Course Syllabus and Description

SUNY Cortland

Educational Leadership Department

EDL 613: Principles of Financial Leadership

Credit Hours: 3 Credit hours **Instructor:** Mr. William Furlong
Office Hours: Arranged, or before and after class meetings.
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Semester: Spring 2010
Location: SUNY-IT (Utica) Donovan Hall – Room G-140

Texts/Bibliographic Materials Required:

No Textbook
Various readings on State Education Website
Various readings supplied by instructor

Course Description and Rationale:

The role of financial management at the building level, the management of budgets, managing building and student accounts, working with the business office and officials, the diversity of roles and responsibilities, and the legal and ethical ramifications related to financial management at the school level. Includes field experience. [3 Credit hours]

Major Themes and Concepts Addressed:

- $ Management of the business and finance functions within a public school system.
- $ The process of planning, developing, managing, and reporting building and district budgets.
- $ The methods and rationale for defending the budget as an investment.
- $ The role of key stakeholders in school budget development.
- $ Cash flow management and procurement and allocation of resources, and the state budget process and how it affects public schools.
- $ The auditing process.
- $ Supervision of support staff.
- $ Issues and concerns within the business function.
- $ Supporting functions and responsibilities: e.g. capital projects, insurance, maintenance.

Graduation Standards: Educational Leadership Department. The Educational Leadership program is based on the following set of graduation standards that apply to all students graduating with a Certificate of Advanced Study.

Strategic Leadership

Graduation Standard 1.0: Upon completion of the instruction and activities related to the Educational Leadership program, students will have the knowledge, skills, and attributes to: identify contexts, develop, with others, vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

Instructional Leadership

Graduation Standard 2.0: Upon completion of the instruction and activities related to the Educational Leadership program, students will have the knowledge, skills, and attributes to: design, with others, appropriate curricula and instructional programs, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan, with faculty, professional development activities aimed at improving instruction.

Organizational Leadership

Graduation Standard 3.0: Upon completion of the instruction and activities related to the Educational Leadership program, students will have the knowledge, skills, and attributes to: understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

Political and Community Leadership

Graduation Standard 4.0: Upon completion of the instruction and activities related to the Educational Leadership program, students will have the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements, apply regulatory standards, develop and apply appropriate policies, be conscious of ethical implications of policy initiatives and political actions, relate public policy initiatives to student welfare, understand schools as political systems, involve citizens and service agencies, and develop effective staff communications and public relations programs.

Course Expectations:

Certificate of Advanced Study

Educational Leadership Department

Within each of the graduation standards listed above are contained more specific expectations. These expectations are in the form of content understandings and performance competencies. Within this course students will address all or part of the following set of course specific content and performance expectations.

Content Component	Performance Component
As a result of the instruction and activities within the Educational Leadership Department's CAS program, students will know and understand:	As a result of the instruction and activities contained within the Educational Leadership Department's CAS program, students will be competent and capable to:
Strategic Leadership	
1.3: Strategies, methods, and models of data-driven problem solving and decision-making skills.	**1.3.1**: Frame, analyze, and resolve problems with appropriate problem solving techniques and decision-making skills.
1.6: The historical, philosophical, ethical, social, and economic influences on leadership and administration.	**1.6.1:** Act with a reasoned understanding of manor historical, philosophical, ethical, social, and economic influences affecting education in a democratic society. [1.6]
1.7: The significance and importance of professional and ethical leadership, and a personal code of ethics and leadership style.	**1.7.1:** Manifest a professional code of ethics and values.
2.1: The planning and development process, and the purpose and application of qualitative and quantitative data in decision-making.	**2.1.2:** Use qualitative and quantitative data to: inform decisions, plan and assess school programs, design accountability systems, plan for school improvement, and develop and conduct research.
2.2: A variety of current educational research, innovations, and best practices, and the strategies and methods of evaluating and analyzing the elements of program effectiveness.	**2.2.2:** Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.
4.1: Theories of supervision and adult learning, innovative staff development programs, the change process and collaborative planning strategies.	**4.1.1:** Work, with faculty and other stakeholders, to: identify needs/professional development; organize, facilitate, and evaluate professional development programs; integrate district/school priorities; build faculty as a resource; and ensure new knowledge and skills are practiced.
	4.1.3: Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
4.2: The negotiations process and strategies, and the management of labor contracts**.**	**4.2.1:** Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity and diversity.
	4.2.2: Negotiate and manage effective collective bargaining or written agreements.
5.2: State and federal laws and mandates, and appropriate strategies and techniques of student correction and motivation.	**5.2.1:** Develop and administer policies that provide a staff school environment and promote student health and welfare.
5.3: The role of the administrator with the school community, the process and responsibilities of effective communication with the public and community, and collaborative processes of leadership, planning, and problem solving.	**5.3.2:** Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs; working with staff, students, families, and community.
Organizational Leadership	

