and Revenue
Purchase Orders
Audit Trails
Bidding services, equipment and supplies
Dealing with Deficits and Surpluses
Collaborative Project time
Collaborative and Individual presentations to start
DUE: Spreadsheet Project, and Budget Project
- Third Weekend: Review questions and concerns from second weekend
Building Management
Alternative Funding Sources
Developing School / Business Partnerships
Cash Management
Finish Collaborative and Individual presentations
Final Exam (might be shifted to on-line w/ 1 less day of class)

Grading Scale:

93% - 100%	A
85% - 92%	B
78% - 84%	C

Points:

302 - 325
276 - 301
254 - 275

(NOTE: Assignments are due when indicated in the syllabus; late assignments will receive reduced points)

EDL 514: SCHOOL FINANCE GRADING RUBRIC

	78% -----	85% -----	93% -----	100% -----
1. Article (3) critiques 25 Hopefully, tied to 6 and 7 below	articles read; written summaries; incomplete bibliography citation	Written summaries; bib. Complete; (typed, max 1 page each); No "depth" or tie to topic	"depth"; tie to topic; shows insight; 1 page; on time; includes reaction statements	
2. First Session Worksheet 25 "Cost of Education..."	Answers handwritten, minimum responses, sources incomplete or not listed	Typed, complete answers, sources listed	Discussion shows knowledge; at least 1 add. Stat. about School finance; on time	
3. "Rev. / Expend. Pie Charts" 25	Pie charts but no legends, titles, or values on graph	Pie charts include all details to allow reader to interpret data	Values include BOTH \$\$ and %; turned in on time	
4. Spreadsheet Project 25	Turns in spreadsheet minimally tied to current job responsibility	Includes written directions; tied to current responsibilities	Includes cell formulas; on time; actually makes a job easier	
5. Budget Process 25	Written answers to questions	Typed answers & clarifying questions also asked and answered	Answers to questions 12-14 show insight and depth; on time	
6. Individual Paper Summary 25 Hopefully, 1 above, tied to 6 and 7	Typed summary, with min. 5 source bibliography, minimally tied to a current finance related topic	Max. 2 pages; useful topic & good future reference source	Creative; adds to general knowledge base of class; turned in on time	
7. Summary Presentation 25	Presentation only covers material written in summary	Organized; adds to written summary, additional visual aids used	Within time limits (10 min. TOTAL)	
8. Collaborative Projects 50	Shows up to group meetings; final group project includes comparison of all schools in group with +/- and improve. suggest. (2-pager handout)	Active participation by all; evidence of contribution by all to end product; additional visual aids used	Evidence of productive involvement in final product / presentation; within time limit (15 minutes TOTAL)	
9. Class Participation 25	attend class; minimum involvement in discussion and group projects	Involved but no questioning or clarifying; min. group participation; group reports minimal	Total involvement; ADDS substance & depth to class and group work	
10. Final Exam 75				
TOTAL POSSIBLE POINTS: 325	Straight %; make sure you understand ALL concepts to be covered on final prior to exam. Good Luck!			

Assignment #1(due first weekend):Article (3) Critiques (25 points)

You are to survey the past few years of two or three professional journals (*Education Leadership, Kappan, Executive Educator, Education Week*, etc.) and / or websites. Identify a current school finance or site-based management topic as reflected in the literature and/or from the list of potential topics at the end of the syllabus. Select and critique **three articles** that, hopefully, will be part of the bibliography for your individual "action" research paper / presentation. Include a complete bibliographical citation, summary of the article, and your reflection on the article in no more than 1 page per article. Please be prepared to discuss the three articles you have read and the potential topic for your individual "action" research project / presentation on the first Sunday (see rubric for grading criteria).

Assignment #2 (due first weekend): **Cost of Education: The Big Picture Worksheet**

(25 Points; see rubric for grading criteria)

Each student will locate the answers to the questions below and **include the source and date of the data**. Try for the most recent year that data are available. Suggested sources of information include (Google search): Digest of Educational Statistics; The Condition of Education; Standard Education Almanac; your school / district reference librarian; “State, Local and Federal Financing of Education” (ISBE site); and other local, state and federal web sites.

