

FACULTY SENATE
CURRICULUM COMMITTEE
Course Approval Form

74-5/27

appr 74-75-27
(R)

Department EDUCATIONAL ADMINISTRATION
Title SCHOOL BUSINESS MANAGEMENT
Sponsor(s) DR. RICHARD L. WENDLER No. of Credits 3

Approved by the department Graduate (X)
Not recommended by the department Undergraduate ()

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Maurice Schick
Signature: Department Chairman

ACADEMIC DEAN

Consultation on proposal has been held

Comments:

Janice D. Weaver
Signature: Academic Dean

CURRICULUM COMMITTEE

Proposal received 3/10
Open Hearing held 2/12

Returned to the department for the following reason(s):

Approved by the Curriculum Committee 3/12
Presented to Executive Committee of the Faculty Senate as information 3/11

Notifications forwarded: Academic Dean; Department Chairman


J. M. L.
Signature: Chairman, Curriculum Committee

ACADEMIC DEAN

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____


Signature: Academic Dean

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

Approved course description received

Signature: Registrar

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee)

- Note:
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

REPORT OF SHORT TERM COURSE OFFERING

Title of Course School Business Administration
Course Number 0827.538 Credit Hours 3
Sponsoring Department Educational Admin. Staff Member Assigned Dr. Richard L. Wendler
Term Offered Fall '74 Specific Time Period If Not Full Term ---
Location Oakcrest High School Number of Students Enrolled 20

I. Brief description of the course:

The course is designed to give students an overview into the financial operation and responsibility of a public school district and to prepare and certify students to assure the role of school business manager.

II. Recommendation for future consideration:

A. I do not recommend that this course be offered again.

Comments:

B. I recommend that this course be considered by the College Curriculum Committee for approval for subsequent offering.

Comments:

III. Attachments - Please attach to this form the following:

- A. Student evaluations and comments regarding the course offering. (See summary attached)
- B. Colleague evaluations and comments regarding the course offering.
- C. Copy of final proposal.

Signed:


Department Chairman

COURSE EVALUATION: SCHOOL BUSINESS MANAGEMENT
GLASSBORO STATE COLLEGE

Dr. Richard L. Wendler

1. Was the course well organized? Yes 15 No
2. Did the course satisfy its objectives? Yes 15 No 1
3. Were the presentations clear? Yes 15 No *mostly*
4. Did the course meet the needs of the students? Yes 16 No
5. Was the course content satisfactory? Yes 16 No 1
6. What items would you delete from the content?

7. What items would you add to the content?

8. What areas would you like to see receive greater emphasis?

Would you recommend this course to others? Yes 17 No

10. Should the course be continued? Yes 17 No

11. On an A-F scale, how would you grade this course?

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
4	10	2		

1

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

COURSE OUTLINE: SCHOOL BUSINESS MANAGEMENT

Instructor: Dr. Richard L. Wendler

I. General Objective

The basic function of American education is to provide each student - regardless of age - with those cognitive, affective, and motor skills that are necessary for him to achieve his optimum place in our American society and which are commensurate with the student's needs, interests, and abilities; the basic function of school business management is to assist the school district in achieving that aim in an effective, efficient and cost-conscious manner.

The basic function of this course shall be to provide students with an introduction to the skills, knowledge, and hopefully insights necessary in helping schools to obtain the greatest educational return for each dollar spent.

II. Specific Objectives

Each student should:

- A. See school business management as an important and integral part of the local educational process.
- B. Acquire specific skills and knowledge necessary to effectively perform his school business function.
- C. Understand the purposes and processes of American education.
- D. Acquire the skills necessary to effectively work with a wide spectrum of people.
- E. Develop a framework for evaluating the school business function.
- F. Understand the use of materials, forms, procedures, etc., indigenous to the business management of the schools.
- G. Understand and appreciate local, state, and national fiscal resources and limitations.
- H. Know and/or effectively implement related state laws, regulations, policies and procedures.
- I. Acquire a continuing and consistent desire to understand and appropriately interpret contemporary business management events and trends.

- J. Understand the need and method for both short or long-range planning for school district fiscal resources.
- K. Be aware of the need and the method for constantly providing appropriate direction and leadership of the above function.

III. Course Content

Course content shall include, but not be limited to, the following areas:

- A. Purposes and Organization of Public School Education
- B. The Setting of School Business Management
- C. Budgeting and Financial Planning
- D. Personnel Administration - *forms*
- E. Negotiations: Purpose and Process
- F. Plant Operation and Maintenance - *forms*
- G. School Plant Construction
- H. Transportation - *forms/laws*
- I. Purchasing/Inventory/Supply - *forms*
- J. Food Services - *forms/laws*
- K. Other: Specific Learnings and Skills
 - 1. State accounting forms and procedures
 - 2. PPBES
 - 3. Federal Programs
 - 4. Computers - Theory and Application
 - 5. Other
 - a. _____
 - b. _____
 - c. _____

IV. Teaching/Learning Techniques

As one might anticipate in a graduate course, great responsibility is placed upon the student to read, in depth, current literature dealing with the contemporary education administrative scene. The instructor shall assume many roles: devil's advocate, protagonist, lecturer, discussion leader, resource person, and "sounding board." Of greatest worth shall be the free exchange of ideas, problems, and information among class members.

