



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Educational Leadership Course Syllabus

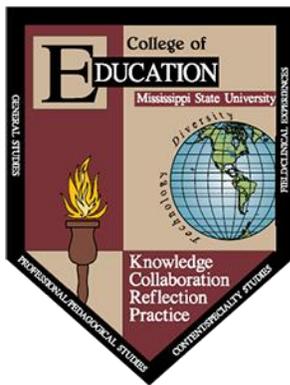
EDL 8713 School Business and Facilities

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: 3 credit hours. The focus of the course is on providing effective leadership for school operations such as managing the budget, campus safety and security, and buildings and grounds.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

To successfully complete the course, candidates are expected to master seven (7) course objectives. With these objectives, candidates are required utilize the National Educational Leadership Preparation (NELP) Standards (Standards 1 - 7) as designed by the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) and the Professional Standards for Educational Leaders (PSEL) developed collaboratively as led by NPBEA. Course objectives are also linked to the Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs. Further, the goals are linked to the indicators in the College Framework Program Outcomes (CFPO) document at Mississippi State University as well as the Culturally Responsive Teaching Practices (CRT).

1. Demonstrate an understanding of the role that effective business practices play in building a shared commitment to the implementation of the vision for school improvement. (ELCC 1.4; NELP 1.2; CAEP A.1, A.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j; CRT 3.1, 7.1, 14.1; CFPO 10)
2. Demonstrate an understanding of how to identify and put into action a technological system for using data-based strategies (e.g., program budgeting) to regularly monitor, evaluate, and revise business practices necessary for implementation of the vision for school improvement. (ELCC 1.4; NELP 1.2; CAEP A.1, A.2; PSEL 10a, 10b, 10d, 10g, 10h, 10j; CRT 2.1, 2.2, 4.1, 4.2; CFPO 7)
3. Demonstrate capability to manage fiscal operations using state-of-the-art strategies, such as

site-based program budgeting, to align resources with the vision for school improvement. (ELCC 3.2; NELP 6.2; CAEP A.1, A.2; PSEL 3h, 9c, 9d; CRT 2.1, 2.2, 4.1, 4.2; CFPO 5)

4. Demonstrate an understanding of the importance of family and community collaboration in the implementation of the vision for school improvement. (ELCC3.2, 4.1; NELP 6.1; CAEP A.1, A.2; PSEL 4e, 9b, 9f, 9g; CRT 1.1, 3.1, 5.1; CFPO 10)
5. Demonstrate the capability required for providing a safe, secure, and well-maintained school campus. (ELCC 3.2; NELP 6.1; CAEP A.1, A.2; PSEL 4e, 9b, 9f, 9g; CRT 2.1, 2.2, 4.1, 4.2, 9.1, 9.2; CFPO 10)
6. Develop capability in long-range, strategic, and action planning necessary for effective and efficient allocation of resources. (ELCC 3.3; NELP 3.3; CAEP A.1, A.2; PSEL 3b, 3d, 3g, 3h, 5e, 7b; CRT 2.1, 2.2, 4.1, 4.2, 7.1; CFPO 10)
7. Identify, assess, and apply current technologies for managing school operations. (ELCC 3.3; NELP 3.3; CAEP A.1, A.2; PSEL 3b, 3d, 3g, 3h, 5e, 7b; CRT 3.1, 4.1, 4.2, 8.1; CFPO 7, 10)

Detailed Course Outline/Topics Covered in the Course

Course topics (45 hours of instruction) ranging from the legal framework for public school finance to managing family and community involvement in the implementation of the vision for improving and developing school safety, security, buildings, and grounds are addressed in the course. The six major topics and their accompanying subtopics follow:

Topics, Subtopics, and Duration
<p>Legal framework for public school finance (3 hours) Objectives targeted: 4, 7</p> <ul style="list-style-type: none"> • Historical and current issues • Federal revenue role (legislation authorizing categorical funding to states) • State revenue role <ul style="list-style-type: none"> ○ Mississippi Adequate Education Program (MAEP) ○ State Statutes Addressing Fiscal Matters • Local revenue sources <ul style="list-style-type: none"> ○ Property taxes, Sixteenth Section Lands, student activities, etc.
<p>Managing fiscal operations (21 hours) Objectives targeted: 1, 2, 3, 6</p> <ul style="list-style-type: none"> • Budget planning and development <ul style="list-style-type: none"> ○ School board policy and procedures ○ Site-based program budgeting • Enrollment projections • Budgeting for personnel, instruction, student activities, and infrastructure • Other budgeting considerations (e.g., transportation and food service) • Putting the budget into action <ul style="list-style-type: none"> ○ Expenditures and encumbrances ○ Purchasing procedures ○ Accounting procedures (fiscal control and responsibility) ○ Inventory procedures
<p>Managing school safety and security (6 hours) Objectives targeted: 5, 7</p> <ul style="list-style-type: none"> • Assessing school safety status <ul style="list-style-type: none"> ○ Improving school safety (e.g., playground equipment) • Assessing school campus security <ul style="list-style-type: none"> ○ Improving school campus security • Evaluating school safety and security plans • Developing and improving school safety and security plans <ul style="list-style-type: none"> ○ Tactical (immediate action), strategic, and long-range planning

