

Loyola University of Chicago - School of Education
Syllabus – Problems in Finance and Business Management
ELPS 468-001(1214) Spring 2010

Instructor: Dr. Nelson Armour
Day/Time: Wednesdays, 7:00 – 9:30 p.m.
January 20 – May 5, 2010
Location: Loyola University – Corboy Law Center - Room 425
Phone: 847/432-0734 (Home); 847/372-0734 (Cell)
Office Hours: Before and after class, or by appointment
E-mail: nwarmour@comcast.net

REQUIRED READINGS:

Kersten, Tom (2010). Taking The Mystery Out Of Illinois School Finance (3rd Edition). Houston, TX: Connexions.

To order Taking the Mystery Out of Illinois School Finance, follow these instructions:

1. Go to and click on link: <http://cnx.org/content/col10606/latest/>
2. Click “Order Printed Collection” in the upper
3. You can order a copy by checking “Order printed collection” in the upper right. You will find to COOP Press.

Course Packet. The Roosevelt Bookstore has a course packet of documents, which will be used in the class. Students are required to obtain this packet and regularly bring it to class.

Other readings: In addition, some reading will be distributed in class or placed on Blackboard. Additions and/or modifications may be made to these proposed readings. Key course documents, resources and Power Point “Study Guides/Notes” from class will be posted on Blackboard.

See the Writing Guide for additional recommendations.

SYLLABUS AND ACCOMPANYING DOCUMENTS: The syllabus includes the following accompanying documents:

1. Syllabus
2. Schedule
3. Special Topics
4. Writing Guide and Checklist
5. School of Education Policies – Conceptual Framework, Academic Honesty, Accessibility, Diversity, Harassment and Technology

Syllabus – ELPS 468 – Problems in Finance and Business Management

INSTRUCTIONAL METHODOLOGIES: Lecture, discussion, student presentations and small group work (in class activities) will be the instructional methods utilized in this course.

ELPS 468: This course is designed for doctoral students who will examine school finance from various perspectives: historical; governmental (local, state and federal); political; philosophical; and, practical. Course assignments will emphasize analysis of school district finances and available data. The course provides for an in-depth study of Illinois school finance including an examination of how school districts make financial decisions. The role of district administrators in financial planning and budgeting will also be discussed.

The course will examine: 1) The essentials of funding of Illinois schools; 2) Tax caps and finance cycles; 3) Budget preparation and management and school district audits; 4) Strategies school districts use to maximize district revenues and control expenditures; 5) Fiduciary responsibilities; 6) Bidding and purchasing and managing school facilities and resources; 6) Financial projections; 7) Debt financing; 8) Illinois' retirement systems and tax sheltered investment mechanisms available to school personnel; and, 9) Employee benefit and compensation programs.

Learning activities are designed to focus on practical issues in school finance and topics of interest to students.

COURSE OBJECTIVES/GOALS

- ✓ Review the historical basis of funding U.S. public education
- ✓ Review federal legislative action
- ✓ Learn how Illinois schools are funded.
- ✓ Learn about the Illinois school finance cycles for property taxes, district budgets and school district levies.
- ✓ Learn how school budgets are developed and managed at the district level.
- ✓ Learn how to use school audits in conducting financial analysis.
- ✓ Learn how to analyze district financial information and create preliminary financial projections.
- ✓ Learn how school districts establish employee compensation and benefit programs.
- ✓ Develop an understanding of strategies public school administrators employ to maximize revenues and control expenditures.
- ✓ Learn how a school district referendum is organized.
- ✓ Identify fiduciary responsibilities of school officials and Board Members.
- ✓ Examine school district purchasing procedures/issues including the function, purpose and process of bidding, requests for proposals and qualifications, etc.
- ✓ Learn about managing school district facilities, issues and processes.

