

MGMT 702: MBA in Education Leadership

Instructor: Leslie Oakes, Ph.D.

Email: loakes@unm.edu I answer my email at least once on weekdays and often but not always on weekends.

Materials: Available on Learn UNM. I post announcements often.

Office: ASM 2150 East wing Phone 277-8442

Availability—TBA I will schedule workshops between class periods to help with review of the material. We will find a time that will work for most of you. These workshops are completely optional. Please contact me to make arrangements to cover any material you find hazy. In particular, please plan to meet with me to discuss your Financial Analysis Project.

Course description: This course provides an introduction to financial management including budgeting and planning, recording transactions and events, and summarizing these events in financial statements. It focuses on a for-profit accounting and then contrasts these reports with nonprofit and government accounting. The course also reviews the role of accounting in stewardship of scarce educational resources. We will also explore cases of fraud and mismanagement.

Required texts:

Required: Everett, Lows and Johnson, Financial and Managerial Accounting for School Administrators. Scarecrow Education, Lanham, Maryland.

Optional: Itterlson, T.E. Financial Statements, Career Press, 2009 available on-line at the UNM Library.

Learning objectives:

1.1 and 1.2

- Students will demonstrate knowledge of how economic transactions appear in the financial statements of for-profit, nonprofit and government entities. Students will be able to articulate the strengths and weaknesses in each type of accounting.
- Students will demonstrate ability to read basic financial statements for school districts and individual schools, including charters schools. Students will be able to discuss critically how these statements reveal or obscure funding priorities and actual expenditures.

2. 1

- Students will articulate the potential role of internal controls, financial policies and audits in improving accountability to stakeholders.
- Students will be able identify conflicting motives and results inherent in the budgeting process.

3.1 and 3.2

- Students will be able to discuss how changes in educational choices and strategies are reflected formal budgets and financial reports.
- Students will be able to utilize financial data to influence important educational decisions.

Electronics use: Students must have access to a laptop, tablet or smart phone in class because we will be using TOPHAT in class. In-class quizzes will be conducted on TOPHAT

Laptops are not required but are useful. I will often teach using EXCEL. You will not be required to use EXCEL in class but will be required to use very basic EXCEL on some assignments. EXCEL is magic for some of us, making difficult things clear and reducing the stress inherent in arithmetic. For others it can be stressful. Let me help you! I can always schedule extra time. I encourage everyone to mix it up: use paper and pencil sometimes and EXCEL others.

Laptops are available for classroom use. Check with the office about how to obtain one for a class period.

(More on) **Electronic devices:** You may only use electronic devices required for coursework, however. Using electronic devices for other purposes is distracting and is not acceptable. If your phone rings during class, you must bring snacks for the entire class in the next class period. If I ask you to stop using devices in a disruptive manner and you continue to disrupt the class I will ask you to leave. **You may not film or record class without my permission. Posting anything from this class on-line without my permission is not allowed and may be a violation of copyright laws.**

Attendance, Exams and Assignments: **Class attendance is required.** Each week there will be at least one in-class quiz or exam. You may drop two assignments. Let me know if you will miss a class and I will try to make sure we have videos of the key points for that day. Students who must miss class for health, military service, pregnancy, religious or family obligations should meet with me to arrange an alternative schedule.

Late assignments are not accepted without prior permission. I also only give incomplete grades for serious illness or family emergencies.

Grades will be based on the following distribution of points:

	Total	Points	
Assignments:			
Out-of-class	4/5	20 each	80
In-class quizzes (TOPHAT)	5/6	20 each	100
Exam Session 4			100
Financial Analysis Project			100
Group presentations			50
Final exam			100
Total points possible			530

(the above is tentative but changes will be rare and negotiated)

Accommodations: Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely

manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Respectful campus policy: Freedom of Speech is a shared value on campus but it is also important that every student has access to the best education possible. This sometimes requires compromise and often requires patience and courtesy. If you have concerns about my teaching or the behavior of other students, come talk to me in my office. I care deeply about your education.

Title IX: The Equal Opportunity in Education Act of 2002 (known as Title IX) states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.” As a member of the UNM faculty I take this responsibility seriously.

