

Niagara University
College of Education
Department of Educational Leadership and Counseling

A. Course Number and Title

EDU 634 – School Business Administration

B. Number of Credits

Three (3) Credit Hours

C. Course Description

The course is designed to assist candidates in an understanding of the operation, financing and reporting procedures of the following business functions: insurance, cafeteria, transportation, investments, various school accounts, purchasing, inventory and maintenance.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instruction videos, field experiences and research.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
*	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
*	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
*	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	
*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.
*	5. Leaders persevere and take the “long view.”
	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.

	8. Leaders never stop learning and honing their skills.
*	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
	3. Critical Thinking and Reflective Practice
	4. Knowledge Creation

F. Course Objective

Candidates will be able to:

1. Demonstrate understanding of the legal context of the public school district
2. Demonstrate understanding school district budgeting process
3. Apply the skill of forecasting to enrollment projections for a district
4. Demonstrate understanding of the role of Management Information systems.
5. Demonstrate understanding of taxation, district purchasing, facility planning
6. Apply concepts of risk management to a case study
7. Demonstrate understanding of financial management processes
8. Apply management skills to pupil transportation and food service

G. Outline of Course Content

1. Introduction to School Business Management
2. Legal context of the public school district
3. School District budgeting
4. Quantitative decision-making enrollment forecasting
5. Management information system
6. Taxation
7. School District purchasing
8. Financial management and cash flow
9. Accounting
10. Facility planning and management
11. Capital outlay and bonding
12. Risk management
13. Pupil transportation
14. Collective negotiations
15. Food service

H. Course Requirements

1. Develop a mini systems manual
2. Enrollment projection
3. Read:
 - Wood, R. Craig, Thompson, David C., Picus, Lawrence O. & Tharpe, Don I. (1995). Principals of School Business Management. (2nd Edition) Reston, VA: Association of School Business Officials International.

I. Projects/Assignments

- Enrollment Projections Project
- Colloquium Participation
- Development of an Administrative Manual

J. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate's course grade. A phone call, email message or note delivered to the instructor is required if you expect to miss a class.

K. Grading

Class Participation	30%
Enrollment Projection	10%
Colloquium	25%
Administrative Manual	35%
	100%

L. Student Disclosure

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).