

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 648
SCHOOL FINANCE AND MANAGEMENT

COURSE DESCRIPTION

Basic methods of school finance and business management and principles of plant, finance, budgeting and accounting will be discussed. Federal and State regulations and grants will be studied.

RATIONALE

Financial and managerial leadership of a school building or district is a primary factor in the success or failure of school instructional programs. This course provides an opportunity for public and private school practicing and prospective administrators to gain an understanding of their role in these critical areas. A comprehensive understanding of the financial implications of systemic reform, centralized goal setting, accountability standards, and decentralized forms of site-based management, school choice, charter schools, and the voucher system will be the main focus of this study.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Apply the differences in equity, quality, equality, diversity, and efficiency in developing financial policies, budget development, and financial allocations for educational programs.
- B. Illustrate that expenditures for quality schools and quality educational programs benefit the community in dollars returned, in increased earnings, and in standards of living.
- C. Apply the biblical principles of accountability, stewardship, and integrity to public school and private school finance.
- D. Analyze the economic conditions and dynamics of the diverse school community, including emerging financial issues and trends that impact the school community and new sources of revenue to supplement local, state, and federal funding.
- E. Identify issues that develop during the budgeting process, accounting, auditing, and purchasing processes, allocation of resources, and managing and protecting school funds.
- F. Identify the political, social, cultural, and economic systems and processes that impact schools and their distribution of financial resources.
- G. Apply financial concepts through numeric problems, interviews with district and building administrators, and computer simulations.
- H. Describe the philosophical and historical basis for funding schools as a national economic investment, whether public, private, or charter programs are involved.

V. VDOE COMPETENCIES MET IN THIS COURSE FOR SCHOOL ADMINISTRATORS

- 1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.
- 1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models.
- 1.c.4 Principles and issues related to fiscal operations of school management.
- 1.c.7 Technologies that support management functions.
- 1.c.8 Application of data-driven decision-making to initiate and continue improvement in school and classroom practices.
- 1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.
- 1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.
- 1.f.3 Identify and respond to internal and external forces and influences on a school.

- 1.f.4 Identify and apply the processes of educational policy development at the state, local, and school level.
- 1.f.5 Identify and demonstrate ways to influence educational policy development at the state, local, and school level.
- 1.g.1 Experiential activities that complement, implement, and parallel the university curriculum.
- 1.g.2 Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 4 Discussion Board Forums.

Thread

The candidate is required to write a thread in response to the provided prompt for each forum. Each thread must be at least 300 words and demonstrate course-related knowledge. Each thread must contain at least 1 scholarly citation in current APA format. Acceptable sources include the textbook, the Bible, or other scholarly resources. (MLO: A, C, D, E, F, H)

Replies

In addition to the thread, the student is required to reply to at least 2 other classmates' threads. Each reply must be at least 150 words. Each reply must contain at least 1 scholarly citation in current APA format. Acceptable sources include the textbook, the Bible, or other scholarly resources. (MLO: A, C, D, E, F, H)

- D. Practicum Requirements

Practicum Proposal Form

The candidate is required to complete 30 practicum hours in a school in order to pass this course. (MLO: C, E, F)

Field Experience Summary (FES)

The candidate will complete the provided form and include relevant information from the practicum. This assignment is required in order to pass the course. (MLO: C, E, F)

Field Experience Assessment (FEA)

The candidate's onsite mentor will complete the FEA online. The mentor will receive an e-mail from Liberty with a link, username, and password to access the FEA. This assignment is required in order to pass the course.