All students can anticipate the following learning experiences:

1. A project designed to provide students with an opportunity to do an in-depth study of a topic of personal interest, or a project designed to expose students to current writings of a number of pertinent topics.
2. Group assignments that will focus on weekly topics of discussion.
3. Lecturers will be used for the purpose of clarification and as a supplement to discussions and assignments.
4. Readings will be assigned as part of group assignments.
5. The case-study method shall be utilized to critically analyze administrative practices and problems.
6. Films, guest speakers, "hand-outs" and other activities shall be used to present the material in an interesting and an informative matter.
7. Small group research and reports.
8. Familiarization with state and national school business forms and material.

V. Term Assignment

Each student will be expected to complete an in-depth study of a topic or problem that is of concern to the student and that is pertinent and contemporary to the school business management scene.

VI. Course Format

The course will be conducted informally with the emphasis on student discussion. Such discussion shall evolve from student experiences, the contemporary educational scene, case-studies and hypothetical situations. The discussions will focus on topics of mutual interest and concern and will involve both description and critical thought.

VII. Course Evaluation

Student evaluation shall reflect the following:

1. Class discussion
2. Weekly assignments
3. Term project
4. Test (s)

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

New Short Term Graduate Offering
Fall, 1974

Course Proposal

- I. Identification of the proposal
- A. Title: SCHOOL BUSINESS ADMINISTRATION
 - B. Department: Department of Educational Administration
 - C. Sponsor: Dr. Maurice Verbeke, Chairman
Dr. Richard L. Wendler
- II. Statement of Purpose
- A. The course is designed to satisfy the State requirement (see attached) relative to certification for school business administrator. Implementation of the course is being expedited in order to meet the request of the Atlantic County School Business officials (see attached).
 - B. The course will be initiated in September, 1974.
 - C. The course will be taught by a member of the department or by a qualified adjunct staff member.
 - D. Library holdings are less than adequate; however, considerable enrichment is available by utilizing N.J. State Department of Education publications.
- III. Outline of the proposal
- A. Essence of the proposal
 1. Title: SCHOOL BUSINESS ADMINISTRATION
 2. Semester hours of credit: 3
 3. Course level: Graduate
 4. Curriculum articulation: The course is a natural complement to graduate programs in public school administration and supervision and should, hopefully, serve as the initial step in establishing a master's degree program in school business administrator. The course will be open to all individuals who wish to expand their knowledge in this field. Also, it should serve as a natural sequence to the undergraduate concentration in school business administration.
 5. Enrollment: 15-20
 - B. Details of the proposal
 1. Uniqueness of the Program:
 - a. No other such course is offered in South Jersey. It is possible the course will initially be offered on-site in Atlantic County.
 2. Specific Objectives
 - a. The basic objectives of the program would be to provide potential (and practicing) school business officials with the knowledge, skills, and attitudes necessary to perform the complex task of school fiscal management. More specifically, the program would provide graduates with:
 - (1) An overview and insight into public education as a social as well as an educational institution;
 - (2) A knowledge of the organization of public education;
 - (3) The scope and role of the school business administrator;
 - (4) Knowledge and/or skills in such areas as school: laws, accounting, insurance, purchasing, bookkeeping, staffing, budget preparation and implementation, taxes and taxation,

(Over)

maintenance, state-federal revenues and restrictions, public relations, bonds and bonding, construction, debt service, etc.;

- (5) The concept of finance being a reflection of the educational program.
 3. Teaching Methods: One of the interesting and advantageous aspects of the course is the wide variety of teaching activities, methods, and materials almost inherent in the program, including discussion, lectures, small/large group activities, field trips, readings, student reports (verbal and written), guest speakers, case studies, prepared state forms, etc.
 4. Evaluation: Evaluation will be accomplished relative to student's:
 - (1) participation in class activities and discussions.
 - (2) preparation of appropriate assignments.
 - (3) examinations.
- C. Rationale: During the past 5-7 years, the position of public school business manager has been identified as one of growing importance, status, and complexity. School districts are aware that the position of school business administrator is critical and that a district that does not have a well-trained school business administrator will operate at considerably less than peak efficiency.

Recent trends in State fiscal management have placed additional importance on the need for a competent school business administrator. Such things as PPBS, Bateman legislation, accountability, central processing, regionalization, and the Better decision have made schoolboards more aware as to the value of a competent school business administrator.

In addition to better trained school business administrators, the degree of sophistication of the task is forcing boards of education to hire more than one person trained in business management.

Therefore, it is imperative that the State of New Jersey make provision for the education of a sufficient number of well-trained school business administrators. Such a program is of particular importance at Glassboro State College since Glassboro is the only logical source of such training in Southern New Jersey. Logical from the standpoint of both geography and current program offerings.

More specifically, the program is an outgrowth of numerous requests from local school administration, schoolboards and school business officials to provide such a service, particularly in light of the aforementioned absence of any such specific program in Southern New Jersey. Such requests have multiplied due to the State's increasing demand to require formal course work and for a program relative or prior to holding such a position.

- D. Results of Consultation: Persons consulted in connection with this project include:
- Mr. Harold Bills, Director of School Finance and Audit, New Jersey State Board of Education.
 - Dr. William Penton, Superintendent, Cumberland County Schools.
 - Mr. Harry Simons, School Business Administrator, Gloucester County Vocational School.
 - Mr. Gordon Simmons, School Business Administrator, Vineland Public Schools.
 - Mr. Jay Reed, School Business Administrator, Northfield Board of Education.
 - Mr. John Totin, past president, New Jersey Association of School Business Administration.