It is important for all faculty, teaching assistants, graduate assistants, staff and students to understand the following. In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>, pp 15). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>. There are organizations on campus that can maintain anonymity and are not required to report possible Title IX violations. These include Student Health and Counseling, CARS, and UNM Advocacy centers including the LoboRESPECT Advocacy Center, the Women’s Resource and the LGBTQ Resource center.

Structure of class: This is a hybrid class. Of five hours of instructions, three are face-to-face on Friday afternoons. The two remaining hours will be a combination of on-line videos, tutorials and group activities. This material is not optional. You must complete these assignments.

Weekly activities

Before class:

1. Locate the weekly folder in Learn. This folder will be available on the Wednesday after each session so you will have 10 days to complete the work listed in the folder. **Folder 1 will be available Wednesday January 4th by 5 pm.**
2. Complete the preparation videos and assignments leaving the “Last minute review” for the Thursday or Friday morning before class.
3. Download materials for class

In-class:

1. Remember to bring a laptop, tablet or smart phone to class. Sign into TopHat using the instructions posted in Learn in the folder TOPHAT.
2. Class will begin with a 20 point TopHat quiz on pre-class material in that week folder (except in sessions five and eight) when there will be in-class exams.
3. Class time will include some lecture and many hands-on exercises.

After class:

Class will end with a take home review assignment to be completed and uploaded during the week. The assignment will be due the Thursday evening before each session.

Session 1: Friday January 13th**Learning objectives: Focus on the balance sheet equation**

1. Describe the differences/similarities between financial, managerial and tax accounting
2. Identify the differences/similarities between types of financial accounting: for-profit, nonprofit and government accounting in two areas: the balance sheet equation and the choice of accrual, modified accrual or cash basis accounting.
3. Focusing on for-profit accounting, explain how transactions affect assets, liabilities and "wealth"
4. Utilizing the balance sheet ledger, prepare a basic income statement and balance sheets

Before class –complete work in folder one**In class (going forward this will be posted in the weekly folder):**

1. Review of course outline
2. Review of Tophat and first in-class warmup quiz.
3. Introduction to Financial Accounting PP
4. Review of actual statements: Walgreens, Red Cross, Los Angeles Unified School District
5. Practice basic problems a, b, c
6. Graded activities: None

After class (These will be distributed in class and listed in the weekly folder):

1. Complete the assignments listed: Jeff Hatori, Jill Smith using the videos for support
2. Review the financial analysis project (FSA) instructions and select a firm to analyze. Locate the 10k and financial statements. Prepare a copy of the financial statements and bring to class.

Session 2: Friday January 27**Learn Objectives: Focus on the Accounting Cycle**

1. Differentiate between balance items (assets, liabilities and shareholders' equity) from income statement items (revenue and expenses) and explain what information is provided by each statement.
2. Demonstrate how to record basic transactions in a two-column ledger, find balances and then prepare adjustments to assets, liabilities and income statement items.
3. Attach the terms debits and credits to the two-column ledger.
4. Understand the purpose of journal entries.

Session 3 Friday February 10th

Learning objectives: Focus on Assets

Session 4 Friday February 24th

Midterm exam

Learning objectives: Focus on liabilities and equity accounts.

Session 5 Friday March 10th

Learning Objectives: Focus on Nonprofit accounting including Private and Charter Schools

Session 6 Friday March 24th

Financial Analysis Projects are due

Learning Objectives: Focus on CAFR #1 Governmental reporting of revenues, expenses and budgets

Session 7: Friday April 7th

Learning Objectives: Focus on CAFR #2 Role of Funds in government financial reporting

Session 8: Friday April 21st.

Group CAFR presentations and Final Exam

Learning Objectives: Consolidate basic knowledge of financial reporting for for-profit organizations and basic financial reporting for nonprofits and school districts.

A NOTE ABOUT THIS COURSE OUTLINE—Every class progresses at a different rate. It may be necessary make minor adjustments in the pace of the class. Please monitor Learn closely. I will send frequent announcements and will announce any change in the course outline.