6.1: Theories of organizational development and systems, and the formal and informal organizational structures and systems within a school organization.	**6.1.1:** Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
	6.1.2: Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.
7.1: Methods and strategies of interpersonal communication	**7.1.1:** Use appropriate interpersonal skills [e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness, etc.
	7.1.2: Use appropriate written, verbal, and non-verbal communication in a variety of situations.
	7.1.3: Apply appropriate communications strategies (*e.g. identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses. Etc.)*
7.2: The concepts, laws, and issues relating to various forms and expressions of racial, sexual, and ethnic discrimination and bias.	**7.2.1:** Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

8.1: The financial and business roles, responsibilities, and functions within the school organization, and methods and procedures of resource procurement, management and allocation within the organization.	**8.1.1:** Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.
	8.1.2: Acquire and manage financial and materials assets, and capital goods and services, allocating resources according to district or school priorities (*e.g. property, plant, equipment, transportation, and food service.)*
	8.1.3: Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.
	8.1.4: Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.
9.1: Methods and strategies for using electronic technology and software for administrative, instructional, and assessment purposes, and the impact and influence of technology on instruction and learning.	**9.1.2:** Apply and assess current technologies for school management and business procedures.
	9.1.3: Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes and school operations.
Community and Political Leadership	
10.2: Methods and strategies of communicating with and forming collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions.	**10.2.4**: Develop an effective and interactive staff communications plan and public relations program.
11.1: The state and federal legislation, political, and judicial structures and processes and their effects on the school organization.	**11.1.1:** Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.
	11.1.2: Apply knowledge of common law and contractual requirements and procedures in an educational setting.
11.3: The moral and ethical aspects and elements within political strategies and policy options.	**11.3.1:** Make decisions based on the moral and ethical implications of policy options and strategies.
11.5: The history, strategies, procedures, laws, and relationships within and impacting local governing boards.	**11.5.1**: Develop appropriate procedures and relationships for working with local governing boards.

Instructional Rationale:

Adult learners bring a vast store of experience and knowledge to the classroom. This course and all courses within the Educational Leadership Department's program are designed to utilize this experience and prior knowledge. The instruction and strategies used within the courses will direct the learners into an understanding of the concepts, skills, and attributes entailed within the courses. Learning of new concepts and skills occurs only when the student interacts with the new ideas, accommodating them into their previous learning, and applying them to a variety of circumstances.

- The courses are designed around the instructional philosophy that people learn best when they have opportunities to: Develop their own personal beliefs and concepts about the subject matter content.
- Explore the beliefs and theories of others.

- Compare their personal beliefs and theories with those of others and to research and practice.
- Consider the implications of those beliefs, attitudes philosophies, and concepts for leadership, supervision, and specific systems and organizations.
- Try new ideas, practices, skills, and behaviors in their workplace or organization.
- Actively reflect on new concepts, skills, behaviors, and practices through the written word and discussion with a supportive peer group.

Student Learning Guidelines: Success in this course and all EDL courses require that students:

- Complete all readings as assigned.
- Develop a written critique of specifically assigned articles or readings, whether turned in to the professor or not.
- Participate and contribute to class discussions.
- Maintain of a personal portfolio/learning journal.
- Actively participation in class activities, group processes, case studies, and simulations.
- Complete all assigned projects at a professional level.

Evaluation of Student Performance:

Assessment strategies for this course will target five areas of student ability: 1.) Knowledge and comprehension; 2.) Reasoning ability and analysis; 3.) Application of skills; 4.) Product development; and 5.) Leadership dispositions and attributes. The content standards will be assessed for levels of student understanding and the related performance standards will be assessed using appropriate performance assessments, simulations, reports, and assessment activities.

