



## **COURSE SYLLABUS**

*As of September 9, 2020*

**EDL 730-School Finance and Business Management  
Fall 2020; Montego Bay, Jamaica Cohort**

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College of Education and Allied Professions  
Department of Human Services--Educational Leadership Programs

### **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.

**Conceptual Framework Statement:**

"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:**

This course focuses on sound practices for school leaders in any context. Students will be expected to use the information in the context of their own school or program in Jamaica and to determine the leadership dispositions required locally. Students will be expected to implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy within their school or program. 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' and the instructor provides the opportunity for students to use their own school's data, policies, and practices in course assignments.

**Diversity Statement:**

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

**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. Students will also have several required videos to view during the course.

**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)
<p>1-October 5</p> <p><b>Online Meeting #1: 6:00 PM Jamaica Time via Zoom</b></p>	<p>Getting Started</p> <p>Why do we make a school budget? How and what does a budget communicate? What does a school budget do?</p> <p><i>Discussion Board:</i> Each week students should post at least one note to the discussion board responding to the week's key question(s) or prompt.</p> <p><i>Course Videos:</i> Throughout the course I will post videos that will address content goals and/or provide students information on completing course assignments. I will also provide some other video resources that support our learning objectives. These will all be made available in Blackboard.</p>	<p><b>Week 01 Folder in BlackBoard ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Intro Survey</a> (complete prior to Oct. 5)</li> <li>-Begin Self-Evaluation Form (SEF) on your school: Start on School Profile, Background, and Part 4 (Planning and Operational Effectiveness)</li> <li>-Complete School Rubric on Leadership Capacity and Planning/Operational Effectiveness</li> </ul> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>-Textbook: Chapters 1 &amp; 3</li> <li>-Article: How Do We Get There From Here?</li> <li>-Article: High Impact Leadership</li> <li>-Article: Turning Crisis Into Opportunity</li> </ul> <p><i>NOTE: You may feel free to read ahead in either the assigned journal articles or the text. However, you should at minimum heed the benchmarks of reading certain selections by certain dates as described in the syllabus.</i></p>
<p>2-October 12</p> <p><b>Online Meeting #2: 6:00 PM Jamaica Time via Zoom</b></p>	<p>How do we approach school planning? What goes into a plan?</p>	<p><b>Week 02 Folder in BlackBoard ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>-Complete SEF (all remaining sections in Part A and Part B)</li> <li>-Begin to develop a school improvement plan by identifying 3-5 big goals for your school (from Section B of the SEF)</li> </ul> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>-Textbook: Chapters 4 &amp; 6</li> <li>-Articles (2): Fraud Cases</li> </ul>

<p>3-October 19</p> <p><b>Online Meeting #3: 6:00 PM Jamaica Time via Zoom</b></p>	<p>How do we budget? Instructional focus.</p>	<p><b><i>Week 03 Folder in BlackBoard ASSIGNMENTS:</i></b></p> <p>-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></p> <p>-Textbook: Chapters 8 &amp; 9 -Article: Thinking Outside the Box -Article: Time-It's Not Always Money</p>
<p>4-October 26</p> <p><b>Online Meeting #4: 6:00 PM Jamaica Time via Zoom</b></p>	<p>How do we budget? Operations and support focus.</p>	<p><b><i>Week 04 Folder in BlackBoard ASSIGNMENTS:</i></b></p> <p>-Budget and Management Plan:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>READINGS:</b></p> <p>-Textbook: Chapters 10 &amp; 11 -Article: Four Takes on Tough Times</p>
<p>5-Nov. 2</p>	<p>Conclusion and Complete Any Remaining Coursework</p>	<p><b><i>Week 05 Folder in BlackBoard ASSIGNMENT:</i></b></p>

<p><b>Online Meeting #5: 6:00 PM Jamaica Time via Zoom</b></p>		<p>-Turn in article reflection assignment at any time during the course (students may choose any 2 of the reading assignments for this activity).</p> <p>-Presentations/products will be shared and discussed with classmates in our closing meeting(s) if feasible.</p> <p>-Students should turn in any revisions or improvements to assignments as needed from earlier in the course by November 5.</p> <p><b>READINGS:</b></p> <p>-None</p>
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### Assignment Descriptions

- School Self-Evaluation Form (SEF): 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. (5 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. (10 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)
- Article Reflections: Students will choose at least two of the articles assigned during the course and write brief reflections on how they can apply the strategies or tactics in their own leadership work in practice in the school setting. (10 Points)

### **Zoom Meeting Access Information**

Topic: Jamaica Program Meetings (October 2020)

Time: Oct 5, 2020 06:00 PM

Every week on Mon, until Nov 2, 2020, 5 occurrence(s)

Oct 5, 2020 06:00 PM

Oct 12, 2020 06:00 PM

Oct 19, 2020 06:00 PM

Oct 26, 2020 06:00 PM

Nov 2, 2020 06:00 PM

### **Join Zoom Meeting Link**

<https://wcu.zoom.us/j/99878128828>

Meeting ID: 998 7812 8828

One tap mobile

+16468769923,,99878128828# US (New York)

+13017158592,,99878128828# US (Germantown)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

877 369 0926 US Toll-free

877 853 5247 US Toll-free

+1 876 633 1687 Jamaica

Meeting ID: 998 7812 8828

Find your local number: <https://wcu.zoom.us/u/aM7VitZvW>

### **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:**

Students should make every effort to attend class meetings (online) and should communicate with the instructor should any challenges be presented.

### **Timely Submissions:**

Each assignment should be completed and turned in as listed in the syllabus. Generally, each assignment is assigned on Monday to begin each week and due by midnight on Saturday that follows unless otherwise noted in the syllabus or on Blackboard.



**Expectations for Submitting Required Work:**

Required work should be submitted via the appropriate dropbox in Blackboard by the posted due date.

**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\\_eo3fiuPbxg008kZ](https://wcu.az1.qualtrics.com/jfe/form/SV_eo3fiuPbxg008kZ)

## **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>