NOTE: Italicized portions are to be completed by the faculty member.

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
GENERIC SYLLABUS

FACULTY MEMBER: TERM:

COURSE TITLE: Fiscal Operations and Resources

COURSE NUMBER: MED 7201 (include course code numbers)

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

KNOWLEDGE BASE- TITLE: Financing Education in a Climate of Change (2005)

REQUIRED TEXT: AUTHOR: Brimley, V., & Garfield, R.R.

If you would like more precise information regarding the textbook(s) for this class, please visit the bookstore website at http://bookstore.wilmu.edu

NOTE: Links to journals, research reports, and other sources will be posted on the class Blackboard web site, and additional materials may be presented in class. All posted and distributed materials form part of the knowledge base for the course.

METHOD OF CONTACT:
Include the best way for students to contact you.

PRE-REQUISITE:

I. COURSE DESCRIPTION:

This course examines fiscal policy, control systems, and effective methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building and implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity – a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all

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students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.

II. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at: http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

Programs within the College of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

III. ISLLC-BASED PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003. The standards can be accessed at http://www.ccsso.org/content/pdfs/isllcstd.pdf. Candidates for the M.Ed. in School Leadership are expected to achieve the following Program Competencies:

A. The Vision of Learning: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. The Culture of Teaching and Learning: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

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C. The Management of Learning: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. Relationships with the Broader Community: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. Integrity, Fairness, and Ethics in Learning: Act with integrity, fairness, and in an ethical manner.

F. The Political, Social, Economic, Legal and Cultural Context of Learning: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. Practicum Portfolio: Complete all requirements for the school leadership practicum portfolio.

IV. STANDARDS-BASED INSTRUCTIONAL GOALS

A. The Vision of Learning
Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Learning Outcomes Students will:

Activities/Assessments

B. The Culture of Teaching and Learning
Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Learning Outcomes Students will:

Activities/Assessments

C. The Management of Learning
Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Learning Outcomes Students will:

Activities/Assessments

D. Relationships with the Broader Community
Standard: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

Learning Outcomes Students will:

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Activities/Assessments

E. Integrity, Fairness, and Ethics  
Standard: Act with integrity, fairness, and in an ethical manner.

Learning Outcomes  Students will:

Activities/Assessments

F. Contextual and Cultural Sensitivity  
Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

Learning Outcomes  Students will:

Activities/Assessments

G. Structured External Assignment

Assignment (an instructor-designed, alternative structured external assignment may be used if the assignment is of comparable content, rigor, breadth, and depth. However the assignment below must also be included under another course goal since it is used for program and University-wide outcomes assessment.)

Interview a principal, a teacher, and a community stakeholder about their roles in fiscal decision making and allocation of resources; then prepare a needs-driven school budget designed to enhance teaching and learning.

Assessment Rubric

V. METHODOLOGY - Application of Adult Learning Theory

The perspective of this course is that adults learn best when they can …

- direct their own learning.
- influence/participate in meaningful decision making.
- focus on problems relevant to practice.
- use their own, rich experiential backgrounds.
- build strong relationships with peers.
- exercise some control over both the content and the processes of learning.
- influence activities and topic/format of discussions.
- develop goals, design and implement activities, and evaluate outcomes.
- feel a sense of ownership.
Course requirements, the classroom environment, learning activities, and assessment strategies will reflect the above principles.

VI. ASSESSMENT

Exam(s) –

Paper(s) – (assessment rubrics must be included)

Self-Assessment –

Other – (assessment rubrics must be included)

Structured External Assignment – (assessment rubrics must be included)

University-Wide Numerical Grading Scale (Graduate Level):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>F</td>
<td>less than 74</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to Absence</td>
</tr>
</tbody>
</table>

Incomplete: This grade is given if a student is unable to complete course requirements for reasons that are beyond the student’s control. Incomplete grades are never given for unsatisfactory performance. An Incomplete grade requires the agreement and approval of the instructor. Incomplete grades automatically change to F on the 60th calendar day following the last day of the class, if course requirements have not been met by that time or if the instructor has not approved an extension. There is a one-year time limit for grade changes by instructors.