Grading Policy: The student's grade will be weighted on the demonstration of student learning and performance as evidenced in:

$	Classroom participation, group work, and classroom discussions:	25%
$	Assigned written work and reflective responses:	25%
$	Budget Presentation	25%
$	Research Project & Presentation:	25%

Course Attendance Policy: Regular attendance in class is mandatory. Each unexcused absence may result in a 1/3rd letter grade reduction for the final grade (prorated, per 15 week class).

Student Responsibility and Academic Integrity:

The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the *College Handbook*, the *College Catalogue*, and the *Code of Student Conduct and Related Policies*, or ask your instructor.

Accommodations for Student Disabilities:

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Students that choose to decline the use of documented accommodations must sign a form indicating that they are choosing NOT to use accommodations, either for the entire semester or for one particular task. [See instructor for form.] These documents will be forwarded to Student Disabilities Services (B-40 Van Hoesen) via inter-campus mail. Students are not to deliver it.

Course Schedule

Learning Standards, Activities, and Performance Expectations

EDA 613: Principles of Financial Leadership

Class Number	Themes and Concepts to be addressed	Date
1	The Role of the Business Official Financial, SBO, Business Office Organization, and Professional, Ethical Leadership, Expectations of the School Business Leader Job Descriptions and Responsibilities	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
1.1; 1.7; 2.1; 2.2	1.1.1; 1.7.1; 2.1.1; 2.1.2; 2.2.2	Professional Standards; Knowledge Base; Professional Commitment

Class Activities	Format
• Networking and introductions	Group Process
• The Role of the Business Official	Lecture/Discussion
• Ethical Business Management	Group Analysis and Reporting
• The Role of other School Administrators in School financial management	Group Process

Learning Assignments	Due Date
1. Identify, contact and interview a school administrator and other support staff supervisors.	Due Class Two [2]
2. Mid-Term Paper.	Due Class Five [5]

Class Number	Themes and Concepts to be addressed	Date
2	School Support Functions – Transportation, Buildings & Grounds, Food Service, Health & Safety, and Information Systems.	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
1.1; 4.1; 4.2; 6.2; 11.3; 11.5	1.1.1; 4.1.1; 4.1.3; 4.1.4; 4.2.1; 4.2.2; 6.2.1; 6.2.2; 11.3.1; 11.5.1	Knowledge Base; Professional Standards; Professional Commitment.

Class Activities	Format
• Discussion of human resource issues.	Lecture/Discussion
• Discussion of other issues related to school support functions.	Group Process and Discussion
• Feed back and sharing of field experiences in Business office	Group Discussion.

Learning Assignments	Due Date
1. Continue Field Experiences	Ongoing
2. Reading – Civil Service Handout	Due Class Three [3]

Class Number	Themes and Concepts to be addressed	Date
3	Civil Service Laws & Regulations, Working with Civil Service Staff, Human Resources, Personnel Issues and Labor Contract Administration.	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
8.1; 11.1	8.1.1; 8.1.2; 8.1.3; 8.1.4; 11.1.1; 11.1.3	Professional Standards; Knowledge Base; Professional Commitment.

Class Activities	Format
• Civil Service Law	Lecture/Discussion
• Civil Service Employees	Group Analysis and Process
* Personnel Issues	Group Analysis and Process

Learning Assignments	Due Date
1. Read SED Purchasing Guidelines	Due Class Four [4]
2. Read BOE Purchasing & Other Select Policies	Due Class Four [4]

Class Number	Themes and Concepts to be addressed	Date
4	Purchasing, Procurement, Competitive Bidding and Expense Reimbursement	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
8.1; 11.1	8.1.1; 8.1.2; 8.1.3; 8.1.4; 11.1.1; 11.1.3	Professional Standards; Knowledge Base; Professional Commitment

Class Activities	Format
General Municipal Law	Lecture/Discussion
Purchasing Procedures	Lecture/Discussion
Competitive Bidding Expense Reimbursement	Lecture/Discussion Lecture/Discussion; Ethics

Learning Assignments	Due Date
Read SED Budgeting Guidelines.	Due Class Five [5]
Obtain School Budget Information & Research Current Budget Issues. Mid-Term Paper.	Due Class Five [5] Due Class Five [5]

Class Number	Themes and Concepts to be addressed	Date
5	Budgeting Concepts & Principles	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
8.1; 11.1	8.1.1; 8.1.2; 8.1.3; 8.1.4; 11.1.1; 11.1.3	Professional Standards; Knowledge Base; Social Justice.

