The College of Education Conceptual Framework

Vision and Mission of the College of Education

- The desired future of the College of Education at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).

The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change.

Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

Student Learning Outcomes:

- The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education.
  - Unit Content Outcome: Stewards of the Discipline (Knowledge)
  - Unit Process Outcome: Reflective Inquirer (Skills)
  - Unit Dispositions Outcome: Mindful Educator (Dispositions)
Course Description:

This course describes and analyzes current and emerging school finance plans; the influence of the courts and federal and state legislation on those plans; the Florida Education Finance Plan; and the budget responsibilities of the school principal.

Course Objectives:

The goals of the course are to provide knowledge and understanding in:

- Principles and issues relating to fiscal operations of school management (ISLLC Standard 3)
- Financial, human, and material resources are aligned to the goals of schools (ISLLC Standard 3)
- Fiscal resources of the school are managed responsibly, efficiently, and effectively (ISLLC Standard 3)
- Managing the organization, operations, and financial resources in a way that promotes a safe, efficient, and effective learning environment (ELCC Standard 3)
- High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment (FELS Standard for Instructional Leadership)

FLDOE/FPLS Standards and Competencies

Managing the Learning Environment

Competency 8: Knowledge of managing the learning environment standard as related to funding of Florida Schools

Indicator 1: Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation

Indicator 2: Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation

Indicator 3: Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget

Competency 9: Knowledge of managing the learning environment standard as related to financial accounting and auditing

Indicator 1: Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records).
Indicator 2: Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer).

Competency 10: Knowledge of managing the learning environment standard as related to facilities management

Indicator 1: Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).

Indicator 2: Given a school building’s security plan, determine compliance with Florida Statutes and State Board of Education rules

**Required Texts and Materials:**

2007-08 FUNDING FOR FLORIDA SCHOOL DISTRICTS
http://www.fldoe.org/fep/

Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001)
http://www.fldoe.org/fep/redtoc.asp

**References:**
- Educational Leadership Constituent Council (ELCC)
- Florida Competencies in School Finance
  http://www.fldoe.org/asp/fele/telecomp.asp
- Florida Principal Leadership Standards (FPLS)
  http://www.fldoe.org/profdev/fpls.asp
- Interstate School Leaders Licensure Consortium (ISLLC)
  http://www.ccsso.org/content/pdfs/isllcstd.pdf
- National Council for Accreditation of Teacher Education (NCATE)
  http://www.ncate.org

**Course Assignments/Project Descriptions**

**Class Participation:**
Each student should come prepared to class to discuss the weekly reading assignment and be prepared to respond to a written quiz covering the readings. Active participation and contributions to class discussions and results from written quizzes is worth 10% of the final grade.

**Group Presentations:**
Student groups will present either on selected chapters from the required text or instructor selected topics on school finance. Oral presentations are worth 25% of the final grade.
School Based Budget System Project

This assignment is the critical task that must be uploaded onto Taskstream and will be scored using a 3 point rubric.

This assignment will test the student’s understanding of the School Based Budget System. The student’s ability to apply and critique the materials covered in the course will be evaluated based on an oral presentation of the preparation and analysis of a school based budget. Each student will be responsible to submit a written analysis as to processes of planning, developing, implementing and evaluating a school based budget. The analysis of the school based budget will include the areas of a FTE report used in computing the Florida Education Finance Program allocation, school allocation, staffing authorization based on the CASAS/SBBS Revenue, Comparison of SBBS/CASAS vs. PAC; using Allocation Staffing Forms; FTE Adjustments to CASAS; Alternative Education Staff Allocation Form; Secondary Vocational Staff Allocation Form; Small School PREP/PRIME Unit Form; Personnel Status Form; Reconciliation of Unauthorized Filled Positions Form; Recommendation for Full-Time Employment or a Permanent Temporary Instructor; Title 1 School Based Budget School; Application for Transfer-Instructional Personnel; Employee Projected Transfer Form; Application for Promotion/Transfer-Non-Instructional Personnel; and Notification of Assignment and funding categories available to a school beyond the Florida Education Finance Program. Students are required to analyze the school budget by conducting a cost-benefit analysis of the instructional program based on FTE staff allocations, and identify how specific budget allocations support the school improvement plan/district strategic plan.

