Resolution 14 1988-89

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 4-10/89 (Date)
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: CAS in School Business Administration

Signed John H. Parsons (For the Senate) Date Sent 4/11/89

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date [redacted]
   b. Deferred for discussion with the Faculty Senate on [redacted]
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Vice Presidents: [cites names] Others:

Distribution Date 4/17/89 Signed (President of the College)
STATE UNIVERSITY OF NEW YORK
GRADUATE ACADEMIC PROGRAM PROPOSAL
COVER PAGE AND SUMMARY SHEET

CAMPUS: College at Brockport

PROPOSED DEGREE/CERTIFICATE: Certificate of Advanced Study Degree in School Business Administration

HEGIS CLASSIFICATION AND NUMBER: 0827: Educational Administration

DEPARTMENT OR ACADEMIC UNIT TO OFFER PROGRAM: Educational Administration

PROPOSED FIRST ENROLLMENT DATE: January 1, 1990

<table>
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PROJECTED NUMBER OF STUDENTS (HEADCOUNT)

PROJECTED NUMBER OF NEW FACULTY

PROJECTED NUMBER OF NEW SUPPORT STAFF

NUMBER OF EXISTING FACULTY WHO WILL PARTICIPATE IN PROGRAM IN YEAR 1:

<table>
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<tr>
<th>PREPRESSED</th>
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<th>PT</th>
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<th>REG/T</th>
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IF PROGRAM WILL LEAD TO CERTIFICATION OR LICENSURE, PLEASE INDICATE FIELD OR SPECIALTY: New York State Certification (Permanent) in the area of School District Administration (SDA)

IF SPECIAL ACCREDITATION WILL BE SOUGHT, PLEASE A) LIST ACCREDITING BODIES AND B) INDICATE WHEN YOU PLAN TO SEEK ACCREDITATION: Special accreditation is not required nor will be sought.

PLEASE INDICATE LOCATION(S) AND PROJECTED ENROLLMENT FOR ANY OFF-CAMPUS OFFERING OF THIS PROGRAM: Victor School District, Victor, NY; 100% of students in years 1 and 2, 50% of students in years 3, 4, and 5. Genesee Community College, Batavia, NY; 50% of students in years 3, 4, and 5.

WILL STUDENTS BE ABLE TO COMPLETE ALL REQUIREMENTS FOR THE PROGRAM AT THE OFF-CAMPUS SITE(S)? no

IDENTIFY EXISTING PROGRAMS IN RELATED AND SUPPORTING DISCIPLINES:

PROGRAM TITLE: Certificate of Advanced Study Degree in Educational Administration

STUDENTS: 726 matriculated students, the majority of whom are PT; 275 are typically registered for courses each semester.

FACULTY: FT - 9; PT - 6
PROGRAM RATIONALE

The position of school business administrator is a highly responsible one, frequently second-in-command only to the superintendent of schools. The school business administrator has control over many support services: finance, budget development and administration, contract negotiations, personnel administration, energy management, property development and maintenance, cafeteria operations, and pupil transportation. To be effective in this position, the school business administrator needs specialized knowledge in many educational and business techniques.

Unfortunately, school districts are currently experiencing a shortage of qualified candidates for this key position. To counteract the declining numbers of qualified school business administrators and to fill a void in current programs of educational administration across the state and the nation, the SUNY Brockport Department of Educational Administration is implementing a new school business administration program (SBA Program) with a planned starting date of January 1, 1990.

PROGRAM DEVELOPMENT

The SBA Program was created at the request of practitioners in the field and in cooperation with the New York State Association of School Business Officials. A survey of several state education departments and institutions of higher education across the country and feedback from practicing administrators, professors across New York State, and department members contributed to the development of the Program.

Courses will be taught by qualified full-time department members and adjunct professors considered leaders in their field.

