

**LEAD 7300/8660  
BUSINESS AND FINANCE  
3 SEMESTER HOURS**

**College of Education  
Valdosta State University  
Curriculum, Leadership, and Technology  
Conceptual Framework: Guiding Principals**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**SUGGESTED TEXTBOOK**

Burrup, Percy E., Brimley, V, Jr., and Garfield, R. *Financing education in a climate of change*. Allyn and Bacon

**COURSE DESCRIPTION**

This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

**The educational leader will:**

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.

2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

#### COURSE OBJECTIVES (CO):

Students will:

Demonstrate that operational procedures are designed and managed to maximize opportunities for successful learning. (ELCC 1,2, 3, 5 6; PSC 1,2,3,4,5,6; BOR 5,6,7,8,9 10)

Demonstrate how the school plant, equipment, and support systems operate safely, efficiently and effectively. (ELCC 2, 3, 7; PSC 2, 3, 5; BOR 4, 7, 8)

Demonstrate the processes of managing the fiscal resources of the school responsibly, efficiently and effectively. (ELCC 3, 5, 6; PSC 3, 6; BOR 4, 7, 8)

Demonstrate to others how emerging trends in school business and finance are recognized, studied, and applied to the local school environment. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Demonstrate the ability to align financial, human, and material resources to school and system vision, mission, and goals. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 2, 4, 5, 6, 7, 8, 9,10)

Demonstrate a working knowledge of the ethical implications of proper business practices and financial management. ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

Read and explore emerging trends in the area of school business and finance and how they relate to classroom instruction, student achievement, and acquired knowledge. (ELCC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8,9, 10)

#### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will:

Research assigned topics and participate in classroom discussions on materials related to class assignments; (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Interview two community people and one governmental leader outside the education arena and from different segments of the community. Determine their perceptions of the system's academic performance, their perceptions of funding practices within the system and state, and their perceptions of other issues facing public education. Share the information with the class and prepare a written summary of each interview; (PBA) (ELCC 1, 2, 3, 4, 6, 7; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8, 9, 10)

Present a group report and a written summary on a topic assigned from the attached list to the class; (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Present an individual report and written summary to the class on an assigned topic from the attached list to the class; (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read and abstract two journal articles related to our classroom discussions and/or the relationship between school finance and student achievement; (ELCC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Examine the state and local QBE budget process in detail; ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 7, 8, 10)

Attend a BOE meeting to examine how local boards operate and how they deal with budget and finance matters in a public meeting. Prepare a written summary of your experiences; (PBA) (ELCC 3, 4, 5, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Prepare a simulated school budget; (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Examine the Georgia Code of Ethics as it relates to business and finance and respond to case studies involving ethical issues; (PBA) and, (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

Take a final exam.

## CLASS POLICIES AND EXPECTATIONS

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

## COURSE EVALUATION

|                                |     |
|--------------------------------|-----|
| Community interviews           | 10% |
| BOE learning reflection        | 10% |
| Individual presentations       | 20% |
| Article abstracts/presentation | 10% |
| Group presentations            | 20% |
| Budget Summary Sheet           | 20% |
| Final                          | 10% |

## GRADING SCALE

|   |               |
|---|---------------|
| A | 90% or Higher |
| B | 80-89%        |
| C | 70-79%        |
| F | Below 79%     |

## ATTENDANCE POLICY

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

## GRADING RUBRIC FOR WRITTEN OR ORAL ASSIGNMENTS

- A Excellent performance reflects detailed in-depth use of course materials papers follow APA guidelines, with proper sentence structure and punctuation.

- B Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C Good faith effort at the assignment but performance is flawed by many errors.
- F Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### OUTLINE FOR A CRITIQUE

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The College of Education has formulated the following policy statement on plagiarism so that:

- (1) questions as to what constitutes plagiarism will be minimized;
- (2) penalties will be specific in advance; and
- (3) all students will be treated fairly and equally.

The intent is to clarify and express the seriousness of the acts and consequences of plagiarism. Our goal is to share this policy statement with all students taking courses within the College of Education. Any student who has further questions should consult one of the faculty members.