VII. ATTENDANCE POLICIES

Wilmington University Policy:

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:

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In the College of Education, faculty must approve all requests for exceptions to the University policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

**Course Policy:**

**VIII. STUDENTS WITH SPECIAL NEEDS:**

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Such students need to self identify by contacting the Office of Student Affairs and furnish documentation verifying the need for special services and/or accommodations. For additional information, please call (302) 356-6940 or go to: [http://www.wilmu.edu/studentlife/disabilityservices/index.html](http://www.wilmu.edu/studentlife/disabilityservices/index.html)

**IX. COURSE OUTLINE AND ASSIGNMENTS**

Session 1

Session 2

Session 3

Session 4

Session 5

Session 6

Session 7

**X. COURSE BIBLIOGRAPHY**
ADDENDUM

GOALS/LEARNING OUTCOMES FROM OLD SYLLABUS

1. Describe and critique the administrative structure in his/her school district.
2. Describe and critique the decision-making process regarding staff selection, staff deployment, and purchasing in his/her school district.
3. Prepare a budget at the classroom level and the school level given a set of parameters which might be complete or incomplete.
4. Demonstrate knowledge of the sources of funding for education at the federal, state, and local levels.
5. Demonstrate knowledge of the terminology used in the financial operations of education.
6. Demonstrate a knowledge of the terminology used in the auxiliary services areas.
7. Summarize the line and staff organization of the district.
8. Describe the job functions of each district administrator.
9. Interview the Chief School Office as to his/her perceptions of the district’s administrative structure.
10. Compare and contrast the district’s administrative structure with another district.
11. Review the research concerning different organizational structures and how they relate to both financial efficiency and communication.
12. Interview the administrator in charge of personnel as to staff recruitment, selection, and deployment.
13. Compare and contrast the district’s employment practices with those of another district.
14. Create an improved staff selection process for the district.
15. Interview the district administrator responsible for purchasing as to his/her role and function.
16. Summarize the district’s purchasing process and compare and contrast it with another district.
17. Interview a principal and teacher as to their different roles in the purchasing process.
18. Describe the budget process at his/her school.
19. Interview the school principal as to his/her role in the budget process.
20. Compare and contrast his/her school budget process with another inter or intra district school.
21. Prepare a classroom and/or a school budget within certain given variables.
22. Examine the district budget member as to his/her role in developing a district budget.
23. Interview a school board member as to his/her role in developing a district budget.
24. Describe and critique major federal funding sources that are applicable to his/her district.
26. List and describe the sources of local funds within his/her district.
27. Compare and contrast his/her district’s tax rate with that of other county and state district.
28. Describe the Delaware system of school finance and compare it with that of another state.
29. Review and critique the annual report of his/her district and compare it with that of another district.
30. Review the research in school finance concerning both its legal and historical base.
31. Interview the district business manager, a principal, and a school board member as to their views on pressing issues in school finance.
32. Review the research on the future of school finance, including choice, vouchers, private funding, etc.
contractors, and charter schools.

33. Summarize the unit count system of Delaware school funding.
34. Describe the Delaware Budget Bill and its Epilogue.
35. Review how his/her district implements financial accountability both internally and externally.
36. Summarize how managerial accounting control systems and financial reporting systems are utilized by his/her district.
37. Utilize financial terminology in both written and oral situations.
38. Present the district budget in an oral presentation to the class utilizing acceptable financial terminology.
39. Explain his/her district’s budget development process.
40. Describe the state role in the auditing process.
41. Describe and critique his/her district’s auxiliary services.
42. Compare and contrast his/her district’s support services with that of another district.
43. Interview the supervisors in each of the support services.
## Delaware Professional Teaching Standards
(Revised July 2003)

<table>
<thead>
<tr>
<th>Standard #1</th>
<th>Content Knowledge</th>
<th>The teacher understands the core concepts and structure(s) of the discipline(s) and their related content standards and creates learning experiences that make the content meaningful to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2</td>
<td>Human Development and Learning</td>
<td>The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner.</td>
</tr>
<tr>
<td>Standard #3</td>
<td>Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>Standard #4</td>
<td>Communication</td>
<td>The teacher understands and uses effective communication.</td>
</tr>
<tr>
<td>Standard #5</td>
<td>Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>Standard #6</td>
<td>Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.</td>
</tr>
<tr>
<td>Standard #7</td>
<td>Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.</td>
</tr>
<tr>
<td>Standard #8</td>
<td>Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them for the continuous development of students.</td>
</tr>
<tr>
<td>Standard #9</td>
<td>Professional Growth</td>
<td>The teacher understands the importance of continuous learning and pursues opportunities to improve teaching.</td>
</tr>
<tr>
<td>Standard #10</td>
<td>Professional Relationships</td>
<td>The teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard #11</td>
<td>Educational Technology</td>
<td>The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool.</td>
</tr>
<tr>
<td>Standard #12</td>
<td>Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>

The first draft document was developed by the members of Delaware's Task Force to Develop Professional Teaching Standards. The second Draft Committee and prepared by Yvonne Harper of the Assessments and Accountability Branch of the Delaware Department of Education and William J. Thompson of TBA Consultants, Stratham, New Hampshire.

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