MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP AND FOUNDATIONS

COURSE SYLLABUS

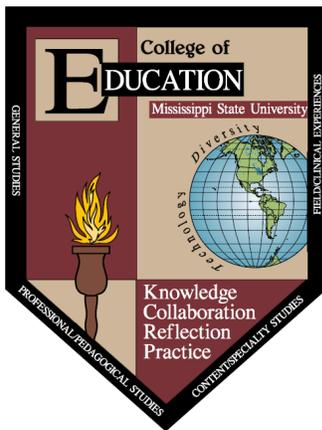**Course Prefix and Number:** EDL 8713

Course Title: School Business and Facilities

Credit: 3 semester hours

Type of Course: Lecture

Catalog Description: 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 superior 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 are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Course objectives are linked to Educational Leadership Constituent Council (ELCC) Standards developed by the National Policy Board for Educational Administration for programs in school administration, as well as additional indicators for professionals created by the College of Education at Mississippi State University for the College Framework Program Outcomes (CFPO) document.

Seven (7) course objectives guide the selection of content and instructional activities. The objectives focus attention on preparing educational leaders who will be expected to acquire the knowledge, skills, and dispositions necessary to:

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, 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 regular monitor, evaluate, and revise business practices necessary for implementation of the vision for school improvement. (ELCC 1.4, 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, CFPO 5)
4. Demonstrate an understanding of the importance of family and community collaboration in the implementation of the vision for school improvement. (ELCC 3.2, 4.1, CFPO 10)
5. Demonstrate the capability required for providing a safe, secure, and well-maintained school campus. (ELCC 3.2, CFPO 10)
6. Develop capability in long-range, strategic, and action planning necessary for effective and efficient allocation of resources. (ELCC 3.3, CFPO 10)
7. Identify, assess, and apply current technologies for managing school operations. (ELCC 3.3, CFPO 7, 10)

Course Topics and Hours:

Six (45 hours) major topics 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:

Legal framework for public school finance (Time allocation: 3 hours; Objectives targeted: 4, 7; Standard elements/indicators: ELCC 3.2, ELCC 3.3, CFPO 5, CFPO 10)
Historical and current issues
Federal revenue role (legislation authorizing categorical funding to states)
State revenue role
Mississippi Adequate Education program (MAEP)

State statutes addressing fiscal matters
Local revenue sources
Property taxes, Sixteenth Section Lands, student activities, etc.
Managing fiscal operations (Time allocation: 21 hours; Objectives targeted: 1, 2, 3, 6; Standard elements/indicators: ELCC 1.4, ELCC 3.2, ELCC 3.3, CFPO 5, CFPO 7, CFPO 10)
Budget planning and development
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
Expenditures and encumbrances
Purchasing procedures
Accounting procedures (fiscal control and responsibility)
Inventory procedures
Managing school safety and security (Time allocation: 6 hours; Objectives targeted: 5, 7; Standard elements/indicators: ELCC 3.2, ELCC 3.3, CFPO 10)
Assessing school safety status
Improving school safety (e.g., playground equipment)
Assessing school campus security
Improving school campus security
Evaluating school safety and security plans
Developing and improving school safety and security plans
Tactical (immediate action), strategic, and long-range planning
Managing buildings and grounds (Time allocation: 9 hours; Objectives targeted: 2, 5, 7; Standard elements/indicators: ELCC 1.4, ELCC 3.2, ELCC 3.3, CFPO 10)
Assessing the status of school buildings (e.g., maintenance quality)
Improving school buildings
Assessing the status of school grounds (e.g., maintenance quality)
Improving school grounds
Planning for development and improvement of buildings and grounds
Tactical (immediate action), strategic, and long-range planning
Managing implementation of technology usage for operations (Time allocation: 3 hours; Objective targeted: 6; Standard elements/indicators: ELCC 3.3, CFPO 10)
Assessing technology usage
Improving technology usage
Evaluating technology usage plans
Developing and improving school technology usage plans
Tactical (immediate action), strategic, and long-range planning
Managing family and community involvement in the implementation of the vision for improving and developing school safety, security, buildings, and grounds (Time allocation: 3 hours; Objectives targeted: 1, 4; Standard elements/indicators: ELCC 1.4, ELCC 3.2, CFPO 10)

Text Approved for the Course:

The instructors teaching this course shall require the following approved text:

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

It should be noted that any change in relation to the textbook selected for the course must be approved by the faculty member listed as professor of record.