### **WHAT IS PLAGIARISM?**

To plagiarize means to take, in effect steal the words or ideas of someone else and to present them as your own work. After gathering information, students should rephrase what they have learned into their own words and provide appropriate citations. Generally, if the material read has been understood, it is relatively easy to do this. When it is necessary to quote directly, additional documentation is necessary in order to give the appropriate style manual (APA). For APA, this means, depending on the length of the quote, either (1) using quotation marks and citing author(s), year, and page number, or (2) indenting and citing author(s), year, and page number. This must be done in order to avoid plagiarism.

### **PENALTIES FOR PLAGIARISM**

The Student Handbook cites that considerable confusion has been experienced in plagiarism. Under the normal process, this violation of Section A of the Student Conduct code is handled academically (between the student and concerned professor). The most severe action that may be administered by a professor in a course is a grade of "F" in that particular course. It is pointed out that this is an academic, not a disciplinary, action.

#### **Section 1 - Student Conduct**

##### **A. Academic Irregularity - Statement #4**

4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct

quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper, they must also be appropriately acknowledged.

In accordance with the preceding statements, all professors within the College of Education, without exception, will adhere to the following policy for plagiarism:

If the decision is that the student has plagiarized, then the following will occur:

(1) The professor and faculty advisor will hold a conference with the student. A concern form will be filled out. The professor, faculty advisor, and the student will sign this form.

The original form will be placed in the student's folder and a copy will be given to the student.

(2) The appropriate penalty will be imposed as follows:

### **Consequences**

**FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.

**SECOND OFFENSE:** The student will earn the letter grade "F" for the course.

**THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## INSTRUCTOR

Dr. James L. Pate  
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(229) 333-5927 (work)  
(229) 259-7481 (home)  
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Office Hours: Monday – Wednesday 9-12 and by appointment.

## TOPICAL CONTENT (Meets PSC, BOR, ELCC, and VSU Standards requirements)

- Basic school finance
- State funding and QBE
- Facilities management and maintenance
- Resources management
- Alternative funding sources
- The tax system for school funding
- Federal resources for schools
- Risk management
- Purchasing, inventory, warehousing, and distribution of resources
- Fiscal reporting
- Legal issues of school finance
- Auditing, charts of accounts, and GASB 34
- Technology for finance
- Financial forecasting and planning
- Cash flow management
- Financing auxiliary programs
- State and local budgeting processes
- Funding classified personnel and programs
- Economic development and school finance (Economic cycle)
- Transportation systems management
- School food service management
- Facility maintenance and operations management
- Ethics in finance
- Building safe, secure, healthy, and supportive learning climates
- Acting fairly, impartially, and sensitively to diverse populations
- Acting with integrity and honesty

# LEAD 7300/8660 Individual Topics

| TOPIC   | PRESENTER | DATE  |
|---|-----------|-------|
| 1. Management of purchasing/purchase orders/receipts/invoices | _____     | _____ |
| 2. Technology/E-rate  | _____     | _____ |
| 3. Planning and conducting referenda                          | _____     | _____ |
| 4. Securing architectural services                            | _____     | _____ |
| 5. State retirement plan                                      | _____     | _____ |
| 6. Educational foundations                                    | _____     | _____ |
| 7. Charter schools  | _____     | _____ |
| 8. Vouchers   | _____     | _____ |
| 9. School fund raising procedures/<br>accounting              | _____     | _____ |
| 10. Wage/hour laws  | _____     | _____ |
| 11. Merit pay   | _____     | _____ |
| 12. School auditing   | _____     | _____ |
| 13. School staffing projections/<br>procedures                | _____     | _____ |
| 14. Personnel evaluations/<br>funding (classified staff)      | _____     | _____ |
| 15. Superintendent/CFO's financial responsibilities           | _____     | _____ |
| 16. State budget preparation                                  | _____     | _____ |
| 17. 5 year facilities plan                                    | _____     | _____ |
| 18. School and system accounts/<br>accounting procedures      | _____     | _____ |

|  |       |       |
|--|-------|-------|
| 19. Private contracts for goods/<br>services       | _____ | _____ |
| 20. Collective bargaining<br>contract negotiations | _____ | _____ |
| 21. Charter schools                                | _____ | _____ |
| 22. Full state funding                             | _____ | _____ |
| 23. Preparing and securing bids                    | _____ | _____ |
| 24. Bonds and bonding of staff                     | _____ | _____ |
| 25. Site based budgeting                           | _____ | _____ |
| 26. Zero-based budgeting                           | _____ | _____ |
| 27. School system security services                | _____ | _____ |

# VALDOSTA STATE UNIVERSITY

## LEAD 7300/8660 Group Topics

| TOPIC   | PRESENTERS | DATE  |
|---|------------|-------|
| 1. Personnel Benefits/Incentives              | _____      | _____ |
| 2. Lottery for Education                      | _____      | _____ |
| 3. Transportation Funding/<br>Operations      | _____      | _____ |
| 4. Food Service Funding/<br>Operations        | _____      | _____ |
| 5. Federal Special Education<br>Funding       | _____      | _____ |
| 6. Pre-K Program Operations/<br>Funding       | _____      | _____ |
| 7. Maintenance and Operations                 | _____      | _____ |
| 8. Insurance and Risk Management              | _____      | _____ |
| 9. Special Local Option<br>Sales Taxes        | _____      | _____ |
| 10. Problems of Low Wealth                    | _____      | _____ |
| 11. No Child Left Behind<br>Act Funding       | _____      | _____ |
| 12. Funding Athletics                         | _____      | _____ |
| 13. Vocational Education/<br>Carl Perkins Act | _____      | _____ |
| 14. State Capital Outlay Program              | _____      | _____ |

## **LEAD 7300/8660 Budget Project**

Use the information you have been provided in the QBE materials, (the state salary schedule, the state class size rule, the QBE cost components, classroom discussions, and other appropriate resources), to build a spread sheet showing a budget for personnel and operating funds for XYZ Elementary School. First, determine how you will staff your school within the parameters of the law. Next, budget personnel and operational costs by QBE program, then determine how much, if any, additional funding above state earnings will be required in your budget for this school. For the personnel costs, figure actual costs including state approved benefits and earned position costs. For the operating costs, use only the earned state funds cost components.

Finally, determine whether or not you can effectively operate XYZ Elementary School based only on QBE earned funding and explain the reasons for your decision.

### **XYZ Elementary School**

XYZ Elementary School has a total FTE count of 476 and an enrollment of 497 students. There are 88 FTE in kindergarten, 210 FTE in grades 1-3, and 156 FTE in grades 4-5. There are no EIP classes at XYZ. The school also has 22 FTE in Special Education with 8 in Category I, 6 in Category 2, and 8 in Category 3.

The teaching staff is comprised of 6 teachers with specialist degrees and 20+ years of experience, 15 with master's degrees, all with 20+ years of experience, with the remaining teaching staff holding bachelor's degrees with 5 years of experience.

The remaining school staff is composed of the required paraprofessionals paid on a base salary of state earnings, a 12 month principal with a specialist degree and 20+ years, a full time 10 month assistant principal with a masters and 20+ years, a media specialist with 15 years and a masters, a full time counselor with a masters and 15 years, and a 12 month secretary.

XYZ Elementary School pays a \$1000 local supplement for all certified staff. Additionally, the principal gets a \$3000 local supplement and the assistant principal gets a \$1500 local supplement.

The training and experience factor for the school is 39.43%. The system retirement percentage is 9.28, the health insurance cost percentage is 16.713 and the Medicare percentage is 1.45.

Make no further assumptions about XYZ.

## **LEAD 7300/8660 Interview of Community Leaders**

Interview three community leaders of varying status including a governmental official in your community. Prepare a synopsis of each of the interviews. Focus the interviews on the following issues:

- A. Their perceptions of the academic performance or lack thereof of the local public education system and
- B. What they think of the fiscal management of the local system. Is it operated in an efficient and effective manner? Why do they feel as they do? ( Ask for specific evidence);
- C. What they perceive as major financial issues facing public education in the local community and in Georgia; and,
- D. In an ideal world how would they suggest we finance public education?

Synthesize this information and use it to prepare recommendations for system and program improvement.