Prerequisites
None

COURSE INFORMATION

Catalog Description

Effective operation of the fiscal and business aspects of school administration in the educational program!

Purpose

The purpose of this course is to provide the student with the necessary tools to understand and use good business practices in the functioning of a school, program, or district. The students will develop an understanding of the leadership roles required to successfully function as an administrator in Kentucky as well as a background for pursuing work in other states.
Course Description

This course is designed to acquaint the student with the concepts of school business management for daily use as a practicing administrator. The course will focus on two main areas. First, the general concepts of school finance will be explored so that the student will understand the rationales for school business practices and procedures. Second, the course will focus on the practices that are customary and required in Kentucky public schools.

Course Objectives

Primary Overall Objectives

1. Understand the concepts of school business management

2. Identify the various sources of materials that are necessary to function in school business atmosphere.

3. Understand the various laws, regulations, and polices related to school business management.

4. Understand the relationship between school business practices and schools, programs, and district level functions.

5. Model lifelong learning professional development.

The course is designed for students to acquire knowledge, dispositions, and performance skills in areas identified by the Interstate School Leaders Licensure Consortium (ISLLC) standards and the American Association of School Administrators Professional Standards for the Superintendency, emphasis is placed on the student understanding, valuing, and knowing how:

1. 1.1: The vision and the mission of the school are effectively communicated to staff, parents, students, and community members.
2. 1.3: The core beliefs of the school vision are modeled for all stakeholders.
3. 1.4: The vision is developed with and among stakeholders.
4. 1.9: An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
5. 1.13: Needed resources are sought and obtained to support the implementation of the school mission and goals
6. 1.14: Existing resources are used in support of the school vision and goals.
7. 2.7: Life long learning is encouraged and modeled.
8. 2.16: A variety of sources of information are used to make decisions.
9. 3.2: Operational procedures are designed and managed to maximize opportunities for successful learning.
10. 3.6: The school plant, equipment, and support systems operate safely, efficiently, and effectively.
11. 3.19: There is effective use of technology to manage school operations.
12. 3.20: Fiscal resources of schools are managed responsibly, efficiently, and effectively.
13. 3.21: A safe, clean, and aesthetically pleasing school environment is created and maintained.
14. 5.2: Demonstrates personal and professional code of ethics,
15. 5.4: Serves as a role model.
16. 5.5: Accepts responsibility for school operations.
17. 6.4: The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

Course Topics

School business management will be looked at from a systems perspective. The major issues which impact public education and school administration will be reviewed in the context of school business management. The issues reviewed will include: diversity, special needs populations, special interest groups, accountability, adequacy, equity, obtaining revenue, quality, school based decision making, and emphasis on improving student performance. Specific topics addressed will include: school-based budgeting, district-level budgeting, comprehensive planning, revenue sources, taxation, financial accounting, including MUNIS, purchasing, audits, SEEK formulas, school activity funds, cash management, business procedures, ethical behavior, and relevant laws. Emphasis will be placed on the aspects of school finance that are of particular importance to the school building principal.

Text: (Required)

The following textbooks adopted and required for this course are:


ISBN 1-4275-0057-6

Special Instructional Materials (Required)

Kentucky Department of Education. *Kentucky comprehensive school improvement planning guidelines*. Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement*. Kentucky of
Major Teaching Methods

This course will rely on in-class discussion, textbook, lecture, individual study, and research, quizzes, and various out of class activities. The course will also be supplemented by a Blackboard website to support required group projects, discussion, and communication.

Grading/Evaluation

Assessment will be based on the evaluation of students’ attainment of course objectives through their active participation in class discussion, completion of assigned activities and assignments, and quizzes and exams.

A. Methods

1. Participation in class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted.

2. Assignments will be evaluated based on satisfying the requirement as assigned and the quality of the work.

Points Assignment

The final grade will be based on the total number of points accumulated.

A  =  90-100 points
B  =  80-89  points
C  =  70-79  points
D  =  60-69  points
F  =  0-59   points
The total number of points will be distributed as follows:

20 Class participation including online and field work
20 School Activity Fund Assignments
20 SBDM Budget Assignment
10 Other Assignments (Classroom “tone”)
30 Final Exam/Critical Performance
100 Total Points

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN “C” UPON COMPLETION OF ALL REQUIREMENTS.

Course Assignments

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. All documents are to be submitted as a Microsoft Word document unless otherwise specified by instructor. Assignments submitted in other formats without approval will not be accepted. Assignments will be submitted either electronically or as a hard copy as instructed by the professor.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late will be penalized 10% for each day late.

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

Course assignments include:

1. Participation in class and online 20%
2. Complete School Activity Fund Assignments 20%
3. Complete SBDM school level budget with explanations 20%
4. Complete other assignments (Classroom “tone”) 10%
5. Final Exam/Critical Performance 30%
Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. Attentiveness and active participation are expected from all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the students.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.
Technology Requirements:

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal assumption that this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

Students with Disabilities

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disability Services.

Safety and Evacuation

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus.
References


Journals

Educational Leadership
Education Week
Phi Delta Kappan
The American School Board Journal
The Executive Educator
The School Administrator

Other Materials

Kentucky Department of Education. *Kentucky comprehensive school improvement planning guidelines*. Frankfort, KY: Kentucky Department of Education.
Kentucky Department of Education. *Regulations and guidelines for facilities management.* Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement.* Kentucky Department of Education.

EDAD 588: School Business Management  
Dr. Buddy Hooper

Tentative Schedule

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<th>EDAD 588-500 (SCHOOL BUSINESS MGT) Term: Spring 2009</th>
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