PROGRAM STRUCTURE

The Brockport SBA Program will provide learning experiences in a practice-oriented mode, with a systems approach to aid the student's understanding of the role of the school business administrator in the entire school setting and its outside environments. There will be two available program options designed for students with different entry levels of education.
Students completing SBA Program requirements will earn a Certificate of Advanced Study degree in school business administration and will be recommended to the State Education Department for permanent certification in the area of school district administration (SDA), which is required for the position of school business administrator in New York State public schools. Those entering the program with only a bachelor's degree can also earn a Master of Science degree by incorporating SBA Program courses into the master's program currently offered by the department. The SBA Program course of study follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>MS cr.</th>
<th>CAS cr.</th>
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<tr>
<td>EDA 656</td>
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<td>EDA 692</td>
<td>Design and Use of Microcomputer Systems for School Business Administration</td>
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<td>Administration of Support Services</td>
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<td>EDA 891</td>
<td>Facilities Planning and Management</td>
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<td>EDA 892</td>
<td>Legal Issues for School Business Administrators</td>
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<td>EDA 893</td>
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<td>Public School Accounting</td>
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<td>EDA 897</td>
<td>Practicum in School Business Administration</td>
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<td>EDA 898</td>
<td>Internship in School Business Administration</td>
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<td>Approved Research or Measurement Course</td>
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<td>TOTAL</td>
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CAS students with a master's degree will not be required to complete a research or measurement course. Students with permanent teacher certification need not take a curriculum course or electives outside education. Candidates for the CAS who already hold an administrative position may, upon application, have the internship hours waived. Upon granting of waivers, students will substitute educational administration courses for the hours required for the internship.

Many of the SBA Program courses will at first be offered off-campus near Victor, New York. In the Program's third year, courses will also be taught at Genesee Community College (GCC), Batavia, New York. However, EDA 656: Personnel Administration and EDA 691: Principles and Practices of Budgeting will be available at other sites as part of the existing educational administration program. EDA 692: Design and Use of Microcomputer Systems for School Business Administration will only be taught at the SUNY
College at Brockport campus due to the availability of microcomputers at Cooper Hall. Because EDA 897: Practicum in School Business Administration and EDA 898: Internship in School Business Administration are field-based courses, students will choose individual school district sites where they can complete course requirements.

**COURSE CATALOG DESCRIPTIONS AND OUTLINES**

Individual course catalog descriptions and content outlines follow:

**EDA 656 Personnel Administration (3 cr.)**
In-depth study of certificated, civil service, and substitute personnel and human resource issues: records management; staff training and development; job descriptions and duty statements; recruitment, selection and retention of personnel; supervision and evaluation; discipline and dismissal; collective negotiation; and grievance arbitration.

- Records management
- Civil service personnel
- Certificated personnel
- Substitutes
- Training and development of staff
- Job descriptions and duty statements
- Recruitment, selection, and retention of personnel
- Supervision and evaluation of staff
- Discipline and dismissal of employees
- Collective negotiations
- Grievances and arbitration

**EDA 691 Principles and Practices of Budgeting (3 cr.)**
Study of budgeting theories and practices, including estimating expenditures, personnel costs, and revenues. In-depth explanation of budget administration and function/object coding. Examination of board, community, and staff support including determining local needs and constraints, educating the public, and conducting annual referenda. Contingent budgets are also discussed.

- Theories of budgeting
- Budgeting practices:
  - Estimating expenditures
  - Estimating personnel costs
  - Estimating revenues:
    - Local sources, including the property tax
    - State sources
    - Federal sources
- Function/object coding
- The role of the board of education
Securing local support:
Garnering staff support
Community involvement in the budget process
Local needs and constraints
Educating the public
Election procedures
Contingent budgets
Budget administration

EDA 692  Design and Use of Microcomputer Systems for School Business Administration (3 cr.)
Focuses on the use of in-house computer systems and BOCES computing services for school business applications. Presents a model for planning and implementing micro and mini computer systems in school districts. Hands-on practice with DOS and spreadsheet, database management, and graphics applications through the use of IBM-compatible hardware and Lotus 1-2-3 software. Assumes no prior knowledge or skill with microcomputers.

- Proficiency in using Lotus 1-2-3
- Microcomputer applications
- Use of BOCES computing services
- Planning and implementing computer systems

EDA 693  Administration of Support Services (3 cr.)
A study of services that support the instructional operations of the district: food service, transportation, school store, supply management, purchasing and bidding, and insurance. The question of in-house vs. contracted services is also explored.

- Food service operations
- Transportation
- School store
- Supply management
- Purchasing and bidding
- Insurance
- Contracted vs. in-house services

EDA 890  Issues in Site Management for School Business Administrators (3 cr.)
To help the student gain a macroscopic perspective of the role of the business office in the total instructional mission of the school. Introduction to such building issues as clinical supervision, staff development, curriculum development, communication concepts and practices, and special education.

- Supervision models
- Staff development
- Curriculum development
- Communication concepts and practices
- The role of special education
EDA 891 Facilities Planning and Management (3 cr.)
Administration and use of existing district buildings and grounds, new construction, and renovation, including capital fund management. Also studied are health and safety issues impacting upon students, staff, and community.

