

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies

COURSE OUTLINE

Business and Financial Aspects of Educational Administration

ELPS 664

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

ELPS DISPOSITIONS

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.

4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

California Commission On Teacher Credentialing (CCTC) – Standards Of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination-Standards 1-5

- Program Standard 1: Program Design and Rationale
- Program Standard 2: Collaboration, Communication, and Coordination
- Program Standard 3: Development of Professional Leadership Perspectives
- Program Standard 4: Equity, Diversity, and Access
- Program Standard 5: Role of Schooling in a Democratic Society

Category II: Curriculum-Standard 6

- Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)

Category III: Field Experiences in the Program

- Program Standard 7: Nature of Fieldwork Experiences
- Program Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9

- Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Problems and principles of educational finance, with emphasis upon the California situation. Formulation and financing of the school budget. Legal provisions concerning school finance and business management. Basis and computation of state and local school support. Standard school business practices. General aspects of the planning, financing, and construction of school buildings. Business management problems of individual schools. (3 Units)

California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 664

CPSEL Standard 1: Development and Implementation of a Shared Vision.

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPEs Elements:

1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.

CPSEL Standard 3: Management and Learning Environment.

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPEs Elements

3A New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.

3A-1 Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.

3A-2 Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students.

3A-3 Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.

3D New administrators know how effective management of staff and of the school's budget supports student and site needs.

3D-4 Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations.

3D-5 Assess and analyze student and site needs and use this understanding as a base to support financial decision making and efforts to prioritize expenditures that support the school's vision, goals, and improvement plans.

3D-6 Use various technologies related to financial management and business procedures.

- 3D-7 Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures including financial record keeping and accounting.

CPSEL Standard 5: Ethics and Integrity.

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPEs Elements:

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
- 5B New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

CPSEL Standard 6: External Context and Policy.

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CAPEs Elements:

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
- 6A-4 Operate within legal parameters at all levels of the education system.

CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)

Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

- Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2 – Facilitating Communities of Practice
- Leadership Cycle 3 – Supporting Teacher Growth

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF COURSE IN CURRICULUM

This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

COURSE CONTENT

Students will accomplish the following:

- Review the history of public school finance to develop an understanding of traditions which bring us to the present system of funding public school education: Federal involvement and function of states; CA school finance history, legislation, court cases, student demographics, economic trends, fiscal outlook, equalization issues, taxation, state budgeting process.
- Define the role and function of the business office and the chief business official.
- Identify local, state, and federal revenue resources for the school/district budget and regulations governing these sources.
- Understand the Local Control Funding Formula.
- Demonstrate knowledge of various types of school district funds in order to make appropriate decisions on resource allocations for identified priorities.
- Become knowledgeable about budget expenditures, classifications, object codes to understand how to delegate resources to enhance student achievement.
- Gain knowledge of school/ district format, required reports, financial reporting forms and accounting procedures.
- Understand district audit requirements and how to ensure that all practices are professional, legal, and ethical.
- Become aware of requirements in managing student body funds.
- Gain familiarity with facilities planning, including enrollment projections, bonds, and other sources of capital outlay funding.
- Become knowledgeable about the operation of business support services such as transportation, maintenance and operations, and the school food services program.
- Apply standards of equity and equality to achieve an inclusive community, which meets the needs of a diverse population of students.
- Reflect on personal and professional practices in terms of ethical decision-making.
- Develop competence in obtaining and giving feedback, which results in improved practices.

TEXTBOOKS (Required)

- Schmieder, J. & Townley, A. (2015). *School finance: A California perspective* (Tenth Edition). Dubuque, Iowa: Kendall/Hunt Publishing Company

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

- American Psychological Association. (2010). *Publication manual of the American psychological association*. (6th Ed.). American Psychological Association.

PRESENTATION OF WRITTEN MATERIALS

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the "APA Style" can be obtained through the Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/eisner-education/educational-leadership-policy-studies/writing-standards>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

DISABILITIES

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

ACADEMIC HONESTY POLICY

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

CELL PHONE USAGE

Cell phones are to be turned off during instructional time.

E-MAIL

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

Course Schedule