



## **COURSE SYLLABUS**

### **EDL 730-School Finance and Business Management Summer 2020; Kingston, Jamaica Cohort**

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#### **INSTRUCTOR INFORMATION**

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#### **COURSE AIMS AND OBJECTIVES**

##### **Course Catalog Description:**

Principles and practices of financing education; revenue and allocation plans; budgeting; and management of school funds.

##### **Aim:**

When our financial resources are limited in schools, how do we decide what is most important to fund? What does a school's budget communicate? How can you as a school leader involve those directly impacted by the school's budget in creating it? This course focuses on the operational and financial aspects of school leadership. Financial models, philosophies, and responsibilities will be explored with readings, case studies, presentations, and student projects.

##### **Specific Learning Objectives:**

By the end of this course, students will:

- explore collaborative school improvement planning practices;
- develop an operational approach to budgeting and managing school funds; and,
- demonstrate how leadership and vision guide decision-making processes, in both policy and practice, with respect to allocation of resources to address student needs.

## COURSE REQUIREMENTS, ASSIGNMENTS, & MATERIALS

View the information below and the course calendar section of this document for all deadlines. Students are encouraged to communicate with the instructor about upcoming assignments or any concerns with complying with due date expectations. All written products are expected to follow proper APA formatting and draw from a robust selection of literature as appropriate sources for scholar-practitioner research. Students should feel free to seek clarification or ask questions of the instructor. Feedback will be provided on each assignment.

### Required Readings:

Students will be provided required reading materials through Blackboard. No textbook purchase or rental will be required.

### Technology:

Students will need to use technology to complete coursework, especially as our circumstances have caused this course to move completely online. Please communicate with the instructor by email with any questions or challenges that you may face. We will use university approved platforms, primarily Blackboard, as a means of supporting your online instruction.

### Additional, Materials, Equipment or Skills:

Students will need access to Microsoft Word or another appropriate word processing program to complete written assignments. Students will also need to be able to use online resources from WCU's Hunter Library in order to add research support to written works as appropriate.

### Accessing Media:

All course materials will be made available either as downloads or links within the Blackboard course shell.

### Course Calendar and Assignments:

Week (Dates)	Topics/Activities/Key Questions	Readings & Assignment(s)
1-June 1  <b>Online Meeting #1: 6:00 PM Jamaica Time via Zoom on June 1 or June 3 at</b>	Getting Started Why do we make a school budget? How and what does a budget communicate? What does a school budget do?  Note: Each week students should post at least one note to the discussion board responding to the week's key	<b><i>Week 01 Folder in BlackBoard ASSIGNMENTS:</i></b> 1. Intro Survey (most already completed) 2. Begin SEF on school: -School Profile -Section A: Background and Part 4 (Planning and Operational Effectiveness)

<p><b>7:30 PM</b></p>	<p>question.</p>	<p><b>READINGS:</b>          -Textbook: Chapters 1 &amp; 3          -Article: How Do We Get There From Here?          -Article: High Impact Leadership          -Other: Read School Rubric</p>
<p>2-June 8</p> <p><b>Online Meeting #2: 6:00 PM Jamaica Time via Zoom on June 8</b></p>	<p>How do we approach school planning?          What goes into a plan?</p>	<p><b>Week 02 Folder in BlackBoard ASSIGNMENTS:</b>          -Complete SEF (all remaining sections in Part A and Part B)          -Begin to develop a school improvement plan by identifying 3-5 big goals for your school (from Section B of the SEF)          -Complete School Rubric on Leadership Capacity and Planning/Operational Effectiveness</p> <p><b>READINGS:</b>          -Textbook: Chapters 4 &amp; 6          -Article: Turning Crisis Into Opportunity          -Articles (2): Fraud Cases</p>
<p>3-June 15</p> <p><b>Online Meeting #3: 6:00 PM Jamaica Time via Zoom on June 15</b></p>	<p>How do we budget? Instructional focus.</p>	<p><b>Week 03 Folder in BlackBoard ASSIGNMENTS:</b>          -Goal Setting Document: Begin your plan on how to address collaborative budget decisions. This is part one of a document that will be added to next week to develop a school budget aligned with the school improvement plan goals</p> <p><b>READINGS:</b>          -Textbook: Chapters 8 &amp; 9          -Article: Thinking Outside the Box          -Article: Time-It's Not Always Money</p>
<p>4-June 22</p>	<p>How do we budget? Operations and support focus.</p>	<p><b>Week 04 Folder in BlackBoard ASSIGNMENTS:</b></p>

