Georgia Southern University

College of Education
Department of Leadership, Technology, and Human Development

Course Syllabus: Higher Education Finance
EDLD 8432 NET
Summer 2017

Dr. Daniel W. Calhoun
Associate Professor

College of Education (COE) Room 3103
Phone: 912-478-1428
dwcalhoun@georgiasouthern.edu
Course Syllabus

Course title and catalog description

**Educational Leadership 8432-** Higher Education Finance: 3-0-3
Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two- and four-year colleges, and universities.

Prerequisite
Admitted to M.Ed. program or permission of instructor.

Rationale for Course
Higher education systems in most counties today face the twin pressure of financial austerity on the one hand, and a rising demand, on the other. Added to these challenges is also the move towards globalization that has made higher education’s landscape ever dynamics and changing thereby putting a layer of unpredictability on the way today’s university leaders and practicing administrators discharge their roles.

The course examines local, national and global forces of change in higher education finance in the US and worldwide to help candidates understand major theories, debates and research based practices in the field. Topics to be covered include patterns of higher education finance; sources of revenue and level of financial commitment by various constituencies (federal, state and institutional agencies); budgeting and accounting procedures in public and private institutions ; tuition and financial aid policies in the US and worldwide ; and higher education finance in international comparative perspective.

Course Goals
At the end of this course a candidate is able to:
1. Understand and analyze the major theories, debates and research based practices associated with higher education finance.
2. Describe the influence of higher education finance on organizational structures and governance in higher education.
3. Utilize current research in higher education finance to differentiate between the roles of the federal government, state government, and private sector with regard to financing higher education.
4. Comprehend budgeting and accounting procedures in public and private higher education institutions.

Course Objectives
At the end of this course a candidate is able to:
1. Identify basic economic and financial concepts in higher education;
2. Assess institutional, state and federal student financial aid policies;
3. Recognize the budget processes in both public and private institutions;
4. Distinguish the causes of financial dilemmas in both the public and private sectors caused by diverging trajectories of costs and revenues to discuss appropriate responses or solutions;
5. Read financial statements and draw inferences out of them;
6. Compare worldwide trends in the economics and financing of higher education and examine how different policy alternative help promote postsecondary attainment, particularly for the disadvantaged groups of the society

**Relationship to COE Conceptual Framework**

The course objectives specifically address the four commitments that form the College of Education's conceptual framework:

1. **Commitment to the Knowledge and Dispositions of the Profession:**
   Knowledge of the underlying constructs of Higher Education Administration is a fundamental element of the profession. Candidate learning activities are focused on professional knowledge specifically related to understanding the various components of finance within higher education as illustrated in complex educational institutions.

2. **Commitment to Diversity:**
   Candidates are exposed to the various components of Educational Administration, including the diversity evident throughout Higher Education Institutions. Candidates focus on the role of diversity in higher education institutions and how the concept of diversity has changed the higher education landscape. Candidates research, write and discuss how these constructs impact all learners and employees of the institution.

3. **Commitment to Technology:**
   Candidates use technology to analyze and critique the various administrative constructs and to report their findings. Candidates use Folio to communicate with each other and to submit their written materials.

4. **Commitment to the Practice of Continuous Reflection and Assessment:**
   After experience in a higher education institution, candidates reflect on the relationship between their personal knowledge of the various constructs in comparison with other candidates. They also critique and assess the impact of their uses of the constructs on the performance of their educational institutions.

You will find the complete conceptual framework on the COE website (http://coe.georgiasouthern.edu/pdfs/cfram.pdf).

**Structure of the course**

During this course, you will encounter a number of learning modules based on the course objectives. The modules will direct you to resources such as readings in the course text, posted documents in PDF format, and/or sites on the Internet that are relevant for the course topics. Activities will vary from independent work to group discussions using the Folio discussion board.
or even the online chat! All assignments should be completed and submitted via the Assignment TAB of the Folio system unless otherwise directed.

Due dates for assignments will be included in the learning modules and on each assignment. Assignments are due in the Assignment Tab no later than 11:30 PM of the due date. Assignments received late may result in a lower grade.

Learning Modules will be posted by Tuesday of each week and assignments will be due the following Monday unless otherwise noted.