*******IDENTIFY YOUR DATA SOURCE AND YEAR*******

1. How much does the U.S. spend on education? (Note year of your answer)
_____ \$ for public elementary / secondary schools?
_____ \$ for private elementary / secondary schools?
_____ \$ for public higher education?
_____ \$ for private higher education?
_____ \$ **TOTAL**?

2. How much (\$) and (%) of it’s total budget outlay does the U.S. Government allocate to education?

3. How much (%) does each of the three levels of government contribute to the cost of **YOUR** district’s public / private elementary / secondary education?
_____ % Local funds?
_____ % State funds?
_____ % Federal funds?

5. How much does **YOUR** STATE spend per pupil to education our children?
Illinois? _____
or
Iowa? _____

6. What % of Illinois’ (Iowa’s) total budget is allocated to education?
_____ % Elementary / secondary?
_____ % Higher education?
_____ % TOTAL EDUCATION?

7. What proportion of the GNP (Gross National Product) is spent on education? _____

8. How much (%) or (\$) is spent on unemployment compensation?
Nationally? _____
Illinois? _____
or
Iowa? _____

9. How much (%) or (\$) is spent on welfare / public aid?
Nationally? _____
Illinois? _____
or
Iowa? _____

10. How much (%) or (\$) is spent on incarceration of criminals: _____

OR

How much (%) or (\$) is spent on the criminal justice system (police protection, judicial system, legal services and prosecution, public defense, corrections, etc.)

Nationally? _____

Illinois? _____

or

Iowa? _____

11. What other interesting statistic(s) about education funding did you find?

NOTE: Estimate the total time spent on this assignment: _____

**Assignment #3 (due first weekend): School District Revenue / Expense Summary
Pie Charts and Other Data**

(25 points)

Prepare two (2) pie charts using information found in the most recent annual financial report (AFR) in the district office or on the district web site. In most cases that should be for FY06 (**F**iscal **Y**ear **2006**; July 1, 2005 - June 30, 2006). Please see the additional financial documents we'd like to review during class. These are listed at the end of the "School District Budget Process" questions below. The first graph will reflect REVENUES both in dollars and as a percent of the total revenue. The second graph will deal with EXPENDITURES both in dollars and as a percent of the total expenses (see rubric for grading criteria).

*****NOTE: Analyze ONLY the EDUCATION FUND*****

Please use the following categories:

REVENUE

Local taxes and other local revenue

General **State** Aid (GSA) and other state revenue

Federal Aid

EXPENDITURES:

Salaries

Benefits: TRS, IMRF, THIS, Insurance

Purchased Services

Supplies and Materials

Capital Outlay

Other (identify)

Additionally, please determine the following information for **YOUR** school district or organization (schools can find most of this information included in the Illinois School Report Card Data; **identify year**):

1. Pupil / Teacher Ratios by Grade Level: K-6; 7-8; and 9-12
2. Expenditures (total \$\$) per Pupil
3. Equalized Assessed Valuation (EAV) per Pupil
4. Average Teacher Salary
5. Beginning and Maximum Salaries on the Salary Schedule (Bring copy to class if possible)

NOTE: Estimate the total time spent on this assignment: _____

NOTE: Please check to see if anyone else from your building / district is in this class and coordinate your efforts in gathering the information from the central office. I really don't want 5-6 people asking the central office / your principal the same questions.