<p><b>Online Meeting #4: 6:00 PM Jamaica Time via Zoom on June 22</b></p>		<p>-Budget and Management Plan: 1. Finish goal-setting and develop the budget aligned to those school improvement goals that includes a management and procedures plan to support your budget. 2. Create a presentation or product (PowerPoint, video, infographic, etc.) that describes your school, improvement goals, budget, management plans/procedures, and the collaborative decision-making process you would use. 3. Submit your presentation product that provides us with a complete overview of your school management and budget system: goals, key processes, and expected outcomes.</p> <p><b>READINGS:</b> -Textbook: Chapters 10 &amp; 11 -Article: Four Takes on Tough Times</p>
<p>5-June 29</p> <p><b>Online Meeting #5: 6:00 PM Jamaica Time via Zoom on June 29</b></p>	<p>Conclusion and Complete Any Remaining Coursework</p>	<p><b><i>Week 05 Folder in BlackBoard ASSIGNMENT:</i></b> -Presentations/products will be shared and discussed with classmates in our closing meeting(s). -Students should turn in any revisions or improvements to assignments as needed from earlier in the course by July 1.</p> <p><b>READINGS:</b> -None</p>

**Assignment Descriptions**

-School Self-Evaluation: Complete an analysis of your school that provides a protocol to examine critical information about your school, revenue, and structures in place to support improving conditions for student learning. (10 Points)

-School Rubric on Leadership Capacity and Planning/Operations: Using the tool provided, students will complete a critical analysis of policies and practices in place (or not) at your school. Students should simply select a rating for each criterion in the rubric. (5 Points)

-Goal Setting Document: After completing the SEF, define school improvement goals for your school. The goal setting document should also contain your proposed plan for collaborative budget decision-making. There is no template or prescribed format for this document, make your own choices in how you want to communicate and share this information. (15 Points)

-School Budget and Management Plan: Develop a school budget and management plan aligned to the school improvement goals identified by your critical analysis prior in the course. The school budget and management plan you create should be aligned to SIP goals. Students will also produce a presentation on the budget and framework for decision-making they develop. (20 Points)

### **Zoom Access Information**

Topic: Jamaica Program Meeting

Join Zoom Meeting

<https://wcu.zoom.us/j/95479799343>

Meeting ID: 954 7979 9343

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

877 853 5247 US Toll-free

877 369 0926 US Toll-free

+1 876 633 1687 Jamaica

Meeting ID: 954 7979 9343

Find your local number: <https://wcu.zoom.us/u/ad9av7MrDs>

### **GRADING**

The grading formula for the course is below. However, students in this course are expected to meet mastery learning goals rather than overly focus on point values. Students are encouraged to seek feedback from the instructor prior to final due dates in order to develop the very best product or evidence of learning in any assignment. Further, the instructor will provide opportunities for students to revise and improve work whenever possible in order to get the most out of the learning goals for each student.

Grading System: The university requires the use of the A-F grading scale with A, B, C, and F as possible grades at the graduate level. Any assignment receiving a grade below B should be re-attempted, revised, or otherwise improved until the grade reaches B or higher.

*Points and Weighting:* Appropriate and meaningful class participation is an expectation (expected behavior) and is not included in the grading formula. As this course is now fully online, this means students are expected to contribute to required discussion board posts, participate in scheduled online meetings, and stay in communication with the instructor. The instructor will provide feedback to any student who does not meet basic expectations in these areas. Point totals are attached to each of the projects with a scale that ranges 0-50. Final grades are calculated on those points in the following way: 41-50=A, 31-40=B, 21-30=C, 20 or below=F.

## **FACULTY EXPECTATIONS OF STUDENTS/COURSE POLICIES**

### **Civil Discourse at Western Carolina:**

Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

### **Classroom Expectations:**

The shared learning space of the college classroom is built on respect for each other and each other's learning. Learning together means our actions can intentionally and unintentionally distract others from their learning goals. As responsible learners who respect the rights of others and vow to minimize avoidable distractions such as: non-academic technology use, coming in late, sleeping, off-topic discussions, doing other homework, eating, etc.

### **Attendance:**

[Describe expectations for attendance in your course, including how it can positively/negatively impact a student's grade, required attendance outside of class time (field trips, service projects, etc.)]

