



Educational Leadership and Administration Program  
*Leadership for Diverse Communities*  
***Our mission is to prepare credible and  
relevant leaders in education***

Syllabus for  
**EAD 266 School Finance and Business Administration**

**Clear Administrative Services Credential**

**Course Description**

This course is designed for current school administrators who work in today's complex and challenging schools. The course is designed to give participants practice in making timely and thoughtful decisions about student, employee, and school matters that have financial and business ramifications. The economic perspectives and practices of school finance and business administration will be covered, as well as local, state, and federal responsibility for financial support of education. Students will gain an understanding of the overall financial and business functions and processes at a school site and in a district.

**EAD 266 School Finance and Business Administration**

Spring Semester

California State University, Fresno

Educational Leadership and Administration  
Program

Department of Educational Research and  
Administration

2 units

3 weekends: Friday 6-9 PM, Saturday 8-4 PM

Instructor:

Contact information:

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 6. Political, Social, Economic, Legal and Cultural Understanding.

**Prerequisites**

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential, be employed as a school or district administrator, and to be accepted into the Clear Administrative Services Credential program.

**Course requirements and expectations**

This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the semester grade. Any special problem or situation should be discussed with the professor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

### **Assignments and grading**

Final grades will be based on the percentage of points acquired over the semester. A total of 500 points is possible. A=90% or higher (450-500 points), B=80%-89% (400-449), C=70%-79% (350-399). No extra credit will be given. No final grades will be issued to any student who has not paid for all textbooks and other materials.

1. Students are required to be on time and present for all class sessions and to participate in class discussions and activities. Attendance and participation will be factored into final grades (100 points maximum).
2. Each student will write two papers. Topics will be assigned for each paper with the first assignment due during the second weekend of the course and the second assignment due two weeks after the final weekend of class. Each paper will address a financial and/or business issue using board policy, administrative regulations, the Education Code, or other appropriate legal tools. Special emphasis will be placed on one assignment for the management of categorical funds. (200 points per paper).
  - Papers must be double spaced
  - Papers shall be no longer than 5 pages in length
  - No handwritten papers will be accepted
  - Papers must satisfy the Standard 12 requirements for the course

Papers may be turned in during class, mailed, e-mailed, or faxed to the instructor **on or before the due date**. All papers, which are mailed or faxed, should be directed to the attention of the instructor. E-mailed papers should be converted to Microsoft Word, Rich Text Format (RFT), or WordPerfect format before sending. All papers should include the required reflection regarding the CPSELs (see below).

### **Materials**

Course materials will be a compilation of class handouts provided by the instructors and/or a CD-ROM. You may purchase a copy of the materials from the instructor the first night of class. Students will be charged only the actual cost of duplication of the materials.

### **The CPSELs**

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. **Shared Vision of Learning** – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. **Culture of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. **Management of the School in the Service of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. **Working With Diverse Families and Communities** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. **Personal Ethics and Leadership Capacity** – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. **Political, Social, Economic, Legal and Cultural Understanding** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.