In addition to the completed answers to the above questions and pie charts, please bring the following documents to class the first weekend:

1. YOUR district AFR (Annual Financial Report) for FY07 (usually presented to your school board by your district auditor in October, November or December for the previous Fiscal Year). The entire document is usually 45-55 pages long but all you need to bring is the 2, 3, or 4 SUMMARY pages (usually pages 7 and 8 and titled "Basic Financial Statements") NOTE: this is for Illinois districts ONLY. NOTE: This document, for FY07 (July 1, 2006 through June 30, 2007), is available for all districts on the ISBE website
2. If possible, a copy of YOUR districts annual LEVY for calendar year 2007. This is generally presented to your board of education in November or December for the then current calendar year. The single page document or a summary spreadsheet will do. Sorry, this will probably not be available on the web.
3. YOUR district formally adopted BUDGET for the current Fiscal Year. This is generally presented by the district administrative team to the board of education in July, August, but no later than the end of September. Again, it is a lengthy document but there are summary pages, generally pages 33, 34, and 35 and labeled "Part III - Budget Summary and Part IV - summary of Cash Transactions." You may also find these pages posted on your district web pages. Again, NOTE: this is for Illinois districts ONLY. NOTE: These summary pages for FY08 (July 1, 2007 through June 30, 2008) should be available on your district's website
4. Finally, a copy of YOUR district's monthly financial statement(s) distributed to the board and made available to the public at your regularly scheduled monthly school board meetings.

Assignment #4 (due second weekend): Spreadsheet Project (25 points):

Each student will develop a spreadsheet that will enable you to track revenue and expenses for student activity funds **OR** any other finance transactions completed in a school setting that might help you in your current position (see rubric for grading criteria).

Assignment #5 (due second weekend): School District Budget Process

(25 points; see rubric for grading criteria)

The purpose of this assignment is to learn about the budgetary process in your school or district. The objectives of the assignment are for you to:

1. Familiarize yourself with the budget document for your school or district.
2. Identify the person(s) / positions(s) involved in making budgetary decisions.
3. Identify the procedures used in making budgetary decisions.
4. Compare budgetary theory as discussed in class with actual budgetary practice practice in your school or district.

I expect you to interview the building principal and / or central office staff to obtain the information. Please identify the person you interviewed. Again, if two or more of you enrolled in this class are from the same building / district, please coordinate your interviews so central office staff are not involved in multiple, separate interviews. Thanks

IF your district provides for "School site budgeting" you may be able to obtain a copy of your **school**

budget, in which case you will answer questions 1-6 below.

IF your district makes budget decisions and conducts budgetary procedures primarily in the central administrative offices, you should obtain a copy of the district budget and answer questions 7 - 11 below.

Whether your project involves a school budget or a district budget, ANSWER QUESTIONS 12, 13, and 14.

1. Who determines how much money is allocated to each school in the district?
2. Are the criteria or procedures used in determining how much money is allocated to each school? If so, what are they?
3. Once the money is allocated to your school, who decides how that money will be spent / allocated?
4. Are there criteria or procedures which the decision maker(S) follow(S) in making budgetary decisions in your school? If so, what are they?
5. How do those involved in budgetary decision making assess the efficiency and effectiveness of the process in your school?
6. How do you, having studied a bit about budget making, assess the efficiency and the effectiveness of the process in your school?
7. Who (by position, not name) is responsible for overseeing the budgetary process for your district?
8. What other administrative or faculty members are involved in the construction of the district budget? e.g., are teachers involved and if so, in what ways? are building administrators involved, and if so, in what ways?
9. When your district holds its annual budget hearing for the public, where is the hearing held? How is it publicized? Who presents the budget? In what format? Approximately how many people attend?
10. How does the person responsible for the budget view the efficiency and effectiveness of the processes now used? What changes, if any, would he or she recommend to improve the current procedures?
11. How do you, having studied a bit about budget making, assess the efficiency and effectiveness of the budgetary process in your district?
12. Whether your district is centralized or de-centralized in its budgeting process, answer the following questions:
There are four elements involved in the budgeting process: 1) planning, 2) receiving funds (revenue), 3.) spending funds (expenditures), and 4.) evaluating the results. To what extent are elements 1.) and 4.) incorporated into the budgeting process in your school or district budget?
TRY TO UNCOVER AS MANY SPECIFICS AS POSSIBLE, e.g. planning by whom for what?
Evaluation by whom, of what, with what kind of procedures?
13. What did you learn about the budget and/or budget process that most interested you?