Scoring Rubric:

Target (100-90): The paper provides comprehensive coverage of all the elements related to preparing a school budget

Acceptable: The paper provides satisfactory coverage of all the elements related to preparing a school budget

Unacceptable: There is limited or no coverage of all the elements related to preparing a school budget

Field Experience

The field experience will include 15 hours working with a school site administrator to complete the School Based Budget System project. The student will be required to gather all information related to the school based budget and analysis the information in relationship to student membership, FTE, staff allocations, class size allocations, and school site personnel, etc. The project must contain a complete comprehensive description of the preparation and analysis of a finalized annual school site budget.
Funding for Florida Schools Project

This assignment will test the student’s understanding of the analysis of state funding for school districts found in the 2007-08 FUNDING FOR FLORIDA SCHOOL DISTRICTS and the Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001). The student will provide a written response to essay questions based on the aforementioned resources.

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<th>Assignments</th>
<th>Point Values</th>
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<td>Group Presentations</td>
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<td>Class Participation</td>
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Grading Criteria

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A = 95 – 100%
A- = 90 - 94%
B+ = 86 - 89%
B = 85%
B- = 80 - 84%
C+ = 76 - 79%
C = 75%
C- = 70 - 74%
D+ = 66 - 69%
D = 65%
D- = 60 - 64%
F = 0 - 59%
Course Schedule
Beginning Date-Ending Date

Month/Day
Introductions and Course Overview
2007-08 FUNDING FOR FLORIDA SCHOOL DISTRICTS

Month/Day
Chapter 1 The Economics of Education
Chapter 2 Financing Education Adequately
2007-08 FUNDING FOR FLORIDA SCHOOL DISTRICTS

Month/Day
Chapter 3 Financing Education Equitably
Chapter 4 Patterns for School Finance Systems
Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001)

Month/Day
Chapter 5 Sources of Revenue
Chapter 6 Eroding Local Control
Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001)

Month/Day
Chapter 7 Education: A State Function
Chapter 8 Federal Interest in Education
School Based Budget System Presentation

Month/Day
School Based Budget System Presentation

Month/Day
School Based Budget System SBBS Project Group Presentations

Month/Day
School Based Budget System SBBS Project Group Presentations

Month/Day
SBBS Group Presentations and Written SBBS Project

Month/Day
Chapter 9 The Influence and Climate of the Courts
Chapter 10 Public funds and Nonpublic Schools
Internal Funds Presentation

Month/Day
Chapter 11 Financing School Facilities
Chapter 12 Administering the School Budget
Internal Funds Presentation

Month/Day
Chapter 13 Accounting and Auditing
Chapter 14 Business Aspects of the School Community

Month/Day
Chapter 15 Human Resources and School Finance
Chapter 16 The Road Ahead in School Finance

Month/Day
Funding Schools in Florida Project (due via email to smlopez@fiu.edu)
**Course Policies:**

1. Punctuality, preparation, and participation in all class sessions are expected. Regular attendance is expected. You are allowed one unexcused absence. One point will be deducted from your final average for each additional absence. Consistent tardiness or leaving before the class has ended will be counted as one absence at the discretion of the instructor.

2. All assignments should be professional in appearance, i.e., typed, doubled spaced, including correct spelling and proper grammar usage.

3. It is your responsibility as a student to check on missed assignments and to make up missed work. If you must be absent, you are responsible for getting class notes, handouts, announcements, etc. from a classmate.

4. Active class participation is also required. This includes regular, thoughtful contributions to class discussions and activities, courteous attention and behavior in class, and the willingness to encourage and support others in their efforts. One of the privileges of being a member of a professional learning community is gaining input from others as you learn. **These behaviors reflect appropriate conduct for a professional educator and create a positive learning community. This cannot be accomplished if you are tardy or absent.**

5. Students are permitted and encouraged to proofread each others’ assignments.

6. **All assignments must be submitted on the due date to receive full credit.**

7. All assignments completed for this course should be the original work of the student.

8. You are responsible for knowing and abiding by the policy on plagiarism and academic dishonesty at Florida International University. Any student engaging in these offenses will be appropriately disciplined according to the *Code of Academic Integrity* (Student Handbook, Florida International University).

**Course Requirements:**

Reading assignments **may not** be duplicated by class lectures or discussions. In order to participate, you must complete all reading assignments on time and be prepared to communicate to the class what you have learned. It is your responsibility to bring to class any questions you have from the readings. If you do not raise these questions, it will be assumed that you are keeping up with the reading and understand the material completely. Assignments are due on time in order to receive full credit. From time to time adjustments may be made to the schedule as needed.