Syllabus – ELPS 468 – Problems in Finance and Business Management

- ✓ Review Illinois teacher retirement systems and available district tax sheltered investments for teachers and administrators.
- ✓ Identify current challenges to public school finance, i.e., voucher plans, charter schools, for profit schools, etc.
- ✓ Learn about school district reorganization as a political and, possibly, financial issue in Illinois.

COURSE REQUIREMENTS

1. Attendance and Participation: Attend class on time and actively participate in discussions and activities. The student's participation score will be based on the student's attendance pattern as well as contributions to class. Partial attendance results in partial points. **(10 points per class, 140 total points)**

Examples of in class activities include discussing an actual property tax bill brought to class by each student, analyzing actual School Financial Profiles and dissecting salary schedules to understand their underlying costs.

2. Prepare three (3) papers. (50 points each, 150 total points)

Papers are to be handed in on time. If the paper is late, five (5) points will be deducted per week starting the day after the paper is due. In writing these three papers, please review the *Writing Guide 2011* for specific guidelines and format requirements:

A. A Financial Analysis of the Education Fund of a given School District: (50 points), 4 page minimum

This profile will be prepared using data from the last three audits of the school district, FY10 (2009 – 2010), FY09 (2008 – 2009) and FY08 (2007 – 2008). Explore only the Education Fund. To prepare for this paper we will conduct an in class activity designed to introduce students to a school district audit.

The function of the paper is to develop a coherent understanding of the financial position of a school district's Education Fund. You should consider yourself as a financial consultant asked by the school district to summarize their financial position. In the paper, analyze the following financial data. After having explained the information, draw a conclusion as to the financial position of the district along with an appropriate analysis.

Initially, download the spreadsheet found on Blackboard (Assignments>Educational Data Spring 2011) and place your data into the appropriate tables as follows:

- 1) Table 1 – Education Fund Revenues, Expenses and Fund Balances
- 2) Table 2 – Education Fund, Budgeted v Actual

Syllabus – ELPS 468 – Problems in Finance and Business Management

- 3) Table 3 - District Debt
- 4) Table 4 – Tax Rates, Extensions and EAV
- 5) Table 5 – Per capita tuition

Then, discuss and/or explore the following:

- 1) Using the above data, provide a general financial discussion of the district.
- 2) Using the “Notes” and “Management Discussion” section of the audit, identify unique and/or major issues, features or topics facing the district. Review the auditor’s perspective on the district. Did the district’s auditors pose any questions or concerns in their letter to the Board of Education or elsewhere in the audit?
- 3) Prepare a conclusion in which you analyze past financial data (expenditures, revenues or other financial factors affecting the district). Then, create four years of projections using revenue and expenditure assumptions. For FY11 use the current budgeted figures. For FY12, FY13 and FY14 create projections based upon increases in revenues and expenditures. Ask the Business Manager/Assistant Superintendent of Business her/his advice for a reasonable percent increases for both revenues and expenditures. Explain the assumptions behind the percentage increases.

Finally, answer the following question, what is your conclusion as to the strengths and/or weaknesses of the financial position of the district as represented by the data you analyzed? Financially, where is the district at now and where do you predict the district will be in the future? What factors will influence the district’s future financial position? Defend your conclusion by referencing the data.

B . Special Topic Investigation and Class Presentation/Discussion (50 Points) 6-page minimum

Paper: Students will investigate a special school finance topic from the list found in the handout or propose an alternate topic. For an alternate topic, submit a one-paragraph proposal to the instructor for approval before you begin your research. The function of this paper is to investigate an important topic on school finance in greater depth.

Presentation/Discussion: Students will present a fifteen to twenty (15 - 20) minute Power Point presentation and lead a class discussion on their topic. The emphasis of the presentation is to provide clear information and analysis that will allow you to lead a good class discussion on the subject.

Please follow these simple PowerPoint “rules:” 1) Use ten (10) or less slides; and, 2) Have only four (4) or fewer short points per slides (in addition to the slide title)!

