1. Course Number: EDLD 6500
   Course Title: Financial Resource Management
   Credit Hours: 3
   Prerequisites: Admission to AESG Master’s Program
   Corequisites: None


3. Suggested Texts:

   Supplemental Text:

4. Course Description: Preparation of pro-active leaders in school business affairs; use of action research and components of a comprehensive, ongoing, planning and budgeting program; facilities management.

5. Course Objectives based upon standards of knowledge (K), and ability (A)

   Alabama State Department of Education Instructional Leadership Standards (290-3-3-.48) (2)(a) through (2)(h).

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

   a. (K) demonstrate the capability of developing and maintaining community partnerships, coalitions, and networks to access materials, money and assistance for the benefit of the school and children (2)(g)1(ii)
   b. (K) understand the historical development of school finance in Alabama including the role of the federal, state and local governments (2)(g)1
   c. (K) understand Alabama’s funding of public education process to include revenues and expenditures by federal, state and local taxes (2)(g)1
   d. (K) have thorough knowledge and understanding of the states primary sources of education appropriations to include: Alabama’s Educational Trust Fund, Alabama’s Public School Fund (Educational Fund), the Budget and Financial Control Act (2)(g)1(vi)
   e. (K) understand the role of Alabama’s tax structure in funding education to include: income tax, property tax, sales tax, and other additional tax sources such as: franchise, excise, privilege license taxes, amusement tax, tobacco, and gasoline and alcohol tax. (2)(g)1(vi)
   f. (K) understand the specific nature of federal contributions in the areas of school lunch programs, vocational education, underprivileged students, and special education services. (2) (g)1(ii)
   g. (K) develop a working knowledge of the Alabama Foundation Program, student allocation units, Average Daily Membership (ADM), divisor, special education
adjustment of divisor, vocational education adjustment of divisor, class size caps, instructional support units, state salary matrix, classroom instructional support (textbooks, library enhancement, classroom materials and supplies, professional development, technology and student transportation) (2)(g)1(vi)
h. (K) understand basic terms such as: balanced budget (controlled expenditures) procedures, prorationing, deficit spending, earmarked tax revenue mill, millage rates, fiscal year, local, federal, and state tax laws, local property tax referendum for education. (2)(g)1(vi)
i. (K) consider the issue of Alabama’s tax capacity versus tax effort and adequate and equitable funding of education (2)(g)1
j. (K, A) develop school leadership team to apply budget planning, forecasting organizational needs, and evaluating past performance as critical components of Alabama’s funding accountability as it relates to student needs (2)(g)1(iv);(2)(g)2(i);(2)(g)2(ii);(2)(g)1(v);(2)(g)2(vi);(2)(g)1(vi)
k. (A) demonstrate an understanding of the financial accountability of local systems and their schools according to the Alabama Foundation Program to include proposing budgets (2)(g)2(iii–v)
l. (A) demonstrate an understanding of the financial accountability of local systems and their schools according the Alabama Foundation Program to include academic well-being of schools and/or their improvement efforts (2)(g)2(iv);(2)(g)2(v)
m. (K) exhibit knowledge and understanding of how Alabama school systems spend their revenues with explicit understanding in the areas of instruction, instructional support, plant operation and central administration (2)(g)1(iv)
n. (K) demonstrate a knowledge of material resource acquisition, maintenance, and management and be able to develop policies related to the use of school facilities and equipment (2)(g)1(i)
o. (K, A) understand personnel issues associated with expenditures and the budget to include salaries and benefits, retirement, health insurance, Social Security, Medicare, unemployment compensation and personal and sick leave (2)(h)1(v); (2)(c)1(iv)
p. (K, A) understand the challenges leaders face in developing and administering the budget to processes, procedures and requirements of facility construction, renovation, maintenance, safety, and security (2)(g)1;(2)(g)1(iii)
q. (K) understand the role of the state bond issue in funding education (2)(g)1(vi)
r. (K) Use an efficient budget planning process that involves staff and community (2)(g)1(v)

6. Course Content and Schedule:

Week 1- Introduction to Financial Resource Management for School Leaders/
Course requirements, group assignment, individual assignments, syllabus management

Week 2- School Finance in Alabama: A historical perspective

Week 3- Guest Speaker: Alabama Department of Education. Topics: Financial resources and understanding Alabama’s tax structures for education and revenue sources
Week 4- Planning a school budget in Alabama: What principals need to know about the law and state policies; bookkeeping basics, credit and purchasing cards, technology and software

Week 5- Fund accounting: how we count what has happened; legal basis in Alabama for fund accounting; the link between accounting and the budget

Week 6- Business practices for principals: cash management, cash flow, debt management, endowment, fund raising

Week 7- Purchasing, inventory distribution and control in Alabama schools

Week 8- Budgeting for Auxiliary Services: food services, transportation, security, athletic events, technology, media centers

Week 9- Federal interest in Alabama schools; Guest Speakers: partner school district business and finance officers

Week 10- Learning Team presentations: School budget preparation from partner schools

Week 11- The audit and protecting school funds

Week 12- Risk Management and legal concerns: planning for risk, types of risk, facilities, insurance and security of the school finances, facilities, and personnel

Week 13- Issues: financing education adequately and equitably in Alabama/ Guest Speakers from Alabama State Department of Education, Alabama Educators Association (AEA)

Week 14- Informal Roundtables: Interviews with principals and school system business managers; informal class presentations

Week 15- Case study presentations

7. Course Requirements/Evaluation:

A. Participation: participation and active engagement in all learning activities

B. Learning Teams: learning team presentations demonstrating competencies to analyze field-based issues relating to resource allocation challenges confronting the placement school(s) i.e. school budget process and contributing members from faculty, parents and community stakeholders

C. Case Study Analysis: Completion of three (3) case study analyses using Directed
Analysis Questions suggested in the text

D. Educational Platform: Submission of Educational Platform on Ways to Restructure a specific partner school district providing adequate funding for schools focused on student achievement

E. Field Experience: Students will present to a group(s) of school principals the emerging knowledge base on budgeting using Weighted Student Formulae and the impact of this process on such districts as Edmonton Canada, Houston, Texas, San Francisco, California and Hawaii State Department of Education. This is an opportunity for candidates in the program to demonstrate their knowledge of emerging research and development findings/practices and deliver this information to school-based leader-practitioners. These approaches will be compared to Alabama’s educational budgeting and financial reporting processes.

Learning Activities:
- in-class exercises using case studies from field-based settings
- focused small group dialogues
- in-basket memos
- attendance at a district or a school budget meeting, interviews, and papers
- interviews with three (3) principals (to occur with administrators in partner school districts)
- interview with school business manager (to occur with managers in partner school districts)
- development of an Educational Platform

Grading:
Class Participation……………………………………….10 points
Learning Teams Budget Preparation………………………20 points
Case Study………………………………………………20 points
Educational Platform……………………………………25 points
Field Experience………………………………………25 points

Grading Scale:
A = 90 – 100 points
B = 89 – 80 points
C = 79 – 70 points
D = 69 – 60 points
F = 59 points and below

8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness
should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

9. Justification for Graduate Credit:
Maximizing achievement of educational goals and making contributions to instructional effectiveness is supported by leadership which focuses on procedures and practices in educational business management. Topics include: business management, facilities, auxiliary services, student activities, library services, transportation, and technology.