



COURSE SYLLABUS

MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1. **Advanced Knowledge Acquisition:** Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.
2. **Research Proficiency:** Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.
3. **Culturally Responsive Teaching:** Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.



4. **Leadership Development:** Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.
5. **Curriculum and Instruction Design:** Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.
6. **Technology Integration:** Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.
7. **Policy and Advocacy:** Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory:** Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.
2. **Conduct and Analyze Research:** Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.
3. **Implement Inclusive Practices:** Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.
4. **Exhibit Leadership Skills:** Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.
5. **Design Effective Curriculum:** Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.



6.Utilize Technology Effectively: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7.Engage in Policy Advocacy: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.



COURSE SYLLABUS

Course Title:	FISCAL MANAGEMENT IN EDUCATION
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty Email: info@pic.education

I. COURSE DESCRIPTION

This course provides an in-depth understanding of fiscal management principles as they apply to educational institutions. Students will explore budgeting, financial planning, resource allocation, funding sources, and financial accountability in educational settings. The course emphasizes the importance of effective fiscal management in achieving educational goals and enhancing institutional performance.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Understand the fundamental concepts of fiscal management in education.
2. Analyze various funding sources and their implications for educational institutions.
3. Develop and evaluate budgets for educational programs and initiatives.
4. Apply financial planning and resource allocation strategies to improve educational outcomes.
5. Assess the impact of fiscal policies on educational equity and access.
6. Demonstrate accountability and transparency in financial reporting and management.



III. LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1.**Fundamental Understanding:** Explain key concepts and principles of fiscal management as they apply to educational institutions.
- 2.**Funding Sources Analysis:** Identify and evaluate various funding sources (public, private, grants) and their implications for educational finance.
- 3.**Budget Development:** Develop, analyze, and justify budgets for educational programs, demonstrating an understanding of different budgeting methods.
- 4.**Resource Allocation:** Apply strategic financial planning techniques to effectively allocate resources in alignment with educational goals.
- 5.**Cost Analysis:** Conduct cost analysis and utilize cost-benefit frameworks to inform financial decision-making in educational settings.
- 6.**Financial Accountability:** Demonstrate the importance of financial accountability and transparency, including adherence to ethical standards in fiscal management.
- 7.**Policy Evaluation:** Assess the impact of fiscal policies on educational equity and access, using case studies to illustrate real-world applications.
- 8.**Technology Utilization:** Utilize financial management software and tools to enhance budgeting and reporting processes in education.
- 9.**Problem-Solving Skills:** Identify challenges in fiscal management and propose viable solutions based on best practices and case studies.
- 10.**Collaborative Skills:** Work collaboratively on group projects to develop comprehensive



financial plans, incorporating peer feedback and discussions.

11. Research Application: Conduct research on specific fiscal issues in education and articulate informed proposals for improvement.

12. Reflective Practice: Reflect on personal learning and growth in the area of fiscal management, demonstrating an understanding of its importance in educational leadership.

IV. LEARNING PLAN

<u>WEEK</u>	<u>LEARNING MATERIALS</u>	<u>LEARNING OBJECTIVES</u>
Week 1: Introduction to Fiscal Management in Education	<u>Learning Materials:</u> <ul style="list-style-type: none"> Textbook: Chapter 1 - Introduction to Fiscal Management Selected articles on fiscal management principles <u>Activities:</u> <ul style="list-style-type: none"> Lecture and discussion on the importance of fiscal management in education. Class activity: Identify examples of fiscal management in local educational institutions. 	<u>Learning Objectives:</u> <ul style="list-style-type: none"> Explain key concepts and principles of fiscal management.
Week 2: Understanding Funding Sources	<u>Learning Materials:</u> <ul style="list-style-type: none"> Textbook: Chapter 2 - Funding Sources in Education Case studies on funding models <u>Activities:</u> <ul style="list-style-type: none"> Group discussion on public vs. private funding. 	<u>Learning Objectives:</u> <ul style="list-style-type: none"> Identify and evaluate various funding sources for educational institutions.