Syllabus – ELPS 468 – Problems in Finance and Business Management

For the presentation, share a one-page summary of your paper, your bibliography and a packet of notes (three to a page) from your presentation. These summaries and bibliographies will comprise an excellent resource file on key topics in school finance.

For a comprehensive list of topics, see the *Special Topics* handout.

C . Interview Case Study – Dealing with a Deficit Case Study (50 points) – 8-page minimum

In groups of three or four classmates, students will interview a district level administrator (superintendent, assistant superintendent, business manager) responsible (or sharing in responsibility) to fashion strategic responses to district finances. Each student will prepare her or his own paper based upon an analysis of the interview and the course readings and discussions. Finally, each group will present their findings to the class using a PowerPoint presentation.

The details of the assignment are found in a separate handout titled, “Dealing with a Deficit Case Study.”

Syllabus – ELPS 468 – Problems in Finance and Business Management

GRADES: The final grade in the course will be determined as follows:

Assignments	Points
Participation/Attendance: 10 points per class, 14 classes	140
Paper: Financial Analysis	50
Paper: Special Topic Paper and Discussion	50
Paper: Interview Assignment	50
Total Points	290

LETTER GRADES: Will be assigned as follows:

SPECIAL NEEDS: Any student needing a special accommodation in the course due to a documented disability is asked to bring this to the attention of the instructor at the beginning of the semester so that the student’s needs can be appropriately addressed.

RESUME ASSISTANCE: As an option, if you would like to have your resume reviewed, please hand it in or email it to the instructor.

ELECTRONICS IN CLASS: During class, please turn-off your cell phones. You are welcome to use laptops for class use, but I request that you not use your laptop, cell phone, etc. for emailing, text messaging, etc. during class.

Total Points			290	
A	=>	92%	267	290
A-	=>	90%, <92%	261	266
B+	=>	0.88 <90%	255	260
B	=>	0.82 <88%	238	254
B-	=>	0.80 <82%	232	237
C+	=>	0.78 <80%	226	231
C	=>	0.72 <78%	209	225
C-	=>	0.70 <72%	203	208
D+	=>	0.68 <70%	197	202
D	=>	0.62 <68%	180	196
D-	=>	0.60 <62%	174	179
F	<	60%	173	

EMAIL: All students are the log on to Loyola’s email center and insure that all Loyola (luc) email is re-rerouted to their current email address. See <http://www.luc.edu/its/email.shtml#rerouting%20e-mail> for instructions.

Syllabus – ELPS 468 – Problems in Finance and Business Management

STANDARDS: The applicable ELCC (Educational Leadership Constituent Council) and ISBE (Illinois State Board of Education) standards for ELPS 468 are as follows:

Financial Management and Resource Allocation	
NCATE Standards: The school leader has the understanding and the capability to:	ISBE Standards ³⁹ The administrator has the knowledge and understanding of, and facilitates processes and engages in activities ensuring that:
1.7 Manifest a professional code of ethics and values	5D. Professional code of ethics. 5E/F. Examines and demonstrates personal and professional codes of ethics. 5G. Demonstrates values, beliefs and attitudes that inspire others to high levels of performance.
2.2 Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research	1D. Information sources, data collection, and data analysis strengths. 3K. Emerging trends are recognized, studied, and applied as appropriate.
4.1 Work with faculty and other stakeholders to identify needs for professional development	5N. Recognizes and respects the legitimate authority of others. 5J. Uses the influence of the office to enhance the educational program.
4.5 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.	3D. Management and development of human resources.
5.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.	3C. Principles and issues relating to school safety and security. 3N. The school plant, equipment, and support systems operate safely, efficiently, and effectively. 3W. A safe, clean, and aesthetically pleasing environment is created and maintained.
8.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.	1R. Financial, human and material resources are sought and obtained to support the implementation of the school mission and goals.
8.2 Acquire and managed financial and material assets, and capital goods and services, allocating resources according to district and school priorities (e.g. property, plant, equipment, transportation, and food service.).	1R. (See above) 3E. Principles and issues related to fiscal operations of school management. 3F. Principles and issues relating to school facilities and use of space. 3Q. Resources are aligned to the goals of the school.
8.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.	3Q. (See above)
8.4 Perform budget management functions including financial planning, monitoring, cost control, expenditure accounting, and cash flow management.	3S. Responsibility is shared to maximize ownership and accountability. 3V. Resources of the school are managed ethically, legally, efficiently and effectively.
9.2 Apply and assess current technologies for school management and business procedures.	3H. Current technologies, which support management functions. 3U. There is effective use of technology to manage school operations.