Method of Instruction:

Three basic instructional strategies—nano-lecturing, demonstrating, and doing (hands-on learning) are recommended for teaching the course. The coined term "nano-lecture" refers to a clear, concise 20-30 minute lecture addressing a particular topic. Demonstrating (e.g., showing) calls for providing a visible explanation or picture of what is to be learned. Doing (e.g., hands-on activities) pertains to actively involving candidates in applying the knowledge, skills, and depositions learned through projects requiring problem solving and decision making.

Suggested Student Activities:

Learning activities address the seven course objectives, ELCC standards and elements, CFPO indicators, and six topics that provide the content framework for the course. Suggested activities include question-answer sessions, discussion sessions, analytical papers based on assigned readings, scholarly research papers, projects, quizzes, and examinations. The course instructor should consider the suggested student activities presented in the official syllabus (i.e., syllabus on file in the department office and the office of the University Committee on Courses and Curriculum) in developing a more detailed teaching syllabus (e.g., specific activities selected and dates that assignments are due). Suggested learning activities follow:
    Participation in question-answer and discussion (instructor-to-candidates, candidates-to-instructor, and candidates-to-candidates) sessions
    Participation on panel presentations
    Case study (in the form of brief vignettes) problem solving
    Brief analytical papers (300-500 words), plus abbreviated outlines, focusing on essential information presented in the required textbooks
    Special problem-solving projects:
        Analytical critique of revenues provided by MAEP
        Analytical critique of an actual school budget
        Preparation of a budget for a simulated elementary, middle, or high school
        Presentation of the budget to the class as a whole
        Analytical critique of a school safety and security plan
        Preparation of a safety and security plan for a simulated elementary, middle, or high school
        Presentation of the safety and security plan to the class as a whole
        Analytical critique of an actual school technology plan

Preparation of a technology plan for a simulated elementary, middle, or high school
Presentation of the technology plan to the class as a whole
Assessment of the buildings and grounds at an elementary, middle, or high school
Presentation of the assessment to the class as a whole
<u>Note:</u> Projects may be assigned to an individual or to a team (3-5 members) for the purpose of developing skill in group dynamics at the discretion of the instructor
Quizzes (e.g., true/false, multiple-choice, and constructed response format) on assigned readings
Comprehensive final examination addressing the content covered in the course

Honor Code:

Academic honesty is expected in relation to the 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.* Refer to *Mississippi State University Policy and Procedures for Handling Academic Misconduct.*

Technology:

Technology in the form of smart-board writing, document projection, audio projection, visual (film) projection, and computer-generated projection will be used throughout the sessions of the course.

Diversity:

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

Disability:

Students with disabilities will be accommodated in the course by scheduling class sessions in a building, adjacent to a parking lot with handicap provisions, with classrooms providing easy accessibility. The classroom scheduled for the course will also provide electronic equipment for meeting the needs of the visual and hearing impaired. Students with disabilities are encouraged to notify the instructor of their needs and the office of Student Support Services in accordance with university policy. Students may contact Student Support Services at http://www.sss.msstate.edu/disabilities or contact them at 01 Montgomery Hall; local phone # 325-3335.

Field Component:

Students will compare simulations prepared in course assignments with their actual school facsimiles and then discuss similarities and differences with their principals. Each course in the newly designed program leading to principal certification will contain field components as part of course requirements.