	<ul style="list-style-type: none"> Research assignment: Analyze a specific funding source for an educational institution. 	
Week 3: Budgeting in Education	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Textbook: Chapter 3 - Budgeting Methods Budgeting templates and tools <p><u>Activities:</u></p> <ul style="list-style-type: none"> Workshop on creating a budget using templates. Class exercise: Create a sample budget for a fictional educational program. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Develop and justify budgets for educational programs.
Week 4: Strategic Financial Planning	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Textbook: Chapter 4 - Strategic Financial Planning Articles on strategic planning in education <p><u>Activities:</u></p> <ul style="list-style-type: none"> Lecture on aligning financial resources with educational goals. Group project: Develop a strategic financial plan for a school or program. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Apply strategic financial planning techniques for resource allocation.
Week 5: Cost Analysis and Financial Decision-Making	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Textbook: Chapter 5 - Cost Analysis Techniques Case studies on financial decision-making <p><u>Activities:</u></p> <ul style="list-style-type: none"> Workshop on conducting 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Conduct cost analysis and utilize cost-benefit frameworks.



	<p>a cost-benefit analysis.</p> <ul style="list-style-type: none"> • In-class exercise: Analyze a case study and present findings. 	
Week 6: Financial Accountability and Ethics	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Textbook: Chapter 6 - Accountability in Education Finance • Articles on ethics in educational finance <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Class discussion on accountability and ethics. • Reflection paper: Discuss the role of ethics in fiscal management. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Demonstrate the importance of financial accountability and ethical standards.
Week 7: Evaluating Fiscal Policies	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Textbook: Chapter 7 - Fiscal Policies in Education • Policy analysis reports <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Group discussion on current fiscal policies affecting education. • Research assignment: Evaluate a specific fiscal policy and its impact. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Assess the impact of fiscal policies on educational equity and access.
Week 8: Technology in Fiscal Management	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Textbook: Chapter 8 - Technology in Financial Management • Tutorials on financial management software <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Hands-on workshop with 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Utilize financial management software and tools.



	<p>budgeting and financial reporting software.</p> <ul style="list-style-type: none"> Group project: Create a financial report using software tools. 	
Week 9: Challenges in Fiscal Management	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Textbook: Chapter 9 - Challenges in Educational Finance Case studies of fiscal challenges in education <p><u>Activities:</u></p> <ul style="list-style-type: none"> Class brainstorming session on common fiscal challenges. Group activity: Develop strategies to address identified challenges. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Identify challenges in fiscal management and propose solutions.
Week 10: Case Studies in Fiscal Management	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Selected case studies from various educational institutions <p><u>Activities:</u></p> <ul style="list-style-type: none"> Group presentations on assigned case studies. Class discussion on lessons learned from case studies. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Analyze real-world case studies of fiscal management in education.
Week 11: Financial Reporting and Transparency	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Textbook: Chapter 10 - Financial Reporting in Education Examples of financial reports <p><u>Activities:</u></p> <ul style="list-style-type: none"> Lecture on financial 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Understand financial reporting standards and practices.



	<p>reporting requirements.</p> <ul style="list-style-type: none"> • Workshop: Create a mock financial report for a school. 	
Week 12: Research Methods in Educational Finance	<p><u>Learning Materials:</u></p> <p>Textbook: Chapter 11 - Research Methods in Educational Finance</p> <p>Selected journal articles on educational finance research</p> <p><u>Activities:</u></p> <p>Lecture on qualitative and quantitative research methods.</p> <p>Group activity: Develop a research proposal on a fiscal issue in education.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Conduct research on specific fiscal issues in education and articulate informed proposals for improvement.
Week 13: Collaborative Financial Planning	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Textbook: Chapter 12 - Collaborative Financial Planning • Examples of successful financial plans in education <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Group work session to refine financial plans based on feedback. • Peer review of group projects to enhance collaboration and critique. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Work collaboratively on group projects to develop comprehensive financial plans.
Week 14: Presentation Skills in Fiscal Management	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> • Articles on effective presentation techniques • Guidelines for presenting financial data <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Workshop on 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • Present financial plans and proposals effectively to stakeholders.



	<p>presentation skills, focusing on clarity and engagement.</p> <ul style="list-style-type: none"> Practice presentations in small groups with peer feedback. 	
Week 15: Final Project Preparation	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Guidelines for the final project Access to research databases and resources <p><u>Activities:</u></p> <ul style="list-style-type: none"> Individual work time to finalize projects, with instructor availability for questions. Group discussions to share insights and receive feedback on project drafts. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Prepare a comprehensive final project analyzing a specific fiscal issue in education.
Week 16: Final Project Presentations and Course Reflection	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> Project presentation guidelines Course evaluation forms <p><u>Activities:</u></p> <ul style="list-style-type: none"> Final presentations of projects to the class and invited stakeholders (if applicable). Course wrap-up discussion, including reflections on learning outcomes and personal growth. Submission of course evaluations and feedback on the course. 	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Articulate findings and proposals from final projects and reflect on personal learning.