Syllabus – ELPS 468 – Problems in Finance and Business Management

ASSIGNMENT RUBRIC: INTERVIEW CASE STUDY - EXPLORATION OF SCHOOL DISTRICT FINANCIAL CRISES (50 POINTS)

Student: _____

_____ Paper on time

_____ Brief introduction

_____ Content – analysis of interview and use of readings and class discussions. (40 points)

1. Significant organizational, management, and resource challenges.
2. District's primary sources of revenue.
3. Illinois state aid formula for district.
4. District's debt extension limit, if any.
5. Long range planning strategies.
6. District vision for improving the instructional program when faced with limited and sometimes inadequate financial resources.
7. Involving families and other community members.

In addition, include the following questions related specifically to the case study:

1. Key factors that could have contributed to the district's deficit situation.
2. Organizational, management, and operational issues to be considered.
3. Strategies to maximize this school district's revenues.
4. Strategies to minimize this district's expenditures?
5. Prioritizing proposed actions.
6. Potential issues faced by district administration and board members.
7. Political, psychological, and ethical implications.

_____ Conclusion: What have you learned from the interview concerning the management of district finances?

_____ Class Presentation (5 points)

- _____ 1) Prepare and lead a class discussion. (15 – 20 minutes)
- _____ 2) Prepare and distribute to the class a one-page summary of the paper along with your bibliography.
- _____ 3) PowerPoint Presentation: a) 10 or fewer slides; and b) 4 or fewer lines per slide.

Syllabus – ELPS 468 – Problems in Finance and Business Management

- _____ Writing (5 points)
 - _____ APA Format
 - _____ Organization (Introduction, body of paper and conclusion.)
 - _____ Reference list and text citations: Do they follow the APA style?
 - _____ Paragraph structure
 - _____ Sentence construction
 - _____ Contractions
 - _____ Proofreading and editing (Grammar, Punctuation, Acronyms)
 - _____ Summarizing, paraphrasing and using quotations
 - _____ Voice/Style

- _____ Total Points

Comments:

Syllabus – ELPS 468 – Problems in Finance and Business Management

ASSIGNMENT RUBRIC: FINANCIAL ANALYSIS (50 POINTS)

Student: _____

_____ Paper on time

_____ Content (45)

_____ Introduction

_____ Areas of data analysis:

_____ 1) Table 1 – Education Fund Revenues, Expenses and Fund Balances

_____ 2) Table 2 – Education Fund, Budgeted v Actuals

_____ 3) Table 3 - District Debt

_____ 4) Table 4 – Tax Rates, Extensions and EAV

_____ 5) Table 5 – Per capita tuition

_____ 6) Provide a general financial discussion of the district.

_____ 7) Unique and/or major issues, features or topics as found in the
“Notes” section of the Audit.

_____ 8) Any issue(s) raised by the district’s auditors.

_____ 9) Conclusion

_____ Past financial trends in expenditures, revenues or other
financial factors affecting the district.

_____ Projections and assumptions for the projections.

_____ The overall strength/weakness of the financial position of the
district as represented by the data you analyzed.

_____ Writing (5 points)

_____ APA Format

_____ Organization (Introduction, body of paper and conclusion.)

_____ Reference list and text citations: Do they follow the APA style?

_____ Paragraph structure

_____ Sentence construction

_____ Contractions

_____ Proofreading and editing (Grammar, Punctuation, Acronyms)

_____ Summarizing, paraphrasing and using quotations

_____ Voice/Style

_____ Total

Comments:

Syllabus – ELPS 468 – Problems in Finance and Business Management

ASSIGNMENT RUBRIC: SPECIAL TOPIC INVESTIGATION AND CLASS DISCUSSION (50 POINTS)

Student: _____

_____ Paper on time.

_____ Content (40 points)

- _____ 1) Clear statement of topic.
- _____ 2) Presentation of information.
- _____ 3) Analysis and/or synthesis of research.

_____ Class Presentation (5 points)

- _____ 1) Prepare and lead a class discussion. (15 – 20 minutes)
- _____ 2) Prepare and distribute to the class a one-page summary of the paper along with your bibliography.
- _____ 3) PowerPoint Presentation: a) 10 or fewer slides; and b) 4 or fewer lines per slide.

_____ Writing (5 points)

- _____ APA Format
- _____ Organization (Introduction, body of paper and conclusion.)
- _____ Reference list and text citations: Do they follow the APA style?
- _____ Paragraph structure
- _____ Sentence construction
- _____ Contractions
- _____ Proofreading and editing (Grammar, Punctuation, Acronyms)
- _____ Summarizing, paraphrasing and using quotations
- _____ Voice/Style

_____ Total Points

Comments:

LOYOLA UNIVERSITY OF CHICAGO - SCHOOL OF EDUCATION
SCHOOL OF EDUCATION POLICIES

CONCEPTUAL FRAMEWORK

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice through its components of service, skills, knowledge, and ethics. We will utilize this conceptual framework as a basis for the direction of this course. The nature and development of service, skills, and knowledge, within the context of an ethical environment in schools, are essential components to school decision-making. Issues related to social justice will be discussed throughout the course. For more information, review the Conceptual Framework at <http://www.luc.edu/education/about.shtml>

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

DIVERSITY

In concert with the mission statement and the conceptual framework for the School of Education, faculty, academic activities and the learning environment will be sensitive to and driven by awareness of and respect for individual, cultural, social and economic diversity. In this course, this is exemplified through analysis of a school's characteristics and environment, the community in which it functions and the governmental entities which impact it. Students will examine issues of financial inequities amongst Illinois schools reflecting on the social, racial and economic community discrepancies existing in the state..

LOYOLA UNIVERSITY OF CHICAGO - SCHOOL OF EDUCATION
SCHOOL OF EDUCATION POLICIES

HARASSMENT

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

TECHNOLOGY

The information pertinent to the ongoing study of instructional leadership for improvement of instruction changes constantly. Laws, policies and practices, as well as societal issues provide the landscape for our study. Throughout this course, students will develop and practice skills in locating and using on-line resources critical to our topics. Additionally, in the presentation of current issue reports, students will demonstrate technological expertise in utilizing a variety of media presentations.