- Property acquisition and disposal
- The construction process
- Financing capital improvements:
  - Securing public approval
  - Borrowing for capital projects
- Capital fund management
- Custodial operations
- Preventive maintenance
- Grounds management
- Energy management
- Health and safety:
  - District standards
  - Legal requirements
- Accident reporting and prevention

Use of school facilities by school and non-school groups.

EDA 892 Legal Issues for School Business Administrators (3 cr.)
Sections of law affecting school business operations are presented. Sources of law include: Education Law, General Municipal Law, Local Finance Law, Public Officers Law, court cases, and Commissioner's decisions and regulations. Records management and ethics are also discussed.

- Education Law
- General Municipal Law
- Local Finance Law
- Public Officers Law
- Court cases
- Commissioner's decisions
- Commissioner's regulations
- Ethics
- Records management

EDA 893 School Finance and Revenue Management (3 cr.)
A study of the school district revenues sources, including taxation concepts and practices, theoretical models in state funding, state aid in New York, federal aid and special education, and public support of non-public schools. Revenue management is also discussed in terms of forecasting and long-term financial planning, maximizing revenues, and cash management.

- Taxation concepts and practices
- State aid:
  - Origins and concepts
  - State aid in New York state
  - Federal aid and special education
Public support of non-public schools
Maximizing revenues
Revenue forecasting and long-term financial planning
Cash management

EDA 894  Public School Accounting (6 cr.)
An in-depth examination of fund accounting in New York State for the general and other funds. Also covered are the duties of the district treasurer and other accounting operations of the district in the areas of district census and pupil attendance and extra-curricular fund management. Payroll development, administration, and reporting are also studied for both salaries and fringe benefits.

Uniform System of Accounts
Fund accounting in New York State:
General fund
Other funds:
  Capital projects
  Debt service
  Insurance reserve
  Public library
  School store
  School lunch
  Special aid
  Trust and agency
Required local reports
Required state reports
Required federal reports
Internal and external audits
Payroll development, administration, and reporting:
  Salaries
  Fringe benefits
District census and pupil attendance
Extra-curricular fund management
Duties of the district treasurer

EDA 897 Practicum in School Business Administration (6 cr.)
Prerequisite: Successful completion of at least two required courses in the SBA Program. EDA 410 must be completed prior to the start of the sixth course in the SBA Program. A shadowing experience for the student to engage in a limited number of school business tasks at a school business office. Augmented by classes covering the role and function of the school business administrator.

Duties of the school business administrator
Duties of the district clerk
  Responsibilities to the board of education
  Meetings of the board of education
  Board minutes
Development and implementation of board policy and administrative regulations
School business applications as presented by students
EDA 898 Internship in School Business Administration (6 cr.)

Prerequisites: Matriculation in the SBA Program by the closing date for applications, an earned master's degree, and successful completion of at least eight required SBA Program courses, including the practicum. A field experience enabling the student to gain direct experience in the role of school business administrator under the supervision of a practitioner. A department professor, in cooperation with the field administrator, supervises the student during this experience.

Job-seeking skills for school business administrators
Problems as presented by students
Individual consultations with students and field supervisors

ADMISSIONS REQUIREMENTS

An application for matriculation in the SBA Program may be obtained from the Office of Graduate Admissions. An applicant must submit a completed application form and a completed Graduate Information Form and official transcripts of all undergraduate and prior graduate work.

To qualify for admission, the applicant must have an earned bachelor's degree and have achieved an undergraduate grade point average of 2.75 or higher during the last two years of study or a graduate grade point average of 3.0 or higher with at least twelve graduate credits is required.

DEGREE COMPLETIONS REQUIREMENTS

The CAS degree in school business administration requires:

1. An earned master's degree or successful completion of the following credits as prescribed below:
   Approved research or measurement course (3 cr.)
   Electives (12 cr.)
   Approved curriculum course (3 cr.)
   Electives outside education (6 cr.)

Students with permanent teaching certification need not take a curriculum course or electives outside education and will substitute these with educational administration courses selected by the student and the advisor.
2. Successful completion of the following SBA Program courses:

   EDA 656: Personnel Administration (3 cr.)
   EDA 691: Principles and Practices of Budgeting (3 cr.)
   EDA 692: Design and Use of Microcomputer Systems for School Business Administration (3 cr.)
   EDA 693: Administration of Support Services (3 cr.)
   EDA 890: Issues in Site Management for School Business Administrators (3 cr.)
   EDA 891: Facilities Planning and Management (3 cr.)
   EDA 892: Legal Issues for School Business Administrators (3 cr.)
   EDA 893: School Finance and Revenue Management (3 cr.)
   EDA 894: Public School Accounting (6 cr.)