### **Timely Submissions:**

[Explain policies for late work, missing homework, missed deadlines, make-up opportunities, how to request extensions for assignments or report illnesses that cause delays, delayed grades, and any issues related to timely completion of course activities.]

### **Expectations for Submitting Required Work:**

[Describe expectations for submitting required work—generally when are assignments due (before class, by midnight) and how will they be submitted (paper, via blackboard)?]

### **Technology:**

[Include guidelines on technology usage, any specific technology skills or abilities necessary for successful completion of the course. Will certain technology be banned? Will technology be allowed always or sometimes? Will some technology be encouraged or required?]

## STUDENT RESOURCES

### **Hunter Library:**

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles.

These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).

### **Blackboard Support:**

The learning management system for this class is Blackboard and can be found at <http://wcu.blackboard.com> NOTE: Blackboard will be unavailable from May 28, 2019 at noon to May 31 at 5 p.m. Check the Academic Calendar for specific date as well the Blackboard login and Home pages.

Additional help with Blackboard can be found at [help.wcu.edu](http://help.wcu.edu), (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

### **Brainfuse:**

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

### **Academic Toolbox:**

The Academic Toolbox is available in all WCU courses via the course Blackboard site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

### **Academic Calendar**

This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <http://www.wcu.edu/learn/academic-calendar.aspx>

### **Course Evaluation:**

Please complete a course evaluation near the end of the term to help us to improve our classes and our service. Evaluations are anonymous and the instructor will only see the results after grades are entered. The evaluation is available at the following URL:



[https://wcu.az1.qualtrics.com/jfe/form/SV\\_6mU0Mu9fW23s07z](https://wcu.az1.qualtrics.com/jfe/form/SV_6mU0Mu9fW23s07z)

### **Syllabus Updates**

This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

### **INSTITUTIONAL POLICIES**

#### **Community Vision for Inclusive Excellence Statement:**

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

#### **Course Recording and Broadcasting:**

Students may make visual or audio recordings (Recording) of any class related content, using any approved recording device (e.g., smart phone, computer, digital recorder, etc.) upon the prior permission of the instructor and subject to the following restriction(s). The Recording, along with the video capture of visible course materials (e.g., visible PowerPoint slides and/or visible lecture notes), shall be limited to the student's personal, course related, educational use and shall be subject to all applicable copyright laws and institutional policies. The student may not transfer, transmit, or otherwise disseminate the Recording to any third party, including classmates, without the permission of the instructor. Any violation of these restrictions, or any other restriction verbally communicated by the instructor, may subject the student to the provisions of the WCU Academic Integrity Policy, the WCU Code of Student Conduct or both.

Meetings of this course may be broadcast and/or recorded. Broadcasting and recording are intended to complement the classroom experience. Instructors may broadcast and/or record courses for pedagogical use, student reference, to meet the accommodation needs of students with a documented disability, or any other reason deemed appropriate by WCU and/or the instructor. Course recordings will be available to students registered for the course pursuant to applicable university policy. All broadcasts and recordings are limited to personal, course related, educational use and may not be transmitted, transferred, distributed, sold, or posted on social media outlets without the written permission of the instructor. Unauthorized transmission, transfer, distribution, sale or posting of the broadcast and/or recording for any purpose other than the student's personal, course related, educational use is not permitted.

Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded materials.

In the event that broadcasting and/or recording is not a course requirement (such as recording a class meeting for research purposes), prior to any appearance on a recording, the instructor shall receive formal, written permission of any and all identifiable students who may appear in the recording, pursuant to applicable university policy. If requested the instructor shall provide a classroom area where students who do not wish to be recorded may be located.

**Accommodations for Students with Disabilities:**

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Accessibility Resources located in Killian Annex or call 828-227-2716. For additional information, visit [go.wcu.edu/oar](http://go.wcu.edu/oar)

**Academic Integrity Policy and Reporting Process:**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

**General:**

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course in which the violation occurs.

**Definitions:**

Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

Fabrication – Creating and/or falsifying information or citation in any academic exercise.

Plagiarism – Representing the words or ideas of someone else as one's own in any academic exercise.

Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

### **Undergraduate and Graduate Academic Integrity Process:**

Additional information is available on the Student Success website under Student Community Ethics: <http://www.wcu.edu/experience/dean-of-students/academic-integrity.aspx>

### **Conceptual Framework:**

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

### **Jamaican Relevancy:**

Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this course are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to explore strategies concerning global education curriculum and leadership---and consider the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'