Class Activities	Format
• The Budget Process	Lecture/Discussion
• Budgeting Construction	Lecture/Discussion
• The Budget Process	Group Analysis & Process

Learning Assignments	Due Date
1. Obtain State Aid Output Reports.	Due Class Six [6]
2. State Aid Reading assignment.	Due Class Six [6]

Class Number	Themes and Concepts to be addressed	Date
6	School District Revenue, State Aid and School Property Taxes	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
8.1; 11.1	8.1.1; 8.1.2; 8.1.3; 8.1.4; 11.1.1; 11.1.3	Professional Standards; Knowledge Base

Class Activities	Format
• School District Revenue Sources	Lecture/Discussion
• State Aid	Lecture/Discussion/ Group Process
• Property Tax Calculation	Lecture and Group Process and Analysis

Learning Assignments	Due Date
1. Read BOE Policies regarding Cash Management and Activity Club Accounting. 2. Complete Tax Rate Calculation Worksheet.	Due Class Seven [7] Due Class Seven [7]

Class Number	Themes and Concepts to be addressed	Date
7	Fund Accounting, Auditing, Internal Control and Financial Reporting	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
2.2; 6.1; 6.2; 8.1; 11.1	2.2.1; 2.2.2; 6.1.1; 6.1.2; 6.2.1; 6.2.2; 8.1.1; 8.1.2; 8.1.3; 8.1.4; 11.1.1; 11.1.3	Professional Standards; Knowledge Base

Class Activities	Format
• Fund Accounting	Lecture/Discussion
• Cash Management	Lecture/Discussion
• Financial Reporting • Auditing & Internal Control	Group Analysis Lecture/Discussion

Learning Assignments	Due Date
1. Contract negotiation/administration, information systems inventory & capital project interviews.	Due Class Eight & Ten

Class Number	Themes and Concepts to be addressed	Date
8	Contract Negotiation/Administration; Information Systems & Technology	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
1,2; 1.3; 1.4; 4.1; 4.2	1.2.1; 1.3.1; 1.4.1; 4.1.1; 4.1.3; 4.1.4;4.2.1; 4.2.2	Professional Standards; Knowledge Base

Class Activities	Format
• Discussion of interviews	Group Process
• Discussion of Collective Bargaining Agreements & Information Systems.	Lecture/Discussion/Group Process

Learning Assignments	Due Date
1. Culminating Project / Budget Presentation.	Due Class Nine & Ten [9 & 10]

Class Number	Themes and Concepts to be addressed	Date
9	School Business Leadership and School/Community Relationships Fiscal Responsibility and Ethical Behaviors	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
1,2; 1.3; 1.4; 4.1; 4.2	1.2.1; 1.3.1; 1.4.1; 4.1.1; 4.1.3; 4.1.4; 4.2.1; 4.2.2	Professional Standards; Knowledge Base; Professional Commitment

Class Activities	Format
• Ethical behaviors in Public Schools	Lecture/Discussion
• What is School Business Leadership?	Lecture/Discussion
• Budget Presentations	Group and Individual Process

Learning Assignments	Due Date
1. Culminating Project / Budget Presentation.	Due Class Ten [10]

Class Number	Themes and Concepts to be addressed	Date
10	Capital Construction/Risk Management	

Content Components Addressed	Performance Components Addressed:	Conceptual Framework Reference
1.2; 1.3; 1.4; 4.1; 4.2. 7.1; 7.2; 9.1	1.2.1; 1.3.1; 1.4.1; 4.1.1; 4.1.3; 4.1.4; 4.2.1; 4.2.2; 7.1.1; 7.1.2; 7.1.3; 9.1.2; 9.1.3	Knowledge Base; Assessment; Professional Commitment.

Class Activities	Format
• Risk Management Discussion • Summarize Field Experience	Lecture/Discussion Group Reporting and analysis
• Culminating Project / Presentation Due	Group and Individual Process

Rubric: Understanding of Concepts and Principles of Educational Leadership

This rubric is used to assess student class participation, student products and projects, and student responses on Assessment Strategies.