Evaluation of Student Progress:

Assignments completed by students will be evaluated in relation to four components: (1) content substance (i.e., quality of the coverage for a particular topic such as the legal framework of public education), (2) content organization (i.e., logical and reasonable narrative presentation), (3) oral/written communication essentials (i.e., word usage, punctuation, mechanics, spelling, grammar, sentence construction, paragraph development, etc.) as appropriate, and (4) specifications (i.e., typeface, print-size, spacing, identification, title, margins, indentation, and so forth.

All assignments (oral and written), quizzes, and the final examination will be assessed on a three-point rubric: unacceptable, acceptable, and target. Any rubric numerical scores will be converted into percentages. The term "unacceptable" signifies that less than 70 percent of the expectations for the assignment were met. The term "acceptable" signifies that expectations for the assignment were met at the 70-89 percent level. The term "target" signifies that expectations for the assignment were met at or above the 90 percent level.

The student's grade for the course will be determined as follows:

Participation: Oral communication activities such as question-answer and discussion sessions, panel and other presentations, problem-based case studies, and so forth constitute 10 percent of the grade for the course.
Analytical papers: Brief analytical papers (300-500 words), plus abbreviated outlines, constitute 20 percent of the grade for the course.
Projects constitute 50 percent of the grade for the course.
Short (10 item) quizzes (e.g., true/false, multiple-choice, and constructed-response answers) addressing assigned readings constitute 10 percent of the grade for the course.
Final examination: Final examination covering overall course content constitutes 10 percent of the grade for the course.

Conversion of percentage ranges to letter grades for grading purposes is presented below:

90 or more percent = A
80 - 89 percent = B
70 - 79 percent = C
60 - 69 percent = D
59 percent or less = F

Assessment of student's achievement for each of the objectives providing direction for the course follows:

1. To 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, CFPO 10). <u>Assessment suggestions for measuring objective achievement:</u> Case studies, question-answer sessions, class discussion sessions, observation, brief analytical paper, and quiz.

2. To demonstrate an understanding of how to identify and put into action a technological system for using data-based strategies (e.g., program budgeting) to regular monitor, evaluate, and revise business practices necessary for implementation of the vision for school improvement (ELCC 1.4, CFPO 7). <u>Assessment suggestions for measuring objective achievement:</u> Case studies, question-answer sessions, class discussion sessions, observation, brief analytical paper, quiz, and final examination.
3. To 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 1.4, ELCC 3.2, ELCC 3.3, CFPO 5). <u>Assessment suggestions for measuring objective achievement:</u> Candidates complete a project where they analyze the budgeting process in a school, compare it to state-of-the-art strategies, identify alignment of budget with school planning process, and analyze how these processes enable the school vision to be implemented.
4. To demonstrate an understanding of the importance of family and community collaboration in the implementation of the vision for school improvement (ELCC 3.2, 4.1, CFPO 10). <u>Assessment suggestions for measuring objective achievement:</u> Case studies, question-answer sessions, class discussion sessions, observation, brief analytical paper, quizzes, project and (product) presentation, scholarly research paper, and final examination.
5. To demonstrate the capability required for providing a safe, secure, and well-maintained school campus (ELCC 3.2, CFPO 10). <u>Assessment suggestions for measuring objective achievement:</u> Question-answer sessions, class discussion sessions, observation, brief analytical paper, project and (product) presentation, and final examination.
6. To develop capability in long-range, strategic, and action planning necessary for effective and efficient allocation of resources (ELCC 3.3, CFPO 10). <u>Assessment suggestions for measuring objective achievement:</u> Question-answer sessions, class discussion sessions, observation, brief analytical paper, project and (product) presentation, and final examination.
7. To identify, assess, and apply current technologies for managing school operations (ELCC 3.3, CFPO 7, 10). <u>Assessment suggestions for measuring objective achievement:</u> Question-answer sessions, class discussion sessions, observation, brief analytical paper, project and (product) presentation, and final examination.

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