(MLO: C, E, F)

E. Financial Needs Assessment

The following 3 parts of this assignment will initially be submitted in Blackboard but will be submitted again at the end of the course in LiveText after revisions are made:

- *Analysis of Financial Processes & Operations*
- *Strategic and Tactical Challenges*
- *Prioritized Challenges Resulting in Operational Policies & Procedures*

(MLO: A, B, D, E, F, G)

F. Case Studies

The candidate will access each Case Study by a link and code that will be provided by the instructor. Each Case Study must be at least 1,000 words. (MLO: A, B, D, E, F, G)

G. Budget Review

The following 2 parts of this assignment will initially be submitted in Blackboard but will be submitted again at the end of the course in LiveText after revisions are made:

- *Budget Review Collaboration Strategies*
- *Budget Review Communication Strategies.*

(MLO: A, B, D, E, F, G)

H. Leading Financial Goal-Setting

The following 2 parts of this assignment will initially be submitted in Blackboard but will be submitted again at the end of the course in LiveText after revisions are made:

- *Goals*
- *Distributed Leadership in Goal-Setting*

(MLO: A, B, D, E, F, G)

I. Resource Management Plan

This assignment will initially be submitted in Blackboard but will be submitted again at the end of the course in LiveText after revisions are made. (MLO: A, B, D, E, F, G)

J. Financial Accountability Plan

This assignment will initially be submitted in Blackboard but will be submitted again at the end of the course in LiveText after revisions are made. (MLO: A, B, C, D, E, F, G)

K. Financial Review Plan (FRP)

Refer to directions and rubric in LiveText. The parts of this assignment will be submitted in Blackboard throughout the course. Revisions may be made before all the parts are submitted in LiveText at the end of the course. (MLO: A, B, C, D, E, F, G)

L. Quizzes (7)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 15–30 multiple-choice and true/false questions, and have a time limit of 2 hours. (MLO: A, B, D, E, F, G)

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums	
Thread (4 at 15 pts ea)	60
Replies (4 at 10 pts ea)	40
Practicum Requirements	
Field Experience Summary (FES)	5
Field Experience Assessment (FEA)	5
Financial Needs Assessment	75
Case Studies (2 at 100 pts ea)	200
Budget Review	75
Leading Financial Goal-Setting	75
Resource Management Plan	75
Financial Accountability Plan	75
Financial Review Plan (FRP)	75
Quizzes (2 at 45 pts ea and 5 at 30 pts ea)	240
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 648

Textbook: Brimley & Garfield, *Financing Education in a Climate of Change* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Brimley & Garfield: chs. 1–3 Bible readings 1 presentation 3 lecture notes	Course Requirements Checklist Practicum Requirements – Practicum Proposal Form Advising Guide Acknowledgement DB Forum- Introduction/Welcome DB Forum 1 – Thread Quiz 1	10 0 0 0 15 45
2	Brimley & Garfield: chs. 4–5 Bible readings 1 presentation 2 lecture notes	DB Forum 1 – Replies Financial Needs Assessment Quiz 2	10 75 30
3	Brimley & Garfield: chs. 6–7 Bible readings 1 presentation 1 lecture note	DB Forum 2 – Thread Case Study 1 Quiz 3	15 100 30
4	Brimley & Garfield chs. 8–9 Bible readings 1 presentation 2 lecture notes	DB Forum 2 – Replies Budget Review Quiz 4	10 75 30
5	Brimley & Garfield chs. 10–11 Bible readings 1 presentation 2 lecture notes	DB Forum 3 – Thread Leading Financial Goal-Setting Resource Management Plan Quiz 5	15 75 75 30
6	Brimley & Garfield: chs. 12–14 Bible readings 1 presentation 3 lecture notes	DB Forum 3 – Replies Case Study 2 Quiz 6	10 100 45

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Brimley & Garfield: chs. 15–16 Bible readings 1 presentation 2 lecture notes	DB Forum 4 – Thread Financial Accountability Plan Quiz 7	15 75 30
8	Bible readings 1 presentation	DB Forum 4 – Replies Financial Review Plan Practicum Requirements – Field Experience Summary (FES) Practicum Requirements – Field Experience Assessment (FEA)	10 75 5 5
TOTAL			1010

DB = Discussion Board AGQ = Advising Guide Quiz

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.