14. What ONE or TWO recommendations would you make for improving some aspect of the school or district budgeting process you have investigated?

Assignment #6 and 7: (due 2nd or 3rd weekend): Individual “Action” Research Paper (2-pager) Summary (25 points for the summary and 25 points for the presentation):

Each student will develop a maximum 2 page summary “action” research paper on a finance topic to be approved by the instructor AND, hopefully, of interest and use in your current position / school / district. It must include at least 5 reference sources INCLUDED in the 2-pager (front and back of one page). This will serve as a handout to be shared with the class in a brief (7-10 minute) presentation. The class presentation must include ADDITIONAL information / media / reference to specific school situations/ etc to receive maximum points (see rubric for grading criteria).

Assignment #8 (due 2nd or 3rd weekend): **Collaborative Project (50 points):**

School Finance for Principals

The following areas were identified by administrators as necessary for inclusion in a school finance course for building administrators. Since our time together will be limited, we need to cover some of these topics as collaborative class project and some as individual “action” research projects. I would like to form collaborative teams of 2-4 people from different schools per team. After the groups are formed and areas of study are selected (from the * / BOLD items below), you are to interview your building administrators, department chairs, and / or the central office personnel to find out how your district handles the selected topic / process. I expect each group to develop a presentation complete with handouts (a 2-pager for entire class) covering the specific procedures of the various schools, strengths and weakness of each school’s procedures, possible recommendations, and a “best practices” process / procedures. I will give you time in class to meet and get organized. The presentations, of no more than 15 minutes, will be on the **2nd or 3rd weekends**. (see rubric for grading criteria)

NOTE: **GROUP project ideas** are identified with an “*” and in **BOLD**; **individual project ideas** are all others. These are only suggestions, feel free to identify a topic of your choice and review it with me for approval.

***IWAS: Not just “how to” but how to guarantee accurate data entry every year**

***Purchase Orders / Audit trail**

***State ERO and local ERO options...impact of “new” laws (6% cap)**

***Grants / Grant Writing...competitive, categorical, ties to SIP, etc**

NEW two (2) year sick leave credit and new limits

Budget Process (Calendar) and Site-Based Management:

Understanding Line Items and the Principal’s Role

How does the building budget fit into the “big picture”

Accounting Principles

(IN CLASS) Knowledge of program budgeting

Setting Priorities / cutting costs

Projecting costs

How to use the budget to get what you want

***End of Year Reports**

How to explain the budget to teachers

***Attendance procedures with emphasis on accurate, maximum Average Daily Attendance (ADA) numbers**

How classroom teachers can affect revenue (ADA in General State Aid formula)

How does/can the budget support the curriculum?

(IN CLASS) Cumulative effects of budget practices over time (deficits)

Recurring costs vs. non-recurring costs

Annual revenue vs. one time revenue

(IN CLASS) Costing out services (math program, technology program, etc.)

Technology implementation impact on facilities

The effect of School Choice on budgets

Alternative Funding Sources

***School/Business Partnerships: levels of impact**

***Fund Raisers: how many? accounting of funds**

***Foundations**

Building Management:

***Scheduling Facilities (“outside” groups)**

***Scheduling Replacements (desks, equipment)**

***Responsibilities for custodians and building maintenance**

Cash Management in building:

***Audit trails for cash received**

Investments of “student activity” funds

Convenience accounts (Petty Cash)

***How to use tickets to account for gate receipts**

In-servicing teachers on handling cash in the classroom

(EVERYONE assignment) Using spreadsheets to manage funds if district software not available

***PTO / PTA’s Budgets / School Role**

***Boosters’ Clubs Fund Raising / School Role**

***OTHERS???**

Attendance Policy

At the 500 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

The normal grade for the first semester of EDL 555 and EDL 655 is INCOMPLETE because the internship is viewed as a single entity rather than as two separate semesters.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.