

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Title: EA-756:Financial Management and Leadership

Revision: Spring 1966

Revision: Fall 1998

Revision: Fall 2000

Revision: Fall 2010



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

Designed to prepare the aspiring and practicing school administrator for the responsibilities of financial management at the central office level of leadership in public schools. Includes theoretical concepts and practical skills necessary for successful school administration in the realm of finance. Emphasis on building budgets using state, local, and federal funds. (3)

II. Prerequisite(s):

Admission to the Ed.S. program or instructor's permission

III. Purposes or Objectives of the Course:

Upon completion of the course, the candidate will be able to:

- A. An ability to apply Missouri's funding plan for public elementary and secondary schools.
- B. An ability to apply technology to financial management procedures of the school district.
- C. An ability to apply the processes of planning, developing, communicating to publics, implementing, changing, and evaluating a budget.
- D. An ability to apply the processes of financial accounting, auditing, and reporting.
- E. An ability to apply school finance concepts.

- F. An ability to apply the theoretical concepts underlying school finance and the translation of concepts to policy and procedures.
- G. An ability to apply the fiscal policies and procedures appropriate for the central office level and comprehend the relationship between fiscal issues at the local level and issues at the county, state, and national levels.
- H. An ability to apply the fiscal policies and procedures covering personnel, business administration, and the protecting of school funds.

IV. Expectations of Students:

- A. Active participation in class
- B. Completion of all assignments
- C. Demonstration of serious inquiry, including an acquaintance with the key sources used in this course.
- D. Constructing parts of budget and estimating revenue using given data.

V. Course Content or Outline:

- A. Background and Overview of School Finance Tax Equity, Equalizing Educational Opportunity
- B. Budgeting Requirements and Procedures
- C. School Reform and Finance Issues that involve the community and/or local, state, and federal.
- D. Tax Rate Calculations
- E. State Aid Requirements and Procedures
- F. Reports and Data Collection
- G. Missouri School Accounting System
- H. State Funding Formula
- I. Audit Requirements

VI. Textbook(s):

Missouri School Finance Reporting and Compliance Manual. (Revised 1999). School Finance Section, Missouri Department of Elementary and Secondary Education, Currently revised edition.

VII. Basis for Candidate Evaluation and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

- A. Oral Discussion/Reports
- B. Examinations
- C. Written Papers
- D. Problem solving using the ISLLC Model
- *E. Developing budget projection of Revenue and Expenditures from simulated data for a mythical district.
- *F. Calculation of Local, State, and Federal Revenue
- *G. Developing a salary schedule for staff
- *H. Calculating tax rollback requirements

*Items identified with an asterisk will be completed during the student's internship.

VIII. Grading Scale

The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:
<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs

XI. Harassment and Civility

The University strives to offer learning experiences and opportunities designed to help candidates think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the candidates and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. Dispositions

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

Competent:

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

Reflective:

- Makes decisions that enhance learning and instruction

- Is willing to take risks to improve candidate achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

Caring:

- Believes that all candidates can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others’ feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

XIII. Alignment of Standards to Course Objectives

Objective	Conceptual Framework Unit Standard Met	ELLC/ ISLLC Standard Met	MOSTEP Standard Met	Assessment Assuring that the Objective has been met
A. Apply leadership theories and models for administrative roles and school improvement.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standard 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Analysis of different approaches to district budget planning process
B. Construct and maintain leader-follower relationships to improve schools.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1,	Standards 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4,	*Class participation *Develop Stakeholders

	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3		1.3.5, 1.3.6	Plan
C. Use leadership in change processes for systems, organizations and individuals.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1, 2, 3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Develop budget planning document with Board of Ed. and Adm. Staff *Develop Stakeholders Plan
D. Identify influence/authority distinctions as applied to the larger political, social, cultural and economic issues.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Identify past and current legislation effecting school funding
E. Analyze interrelationships between the roles of philosopher, leader, and manager and followers.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5, 6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation
F. Critique professional ethical leadership relating to shared vision and strategic plan.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1,2,3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Develop Stakeholders Plan

G. Examine professional code of ethics and values.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation
H. Use appropriate communication strategies.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1,2,3, 5		*Class participation *Analyze budget planning process paper
I. Connect leadership and a shared vision.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1, 2, 3, 4, 5, 6		*Class participation *Key Stakeholders Plan *Analyze budget planning process

XIV. Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and School Leaders Licensure Assessment (SLLA) and the School Superintendent Assessment (SSA) results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in

their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

XV. Knowledge Base References:

Candoli, I.C., Hack, W.G., Ray, J.R., & Stollar, D.H. (1984). *School Business Administration*. Newton, MA: Allyn & Bacon.

Carter, G. & Cunningham, W. (1997). *The American school superintendent*. San Francisco, CA: Jossey-Bass.

Jordan, K.F. and Lyons, T. S. (1992). *Financing public education in an era of change*. A Publication of the Phi Delta Kappa Educational Foundation, Bloomington, IN: Phi Delta Kappa Educational Foundation.

DEPARTMENTAL APPROVAL DATE _____

COLLEGE COUNCIL APPROVAL DATE _____