V. LEARNING OUTPUTS

1. **Understanding Fiscal Concepts:** Demonstrate a comprehensive understanding of fundamental fiscal management concepts and principles as they relate to educational institutions.
2. **Funding Source Evaluation:** Identify, analyze, and evaluate various funding sources available to educational institutions, including public, private, and grant-based funding.
3. **Budget Development Skills:** Create, analyze, and justify budgets for educational programs, employing appropriate budgeting techniques and methods.
4. **Resource Allocation Proficiency:** Apply strategic financial planning techniques for effective resource allocation in alignment with educational goals and objectives.
5. **Cost Analysis Competence:** Conduct cost analysis using cost-benefit frameworks to inform financial decision-making in educational settings.
6. **Financial Accountability Awareness:** Recognize the importance of financial accountability and transparency, adhering to ethical standards in fiscal management practices.
7. **Policy Assessment Skills:** Evaluate the impact of fiscal policies on educational equity and access, using case studies to illustrate real-world applications.
8. **Technology Utilization:** Demonstrate proficiency in using financial management software and tools to enhance budgeting, reporting, and financial analysis processes.
9. **Problem-Solving Abilities:** Identify challenges in fiscal management and propose viable solutions based on best practices and case studies.
10. **Collaborative Project Skills:** Work collaboratively in teams to develop comprehensive



financial plans, incorporating peer feedback and discussions.

11. **Research Application:** Conduct research on specific fiscal issues in education and

articulate informed proposals for improvement based on findings.

12. **Reflective Practice:** Reflect on personal learning and growth in fiscal management,

demonstrating an understanding of its significance in educational leadership.

VI. REFERENCES:

1. Textbooks:

- "Fiscal Management in Education" by William L. Boyd and others.
 - A comprehensive guide covering fundamental concepts, budgeting processes, and financial accountability in educational settings.
- "School Finance: A Policy Perspective" by Allan Odden and Carolyn Busch.
 - This book provides insights into funding sources, fiscal policies, and the implications of financial decisions in education.
- "The Finance of Education: Theory and Practice" by David A. Brenner.
 - Explores various financial management theories and practical applications relevant to educational institutions.

2. Research Articles:

- "Educational Finance and Policy" (Journal)
 - A peer-reviewed journal featuring research on financing education, including fiscal policies and budgetary practices.
- "The Role of Financial Management in Educational Institutions" by John Doe.
 - An article discussing the significance of financial management in enhancing the effectiveness of educational organizations.

3. Case Studies:

- "Case Studies in School Finance" by the National Center for Education Statistics (NCES).
 - A collection of case studies analyzing different funding models and fiscal



management practices across various school districts.

- "Successful Budgeting Practices in Education" (Report)
 - A report that outlines best practices in budgeting for educational institutions, showcasing successful case studies.

4. Web Resources:

- Education Commission of the States (ECS)
 - Provides a wealth of resources on state education finance policies, funding formulas, and fiscal management strategies.
- Institute of Education Sciences (IES)
 - Offers research reports and data on educational finance, including fiscal management practices and funding sources.

5. Financial Management Software:

- "QuickBooks for Nonprofits"
 - A financial management tool that can be used for budgeting and financial reporting in educational settings.
- "Blackbaud Financial Edge"
 - A software solution designed for managing finances in educational institutions, including budgeting, reporting, and accounting.

6. Ethics and Accountability Resources:

- "Ethics in Educational Finance" by the Association for Supervision and Curriculum Development (ASCD).
 - A resource discussing ethical considerations and accountability in the fiscal management of educational institutions.
- "Financial Accountability in Education: A Guide for School Leaders" by the National Association of School Administrators (NASA).
 - This guide provides practical insights into
 - maintaining accountability and transparency in educational finance.



VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams).
Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

VIII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	<u>40%</u>
TOTAL	100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)



<59.4% 0.0 = F (Academic Failure No Credit Earned)

IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.
2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.
3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or participation in group activities.)
4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.
5. Students are excused from classes to participate in university-



approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.
7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights
2. Any form of cheating will immediately earn you a failing grade.
3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

***** **END** *****