ELPS 468 - Schedule, Topics, Readings and Assignments

Session	7:00 - 9:30 p.m.	Topic, Readings and Assignments	
1	1/24/11	Introduction, Course Overview, Historical Perspectives and Key Federal Legislation	
		Kersten	Chapters 1 - 3
		BLACKBOARD > COURSE DOCUMENTS > Historical Issues	The Land Ordinance of 1785; Massachusetts Laws of 1642 and 1647; and Treasury Department Fact Sheet
2	1/31/11	School District Budgets and Audits	In class activity on Audits
		Kersten	Chapters 4 and 5
		FOUND ON BLACKBOARD > COURSE DOCUMENTS > School District Budgets, etc.	Mechanics of a Budget, pp. 2 – 7
3	2/7/11	School Budgets and Audits; and, Politics and Lobbying	In class activity on Budget
		BLACKBOARD> Topic: Politics, Lobbying, and Public Perceptions of Educational Quality >	Bassi, Z., DeHoff, R., & Hopson, E. Advice to Advocates. The School Administrator (March 2004); Baiocchi, D. Lobbying by Letter
			Due: Obtain and bring to class district audits (FY10, FY09, FY08) for Financial Analysis Paper. In class review and discussion.
			Due: Bring to class Tables 1 - 5 for Financial Analysis Paper. Review creating graphs from tables.
4	2/14/11	Fiduciary Responsibilities; and, Financial Planning	
		FOUND ON BLACKBOARD > COURSE DOCUMENTS > Fiduciary Responsibilities	Dawson, L. (November/December 2005) Keeping finances on the up-and-up. Illinois School Board Journal, Retrieved Wednesday, November 8, 2006, from http://www.iasb.com/files/j5111204.htm
			Johnson, M.D. (November/December 2005) Forward to Essentials of Illinois School Finance (Second Edition), James B. Fritts, 2004. Illinois School Board Journal. Retrieved November 8, 2006, from http://www.iasb.com/files/j5111205.htm
		Kersten	Chapter 8
No Class	2/21/11	No Class	
5	2/28/11	School Funding in Illinois: Taxes (State, Federal, Local), Fund Accounting, School Finance Profiles, and Transfers	Paper Due: Financial Analysis of the Education Fund
		Kersten	Chapters 4, 5 and 6
No Class	3/7/11	Loyola Spring Break - No Class	
6	3/14/10	Purchasing, Bidding, Requests for Proposals and Requests for Qualifications	In class activity on bidding
		FOUND ON BLACKBOARD > COURSE DOCUMENTS > Topics: Purchasing, Bidding, etc.	Price Fixing and Bid Rigging – They Happen (Federal Brochure)
7	3/21/11	Illinois Finance Cycles (property taxes, budget, audit) and Tax Caps	Special Topic Paper and Presentation: Tax Caps (Arnold Bickham)
		Kersten	Chapters 4 and 6
		FOUND ON BLACKBOARD > COURSE DOCUMENTS > Illinois Tax Cycle	“Property Tax Cycle” from bond prospectus prepared by Wm. Blair and Co.

ELPS 468 - Schedule, Topics, Readings and Assignments

Session	7:00 - 9:30 p.m.	Topic, Readings and Assignments
8	3/28/11	1) Employee Compensation Models and Benefits; and, 2) Retirement Issues - TRS, CTRF, 403b, 125 Plans Kersten
		Special Topic Paper and Presentation: Controlling Health Care Costs (Bill Sanderson) <u>Due: Bring your district's salary schedule to class. It will be used for analysis and discussion in class.</u> <u>Due: Interview date with Superintendent, etc. for "Dealing with a Deficit Paper".</u> Chapter 9
9	4/4/11	District Referendum, Impact on Finances (Property Tax Appeals) Kersten Armour and Kersten
		Guest Lecuturer: Dr. Gary Zabilka, Superintendent, Morton Grove SD70 Chapter 10 "Education Fund Tax Referendum: You Can Pass It"
10	4/11/11	Borrowing and School Debt
		Special Topic Paper and Presentation: Borrowing (Chris Brown) Kersten, Chapter 7
11	4/18/11	Challenges to Public Education: Charter Schools and Voucher Programs Kersten
		Special Topic Paper and Presentation: Charter Schools (De Porres Durham), Voucher Programs (Linda Andrejek) Chapter 11 FOUND ON BLACKBOARD > COURSE DOCUMENTS > Reforming School Funding Inequity in Illinois – How Illogical Funding Has Eroded Public Education
12	4/25/11	Impact on Finances (TIFs), Financial Role of CPS Principal
		Special Topic Paper and Presentation: School District Referendum, CPS Principal Readings: TDB
13	5/2/11	TBD
		TBD
14	5/9/11	Dealing with a Deficit (Managing Resources) and Review of Goals Kersten
		Paper and Presentation Due: Dealing with a Deficit Chapter 11