Course Syllabus:

EDLE 5643 School Business Management

Gordon T. & Ellen West College of Education
EDLE-5643-102, Independent Graduate Study
Fall 2025: August 25 - December 13, 2025

Contact Information

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Instructor Communication

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays. I provide my personal cellular telephone number, but I ask it not be used for calls or texts unless absolutely necessary as I cannot assure anyone I am available at any given time during the summer hours.

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Required Textbook

Sorenson, R. and Goldsmith, L. (2024). *The principal's guide to school budgeting* Fourth Edition (Revised and Updated Edition). Thousand Oaks, CA: Corwin. eBook ISBN: 9781071915974. Paperback ISBN: 9781071915851.

Course Description
EDLE 5643 School Business Management

A study of principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.

Course Objectives/Learning Outcomes/Course Competencies
Specific learning objectives for the course derive from the standards outlined in Appendix A. Satisfactory completion of the course will document that students have demonstrated the ability to satisfy those standards. See Appendix A: TEA Principal Standards and Building Level Competencies.

Class Overview
This course introduces students earning their Master's Degrees in Education to essential public school finance and business management principles. Students both on the principal and non-principal track must have a functional understanding of school business management and financial structures to manage programs and/or to lead buildings.

This course will include academic theory, state, and district-level best practices as they relate to practical site-level business and financial management issues. Critical thinking, problem solving skills, and sound decision-making skills will be evidenced through writing and audiovisual presentations. Technology skills and understanding of the importance of technology to managing public schools is essential.

This is a completely online/virtual class. No zoom or in-person sessions will be required, but the instructor will expect students to view supplemental instructional videos throughout the course. Furthermore, discussion board participation and viewing of classmate presentations are also critical. The social aspect of learning is a powerful tool; we will balance it as much as possible within the confines of a virtual format.

Major Goals of the Course
The major goals of this course are to
- Emphasize the priority of ethics in relation to the handling of finances;
- Develop an understanding of the sources of public school funding and the ethical and political issues related to how schools are funded;
- Learn money management methods and techniques employed by modern school districts;
- Examine methods for working as a team with faculty and staff in budget development;
- Consider the internal politics associated with financial allocations;
- Analyze real-world scenarios as examples of challenges faced in the workplace; and
- Gain skills in how to allocate and budget for a public organization.

These goals will be achieved through readings, writing, reflection, and application of new knowledge and skills.

Grading/Assessment

Table 1: Points allocated to each assignment.

Assignments	Points	Calculated
Participation: Writing and Responding to Discussion Posts	60	(12 posts X 5 pts)
Case Studies	90	(9 cases X 10 pts)
Ethical Issues Discussions	120	(12 issues X 10 pts)
P-Card Activity	40	Due October 19
Budgeting Codes Activity - Resource C (240)	40	Due November 9
Budget Development Project	50	Due November 23
TEA Assessment #4: School Finance Project	100	Due December 4
TOTAL POINTS	500	

Table 2: Total points for final grade.

Grade	Points
A	450 to 500
B	400 to 449
C	350 to 399
D	300 to 349
F	Less than 300

Assignments, Quizzes, and Examinations
There will be no quizzes nor examinations in this class. Instead, the assignments in this course have heavier weighting. This course is intending to use purposeful work-based assignments as authentic assessments. As such, weekly assignments will have a higher level of scrutiny when graded and be held to a higher standard of performance.

Projects Required
There will be no final examination in this class. The major project, the NELP/TEA Assessment #4, School Finance Project, will take the place and carry the weight of a final examination.

Extra Credit
This is a masters-level class so there are no extra credit assignments.

Attendance/Participation
Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Student Handbook

Refer to: [Student Handbook-2024-25](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Google Sparrow, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate do not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Quality Requirements

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work
- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in Dropbox on D2L.
- Discussions should be completed within the D2L discussion space and *NOT* uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Adhering to Professional Ethics

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

Online Posts and Mutual Respect

Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this

reason that we must be cognizant of our postings online. You are provided with Netiquette guidelines and Rules for Discussion Posts. Please observe them.

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](D2L) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates
Last day for term schedule changes: Check date on Academic Calendar.
Deadline to file for graduation: Check date on Academic Calendar.
Last Day to drop with a grade of "W:" Check date on Academic Calendar.
Refer to: Drops, Withdrawals & Void

College Policies
Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university

campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight."* which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit https://msutexas.edu/titleix/

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Module	Activities/Assignments/Exams	Due Date
Module 1 8/25 to 8/31	Sorenson and Goldsmith–Introduction through Chapter 1, pp. 1-45. Emphasis on PSEL 2: Ethics and Professional Norms.	Aug 31, 2025
Module 2 8/31 to 9/7	Sorenson and Goldsmith–Chapter 2, pp. 27-46. Case Study: Doyle Middle School.	Sep 7
Module 3 9/7 to 9/14	Sorenson and Goldsmith–Read the first half of Chapter 3, pp. 47-65. Case Study: Pecan Bay.	Sep 14
Module 4 9/14 to 9/21	Sorenson and Goldsmith–Finish Chapter 3 (all), pp. 66-74.	Sep 21
Module 5 9/21 to 9/28	Sorenson and Goldsmith–Chapter 4, pp. 75-98. Case Study: Fiscal Issues, New Prin.	Sep 28
Module 6 9/28 to 10/5	Sorenson and Goldsmith–Complete Chapter 5, pp. 99-120. Case Study: What's a Principal to Do?	October 5
Module 7 10/5 to 10/12	Sorenson and Goldsmith–Chapter 6, pp. 121-148. Case Study: Love that Principal! P-card Project Assigned.	Oct 12
Module 8 10/12 to 10/19	Sorenson and Goldsmith–Chapter 7 (first half), pp. 149-166. Case Study: Tangled Web.	Oct 19
Module 9 10/19 to 10/26	Sorenson and Goldsmith–Complete Chapter 7, pp. 166-174. Coding Activity Assigned. P-Card Project Due June 22.	Oct 26
Module 10 10/26 to 11/2	Sorenson and Goldsmith–Chapter 8 (first half), pp. 175-187. Case Study: Budgetary Allotments. Case Study: Budget Project Assigned; Due June 30.	Nov 2

Module	Activities/Assignments/Exams	Due Date
Module 11 11/2 to 11/9	Sorenson and Goldsmith–Complete Chapter 8, pp. 187-198. Case Study #2: Requisition Season. Coding Activity Due June 26.	Nov 9
Module 12 11/9 to 11/16	Sorenson and Goldsmith-Chapter 9, pp. 199-222. Budget Project Due June 29.	Nov 16
Module 13 11/16 to 11/23	I am available by email and cell phone if anyone needs help or guidance with their School Finance Project.	Nov 23, 2025
Module 14 11/23 to 11/30	Assessment #4: School Finance Project Due	Nov 30, 2025
Module 15 11/30 to 12/5	Holiday	Dec 5, 2025

Appendix A:

Texas Building Principal Standards
The objectives of this course are aligned with the Principal Standards:

Domain I - School Culture (School and Community Leadership)
    Competency 001
    D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

Domain III - Human Capital (Human Resource Management)
    Competency 006
    A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

Domain IV - Executive Leadership (Communication and Organizational Management)
    Competency 008
    A. Demonstrates awareness of social and economic issues that exist within the school and community that affects campus operations and student learning
    C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

Domain V - Strategic Operations (Alignment and Resource Allocation)
    Competency 009
    A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
    C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
    Competency 010
    A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
    B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
    D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

National Educational Leadership Preparation (NELP) Standards
NELP Building Level Standards:
https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf