**EDLD 8270**

**Leadership in Finance and Management**

**Fall 2010**

**EFLT**

College of Education

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**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:**  EDLD 8270

**Course Title**: Leadership in Finance and Management

**Credit Hours:**  3 semester hours

**Prerequisites:**  None

**Corequisite:** None

**2. Date Syllabus Prepared:** August 1, 2010

**3. Text:**  None

 **Sources:** Alabama Superintendents Academy Finance Modules

 The Alabama Tax & Budget Handbook, August 2005

**4. Course Description:**

Explores educational finance including: revenues, expenditures, cost, budgeting and accounting, and the local, state and federal role in supporting education. Class “AA” school administration certification.

**5. Course Objectives:**

Upon completion of this course, students will be able to:

. Demonstrate an understanding of the literature encompassing issues and concepts of education finance;

2. Demonstrate an understanding of selected principles of economics and public sector finance, particularly as they relate to education;

3. Critically examine the costs of education and the management of cost;

4. Demonstrate understanding of effective planning, budgeting, and resource allocation with a particular emphasis on the link between planning and budgeting;

5. Demonstrate an understanding of local and state-level funding of education and the federal role in supporting education.

1. Course Content:

**I. Course Overview**

A. What’s Taught? Who goes? Who Pays? Who Benefits?

B. Institutional control and type

C. The role of educational finance

D. Educational finance and decision making

**II. Fund Accounting**

A. Expenditures — What we do is what we spend (or vice versa)

B. Revenues — Where does the money come from?

C. Fund Accounting

**III. Business Affairs**

A. Business Management

B. Cash Management

C. Auxiliary Services

**IV. Determining Cost Information in Education**

A. Purposes of Cost Information

B. Cost Determination Methods and Approaches

C. Cost Analysis

D. Conducting a Cost Study

**V. Planning, Budgeting, and Resource Allocation**

A. The Link Between Planning and Budgeting

B. Costs, Cost Analysis, and Budget Requests

C. Building a Budget

D. Developing Support for Budget Requests

**VI. Fund Raising; Plant Funds and Capital Costs**

A. Fund Raising

B. Plant Funds and Capital Costs

**VII. Managing and Controlling Costs**

A. Guidelines for Efficiency

B. Balancing Costs and Benefits

C. Sources of Financial Problems

D. Managing Financial Emergencies

**VIII. Revenue Sources for Education**

A. Systems of taxation.

B. Evaluating tax systems.

C. Tax based revenue sources.

D. Non-taxed based revenue sources.

**IX. Assessing the Equity of a State School Finance Program**

A. Children’s equity principles.

B. School finance equity.

C. Taxpayer equity.

D. The Alabama School Finance Program

**X. State-Level Appropriation and Allocation**

A. Strategies for State-Level Appropriation and Allocation

B. State-Level Funding for Postsecondary Education

C. Factors That Affect State System Costs

D. Equity in Intra-State Allocations

**XI. The Politics of School Finance Reform**

A. How issues enter the policy arena

B. Political leadership

C. Court initiated reform in school finance

**XII. Financing Capital Outlay**

A. The condition of school facilities

B. Capital needs litigation

C. Methods of funding capital need

D. Facility planning and maintenance operations

**XIII. The Federal Role in Educational Finance**

A. A back door approach

B. The evolving federal role

C. The federal courts and education finance

D. Federal financial programs

E. Managing federal financial programs

F. Federal student financial aid

**XIV. The Local Role in Educational Finance**

A. Planning for local revenues

B. The interactive nature of State-Local funding

C. The local school system budget

D. Local taxation

E. The local education agency and municipal burden

**XV. Financing Education in the 21st Century**

A. Education finance revisited

B. Change, opportunities and constraints

C. A financial equilibrium model

D. Implications for the future

**7. Course Requirements:**

A. Successful completion of the all assignments are necessary to fulfill requirements of the course.

B. Class participation is essential for successful completion of the course. Students are expected to demonstrate, during both discussion and through questions asked during the lecture portion of each class, that they have read assigned material.

 **Weekend # 1 – August 27-29**

1. Read the Alabama Tax and Budget Handbook, August 2005. Students should familiarize themselves with the Alabama Superintendents Academy Finance Modules. Students will be prepared to lead the class in a discussion of education funding and the tax structure in the State of Alabama, as it relates to the assigned reading.

2. Students should bring a state allocation funding sheet from their respective school districts for review and discussion. If the student is not currently working for a school district, they should contact the school district in which they live to obtain a copy of the state allocation sheet.

3. Students will develop a group presentation to last between 45-60 minutes in the areas of Equity Funding, Alabama Foundation Program, Federal and Local Funding. Students will be provided research time during class to develop the presentation. Groups will be assigned the first night of class.

4. Students should be prepared to research and present an article on education funding.

**Weekend #2 – November 19-21, 2010**

1. Select readings from the Alabama Superintendent’s Academy finance modules. Students will be prepared to lead the class in a discussion of education funding in the State of Alabama as it relates to the assigned reading.
2. Students should be prepared to research and present an article to the class on education funding in class.
3. Student should be prepared to visit a local school system with a school under construction.
4. Students should be prepared to research and present an article on a topic to be assigned.

**8. Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Attendance 10%

Class participation 10%

Group Presentation #1 25%

Group Presentation #2 25%

Article Critiques 30%

Total 100%

The following grading scale will be used:

90% - 100% = A

80% - 89.9% = B

70% - 79.9 % = C

60% - 69.9% = D

Below 60% = F

**9. Class Policy Statements:**

A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)

C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1224 Haley Center as soon as possible. Telephone: 334-844-5943 (Voice T/O)

D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.

E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

**JUSTIFICATION OF EDLD 8270**

**LEADERSHIP IN FINANCE AND MANAGEMENT**

**FOR GRADUATE CREDIT**

This course offers training essential to the management of institutions and school districts and covers material required for administrator certification. The course explores the financing of education including: revenue sources and taxation; linking financing and planning; cost analysis; budgeting and accounting; and the local, state and federal role in supporting education. It provides opportunities for students to analyze data, engage in decision-making processes, synthesize information and solve problems. Class “AA” school administration certification.