3. Successful completion of a practicum experience:
   EDA 897: Practicum in School Business Administration (6 cr.). Completion of the practicum will enable the student to develop a systems perspective of school business administration during the early stages of the program, to enhance future course work by integrating learned practices with classroom theory, and to establish a collection of experience-based practices to be used during the internship and future employment.

   Students may undertake the practicum after the completion of two courses in the SBA Program, but must complete the practicum prior to the start of the sixth course in the program.

   Students must devote a minimum of fifteen (15) hours per week per one college semester, excluding coursework. The practicum experience must occur at the central office under the guidance of central office administrators for a minimum of seven-and-one-half (7 1/2) hours per week during the normal work day for administrators. The remaining required hours may include time spent at evening meetings or on projects done at home. Even though this is primarily a shadowing experience, students are expected to complete at least five tangible products for the school district. Attendance at least three regular meetings of the board of education is also mandatory. Students must work with central office administrators who hold SDA certification and who have been practicing for at least three years.
A regular semester (37.5 clock hours) class will accompany the practicum. Requirements for the class include:

a. Written contract of practicum experiences approved and signed by the student, the practicum instructor, and the school administrators by the second class;

b. Oral presentation to the class of at least two practices/techniques learned during the practicum;

c. Regular attendance at class meetings.

4. Successful completion of the internship, EDA 898: Internship in School Business Administration (6 cr.). The internship enables the student to gain direct experience as a school business administrator under the supervision of a practitioner.

To be eligible for the internship, students must be matriculated by the closing date for applications, have an earned Master's degree, and have completed eight required SBA Program courses, including the practicum.

Full time internships are strongly encouraged; summer experiences are especially valuable because of the activities of that period. However, part time internships are available. Either experience fulfills the internship requirement, and either experience will be assigned six graduate credit hours.

For part-time time internships, students must devote a minimum of twenty hours per week per one college semester. The internship experience must occur at the central office under the guidance of the field supervisor for a minimum of three consecutive hours per day during the field supervisor's normal work day. The remaining required hours may include time spent at evening meetings or on projects done at home.

For full-time internship, students must devote a minimum of forty hours per week for seven work weeks.

Students must select field supervisors who hold SDA certification and who have been practicing school business administrators or chief school officers for at least three years.
The college supervisor will meet individually with the intern at the school district site a minimum of three times per semester. The student is also required to attend three 3-hour internship classes run by the college supervisor: an initial orientation session conducted prior to the beginning of the internship experience and two seminars held during the semester.

While not prohibited, students are discouraged from enrolling in college courses during an internship.

**CERTIFICATION REQUIREMENTS**

To qualify for recommendation to the New York State Education Department for permanent SDA certification, the student must:

1. Complete all CAS degree requirements stated above;
2. Have obtained upon completion of the SDA Program at least three years of experience as a teacher, pupil personnel service worker, or administrative supervisor in an elementary and/or secondary school.

**PLANNED PROGRAM OFFERINGS FOR THE FIRST THREE YEARS**

**Spring 1990:**
- EDA 691 Principles and Practices of Budgeting (3 cr.; at Victor)
- EDA 692 Design and Use of Microcomputer Systems for School Business Administration (3 cr.; at Brockport campus)
- EDA 893 School Finance and Revenue Management (3 cr.; at Victor)

**Fall 1990:**
- EDA 890 Issues in Site Management for School Business Administrators (3 cr.; at Victor)
- EDA 897 Practicum in School Business Administration (6 cr.; at individual school district sites)

**Spring 1991:**
- EDA 656 Personnel Administration (3 cr.; at Victor)
- EDA 693 Administration of Support Services (3 cr.; at Victor)
Fall 1991:  EDA 691 Principles and Practices of Budgeting  
(3 cr.; at GCC)
EDA 692 Design and Use of Microcomputer Systems for School Business Administration (3 cr.; at Brockport campus)
EDA 894 Public School Accounting (6 cr.; at Victor)

Spring 1992:  EDA 890 Issues in Site Management for School Business Administrators (3 cr.; at GCC)
EDA 891 Facilities Planning and Management (3 cr.; at Victor)
EDA 892 Legal Issues for School Business Administrators (3 cr.; at Victor)
EDA 893 School Finance and Revenue Management (3 cr.; at GCC)

Fall 1992:  EDA 898 Internship in School Business Administration (6 cr.; at individual school district sites)
EDA 897 Practicum in School Business Administration (6 cr.; individual school district sites)