

UNIVERSITY OF SOUTH CAROLINA COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATION LEADERSHIP AND POLICIES
EDLP j704 School Finance and Business Management
Spring 2006

INSTRUCTOR

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College of Education Vision Statement:

The College of Education at the University of South Carolina will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions, and community. These characteristics will be the hallmarks of the Colleges teaching and learning activities, research mission, and service obligations as it achieves excellence through focused involvement.

Course Description

- A. Description: School Finance and Business Management is designed to familiarize prospective principals with the financial and business management functions associated with school administration. Emphasis is placed on the understanding of the structure of the total financing system, the structure of educational finance in South Carolina, the role and responsibility of the principal, and budget development and management. This is a blended on-line course designed for classes in Olde English, Sumter and Columbia. The course is taught through Blackboard. The assignment section of Blackboard will explain course assignments and due dates in detail. Students should review Blackboard Announcements on a regular basis.
- B. Course Credit: 3 graduate credit hours
- C. Prerequisites: Two of the following: EDLP 700, 701, 702, 703.
- D. Intended Audience: The course is intended for students seeking administrative certification and those who wish to increase their knowledge of financial and business management practices in schools.
- E. Goal: Students will acquire a *basic* understanding of local, state, and national funding structures and issues, budgets and the budgeting process at the school level, and the management of supporting services. During the course students will be expected to increase their knowledge of the financial and business operations of their respective schools and districts through interviews and data analysis.

Course Objectives:

Students will

1. Understand the historical development of school finance in the United States
2. Understand the concepts of equity, adequacy and productivity in school finance
3. Understand and apply the concepts and calculation of school finance taxation in the United States
4. Understand the legal development of school finance
5. Understand the structure of school finance in the US and South Carolina
6. Understand and apply school budget techniques
7. Understand basic accounting concepts in education
8. Understand the pattern of school expenditures within and between school districts
9. Understand basic school accounting concepts
10. Understand the purchasing process in South Carolina school districts
11. Understand the pupil accounting process in South Carolina school districts
12. Understand the financing of school facilities
13. Understand and apply the reallocation of financial resources to improve student achievement

Primary Textbooks: C. William Garner, Education Finance for School Leaders. (2004), Pearson, Merrill Prentice Hall.

Allan R. Odden and Sarah Archibald, Reallocating Resources. (2001), Corwin Press, Inc.

It is critical that the participant have access to a computer, Blackboard and the Internet. The PowerPoint presentations will include the Breeze voice presentations for each slide. In addition to national sources, data from South Carolina Department of Education website are used extensively. **A 12 digit, four functions calculator is minimally sufficient to perform the calculations required for computational and budget assignments.**

Course Requirements:

1. Attend five face-to-face class meetings.
2. Read and be prepared to discuss and evaluate all class material.
3. Submit assignments as required.
4. Participate in all on-line and class discussions and activities.

5. Complete all exams.

Course Modules, Class Schedules and Required Assignments

Note: Due dates for written assignments are important to keep up with the work, but the material will be submitted during the next review, midterm or final exam session.

Introductory Sessions: face-to-face:

- Olde English: January 4, 4:30 pm, Chester District office
- Sumter: January 10, 4:30 pm, Cherryvale Elementary
- Columbia: January 7, 12 noon, Wardlaw 126

Module 1: Overview: “Follow the Money:” PowerPoint presentation, Garner 1, and Kozol article; participation in the Discussion Board on inequality in education as presented in Kozol article. Discussion Board to be completed by January 16. (5 points).

Module 2: Taxation: PowerPoint presentation and Garner 3.

Review of “Tax Rates Expressed in the Three Formats:” completion of Trihard and Homeowners’ Property Relief exercises by January 25 (15 points).

Module 3: Law, Equity and Adequacy: PowerPoint presentation and Garner, 4. Odden article on adequacy. Discussion Board participation by February 1 (5 points).

Module 4: State Aid Structures and South Carolina: PowerPoint presentation, completion South Carolina Foundation exercise and review of related materials by February 10. (10 points).

Module 5: Financial Planning and Budgeting: PowerPoint presentation and Garner 5. Fullerton article on budgeting and participation in Discussion Board by February 22. (5 points).

Review Session (face-to-face): February 23 in Olde English, Sumter and Columbia.

Module 6: Accounting Concepts and Budgeting: PowerPoint presentation. Garner 6 & 8. Completion of budget preparation exercise by March 8. (100 points).

Midterm Exam: (face-to-face) March 15 in Olde English, Sumter and Columbia (35 points).

Module 7: Pupil Accounting and Purchasing in South Carolina: Interviews with secretaries, policy review and completion of a two-page report by March 24 (25 points).

Module 8: Patterns of Expenditures: PowerPoint presentation. Clinical practicum exercise, interview with a principal, and two- page report by March 31. (25 points).

Review Session: (face-to-face): April 6 in Old English, Sumter and Columbia.

Module 9: Financing Facilities: PowerPoint presentation and principal interviews and participation in Discussion Board (5 points) by April 7.

Module 10: Using Education Dollars to Improve Results: Odden and Archibald book, PowerPoint presentation and application of CPRE School Design package and a three-page report. (50 points) April 19.

Final Exam: face-to-face, April 26 in Old English, Sumter and Columbia (50 points).

Grade Range: 92% A	80-85% B	Below 60% F
86-91% B+	74-79% C	
	60-73% D	

Students with disabilities: If any student needs course adaptations or accommodations because of a disability, or needs to share emergency medical information or building evacuation needs, the student should meet with the instructor as soon as possible.

Instructor Virtual Office Hours: Students should post questions on the Discussion Board in Blackboard as follows:

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OEC:	Monday, 7:30-8:30 PM
Sumter:	Tuesday, 7:30-8:30 PM
Columbia:	Thursday, 7:30-8:30 PM

Other times by appointment

The instructor reserves the right to modify this syllabus.

References

Allen R. Odden and Lawrence O. Picus, School Finance (2004), McGraw Hill.

William A Owens and Leslie S. Kaplan, American Public School Finance (2006).
Thompson, Wadsworth.

Richard A. King, Austin D. Swanson and Scott R. Sweetland, School Finance
(2003). Allyn and Bacon.