Explanation	Interpretation	Application	Perspective
In class discussion, case studies, and assessment strategies, the student exhibited an ability to explain the concepts and principles at a level that was considered-	**In class discussion, case studies, and assessment strategies, the student exhibited an ability to proved interpretations of the concepts and principles at a level that was considered-**	**In class discussion, case studies, and assessment strategies, the student exhibited an ability to make applications of the concepts and principles at a level that was considered-**	**In class discussion, case studies, and assessment strategies, the student exhibited an ability to provide a perspective of the concepts and principles at a level that was considered-**
4- Sophisticated: unusually thorough, elegant, and inventive accounts [including models, theories, or written explanations]; fully supported, verified, and justified; deep and broad: student's explanation usually goes beyond the information given.	***4- Profound***: a powerful and illuminating interpretation and analysis of the importance/-meaning/significance; tells a rich and insightful story; provides a rich history or context; student sees deeply and incisively any ironies in different interpretations.	***4- Masterful***: fluent, flexible, and efficient; able to use knowledge and skill and adjust understandings well in creative, novel, diverse, and difficult contexts. Indicates an ability to transfer knowledge and understandings to new applications.	***4- Insightful***: a penetrating and novel viewpoint; effectively critiques and encompasses other plausible perspectives; student takes a long and dispassionate, critical view of the issues involved.
3-In-depth: an atypical and revealing account, going beyond what is obvious or what was explicitly taught; making subtle connections; explanations are well supported by argument and evidence; novel thinking displayed.	***3- Revealing***: a nuanced interpretation and analysis of the importance/meaning/significance; tells an insightful story; provides a telling history or context; student sees subtle differences, levels, and ironies in diverse issues.	***3- Skilled***: competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.	***3- Thorough***: a revealing and coordinated critical view; makes own view more plausible by considering the plausibility of other perspectives; student makes apt criticism, discriminations, and qualifications.
2-Developed*:* providing an account that reflects *some* in-depth and personalized ideas; the student is making the work his/her own, going beyond the given - there is supported theory, but insufficient or inadequate evidence and argument.	***2- Perceptive:*** a helpful interpretation or analysis of the importance/meaning/significance; tells a clear and instructive story; provides a useful history or context; student acknowledges different levels of interpretation.	***2- Able***: able to perform well with knowledge and skill in a few key contexts, with a limited repertoire, flexibility, or adaptability to diverse contexts.	***2- Considered***: a reasonably critical and comprehensive look at all points of view in the context of one=s own; student is able to perceive that that there is *plausibility* to other points of view.
1-Intuitive: providing an incomplete account but with apt and insightful ideas; extends and deepens some of what was learned; some Areading between the lines@ ; account has limited support/argument/data or sweeping generalizations. There is a theory, but one *with limited testing and evidence*	***1- Interpreted:*** a plausible interpretation or analysis of the importance/meaning/significance; makes sense of a story; student provides a formalized history or description of context.	***1- Apprentice***: relies on a limited repertoire of routines; able to perform well in familiar or simple contexts, with perhaps some needed coaching, limited use of personal judgment and responsiveness to specifics of feedback/situation.	***1- Aware:*** is cognizant of different points of view and *somewhat able* to place own view in perspective, but demonstrates a weakness in considering the worth of, or critiquing each perspective, especially one=s own; the student is uncritical about tacit and implicit assumptions.
0- Naive*:* explanation is a superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas or glib generalizations; a black-and-white account; less a theory than an unexamined hunch or borrowed idea.	***0- Literal:*** a simplistic or superficial reading; mechanical translation; a decoding with *little or no interpretation*; no sense of wider importance or significance; student provides a restatement of what was taught or read.	***0- Novice:*** can perform only with coaching or relies on highly scripted, singular Aplug-in@ [algorithmic and mechanical] skills, procedures, or approaches.	***0- Uncritical***: student unaware of differing points of view; prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to egocentric argument and personal criticisms.

High Level of Understanding:	13 – 16
Competent Level of Understanding	9 – 12
Acceptable Level of Understanding	5 – 8
Unacceptable Level of Understanding	0 – 4