<p>Managing buildings and grounds (9 hours) Objectives targeted: 2, 5, 7</p> <ul style="list-style-type: none"> • Assessing the status of school buildings (e.g., maintenance quality) <ul style="list-style-type: none"> ○ Improving school buildings • Assessing the status of school grounds (e.g., maintenance quality) <ul style="list-style-type: none"> ○ Improving school grounds • Planning for development and improvement of buildings and grounds <ul style="list-style-type: none"> ○ Tactical (immediate action), strategic, and long-range planning
<p>Managing implementation of technology usage for operations (3 hours) Objective targeted: 6</p> <ul style="list-style-type: none"> • Assessing technology usage <ul style="list-style-type: none"> ○ Improving technology usage • Evaluating technology usage plans • Developing and improving school technology usage plans <ul style="list-style-type: none"> ○ Tactical (immediate action), strategic, and long-range planning
<p>Managing family and community involvement in the implementation of the vision for improving and developing school safety, security, buildings, and grounds (3 hours) Objectives targeted: 1, 4</p> <ul style="list-style-type: none"> • Assessing and improving family engagement • Assessing and improving community involvement • Assessing school safety; critiquing strengths and gaps; identifying strategies for improvement
<p>Total hours: 45 contact hours</p>

Text(s)/Course Materials

Thompson, D. C., & Wood, R. C. (2010). *Money & schools (Ed. 4)*. Larchmont, NY: Eye on Education.

Description of Instruction

In this lecture course, a variety of instructional methods will be employed. Specific instructional methods include shared inquiry discussion, guided instruction, and hands-on learning activities which require candidates to demonstrate their learning through case scenarios, simulations, online book study group discussions, peer-led activities, group projects, and independent research applying course content to professional standards.

The Meridian Campus offers a non-traditional delivery format with weekend sessions to accommodate busy educational professionals and the choice of face-to-face and blended classes.

The Starkville Campus offers an online format with a combination of synchronous online class meetings as well as asynchronous online learning opportunities to accommodate educational professionals who desire flexibility in degree and licensure programs.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to

MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Candidates are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of PowerPoint, spreadsheets, graphs, charts, posters, and e-mails are essential skills students will utilize. Candidates will be required to access MSU's Canvas portal to complete, upload, collaborate, and present applicable assignments for applicable course formats. This course requires a subscription to *Watermark*, an electronic portfolio and storage system for candidates that is used as a repository for course assignments, assessments, and field experiences. Data collected from the database are used for accreditation purposes and program improvements. Assignments required in Watermark must be submitted for successful completion of the course.

Diversity

As the objectives and topics presented previously indicate, diversity (e.g., religion, ethnicity) will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

Candidates in the educational leadership program will be current practitioners employed in a school setting, and the field component will be based at that school. Thus, they will have the regular responsibilities and ongoing interaction with practicing school leaders, teachers, and students. In rare instances where a candidate is not currently employed as in a P-12 setting, they will be placed in a school by the Office of Clinical and Field-Based Instruction.

Evaluation of Student Progress

The following assignment types may be used for program candidate evaluation. Course credit is three (graduate) semester hours. Candidates' grades for the course will be determined according to five criteria: participation, interaction, reading/writing assignments, problem-based learning projects, and quizzes including the final examination.

Scholarly analytical papers and presentations, individual and group collaborative projects/assignments, and quizzes, midterm and final examinations will comprise 80% of the final grade; student participation, assigned discussions, and demonstration of learning in course seminars comprise 20% of the final grade. A separate *Dates and Specifications Sheet* will be provided listing the details of each required class assignment.

Assessment Types and Activities:

20% of a Candidate's final grade will be comprised of:

- Class participation: Candidates are expected to attend to all assignments in a timely manner and participate in online as well as any face-to-face learning experiences.

- Class discussions related to various course content topics: Candidates will be required to interact with course material, instructor, and classmates in rich discussions and applications of course content. APA format is expected where applicable.

80% of a Candidate's final grade will be comprised of:

- Scholarly analytical papers related to course content and topics: Candidates will be required to complete written analytical papers to be assessed based on depth of analysis and application of the content, organization and communication of written information, oral/written communication essentials, and correct citation and format based on current APA guidance.
- Group collaboration: Candidates will engage in collaborative projects with classmates for presentations to the group; candidates will be assessed based on the quality, understanding, application, and presentation of assignment as a group assessment and individual interaction and contribution to the overall team product. APA format is expected where applicable.
- Individual projects: Candidates will engage in individual projects that may require research, presentation, and/or submission – Specifically, Key Assessment 6A, Facilities/Budget Management Project. APA format is expected where applicable.
- Field experiences: Students will have ongoing interaction with practicing educational leaders through the completion of field assignments as listed in the accompanying Dates and Specifications document. Each course in the program leading to leadership licensure will contain field components as part of course requirements.
- Quizzes, mid-term assessment, and final examination; Candidates will engage in the listed assessments which could take the form of multiple-choice, true/false, short answer, and/or essay. APA format is expected where applicable.

Grading Scale

100.00% - 90.00%	A
89.99% - 80.00%	B
79.99% - 70.00%	C
69.99% - 60.00%	D
Below 60.00%	F

Attendance Policy

Candidates are expected to attend classes, submit assignments, and participate in class discussions and discussion boards as well as group collaboration as a member of a group of professional graduate students. In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email and provide appropriate documentation.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal

Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Candidates are expected to abide by the Mississippi Educator Code of Ethics through all course activities.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

The Educational Leadership programs require candidates to develop and apply deep understanding of critical concepts, principles, and practices through the study of research on course topics, analysis of relevant publications, application of course content in actual school and classroom settings, interviews and reflections with key school personnel, and analysis of case studies related to course content. All content covered aligns to applicable leadership standards and requires candidates to simulate implementation of leadership tasks associated with cultivating systems, processes, and procedures all ultimately focused leadership structures supporting student proficiency of college and career-readiness standards.

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