Expectations

Read all assigned material in the timeframe outlined on FOLIO so that you have the background and understanding to fully contribute to the class discussions and assignments. A key component of the course is to synthesize and discuss issues, knowledge, and experiences (as is appropriate in graduate level work). You will have the opportunity to do so online through insightful postings and discussions based on what you are learning in the course.

It is expected that ALL submitted work be well written and free of grammar and spelling mistakes. Points will be deducted from an assignment's overall grade if spelling or grammar errors are present. Use peer review appropriately to polish your written assignments prior to submission for a grade and make use of electronic tools such as the grammar check tool in your word processing software. If you would like or need extra help with your writing, please use the University Writing Center (http://class.georgiasouthern.edu/writingc/).

Another valuable resource is Strunk and White's The Elements of Style. It is a classic reference for writing, and it is available for free online at http://www.bartleby.com/141/.

All formal assignments should be submitted in APA format, in accordance with the 6th edition.

Online participation is required and candidates are expected to interact often and contribute insight into the discussion drawing from source material as well as your own experiences and opinions.

Required Texts


Recommended Resources

**Additional readings may be assigned and/or recommended throughout the term.**

**Electronic subscription requirement for the course**

There is an electronic subscription requirement as a part of being in this course. It is my hope you will keep your subscription active even after you have completed this course.

**Higher Education Administration Student/Alumni List-serv**

Each student in this course must join the Higher Education Administration list-serv (HIED_L). This will be a way for you to receive information your instructor thinks may be helpful for you to know. This information includes, but is not limited to job postings, conference opportunities, campus events and happenings, important dates, etc.

In addition, this list-serv is an open forum so students and alums can also pass on information of this nature as well. Please make a point to subscribe to the list-serv within the first week of class.

**Subscribing to the Listserv:**
1. Open your email program.
2. In the "To" field, type: listserv@georgiasouthern.edu
3. Do not type anything in the subject area.
4. In the message area, type: subscribe HIED-L

Note: If you typically use a signature in your email (your name and contact information), please turn this off or suppress it before sending the subscription request.

**Sending a message to the Listserv:**
1. Open your email program
2. In the "To" field, type: HIED-L@georgiasouthern.edu.
3. Type whatever you like in the subject area.
4. Type your message in the message area.
5. Send the message.
6. You should get a confirmation that your message was sent (though you may not actually see the message in your inbox).

Any student subscriber is free to post or forward information to the list-serv. Please be mindful that the list-serv is a professional and networking resource with current students, staff, faculty, and alumni receiving any information posted.

**Instructional strategies / activities / technology:**
The intent of the coursework is to link issues presented in the readings with the practical aspects of higher education finance in today’s milieu. To facilitate linkages among the issues presented during the course and learners’ own experiences, I expect students to
- read the weekly assignments,
- engage in dialogue with peers regarding questions and topics generated,
- discuss topics related to the study of American Higher Education,
- actively engage in large and small group discussions, problem-solving activities, and inquiry exercises,
- complete assignments, and
- integrate the use of technology into learning and research efforts.

Class Participation/Written LM Assignments

As this is an online course, participation can be difficult to measure. It is important that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods.

Most weeks, you will be expected to engage in discussion board posts and/or video reflections. For each module the discussion expectations will be described to you, but typically they will include you posting or recording your thoughts and then replying to at least two-three of your classmates. If you find a comment pertinent to your situation, or something you can respond to through experience or current concern or strong opinion, please post a reply.

Your active and thoughtful participation in discussion board activities is very important. You are expected to engage in a discussion through replies and failure to do so will lower your grade. The assigned readings should be done so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to actively contribute to the discussion.

In an effort to vary our learning methods, there will also be occasions where different “assignments” will be incorporated into the weekly learning modules in lieu of discussion posts. These “assignments” could include short papers, mock quizzes, reflections, or other ways that students can demonstrate an understanding of the module’s content. Please note that for the video reflections you’ll need to use a webcam and upload a link to reflection video into the discussion board. Instructions will be included should you need help.

General Scoring Rubric for Participation

• _38-40 Points_: Superior participation shows initiative and excellence in written work. The student helps to create more effective discussions and activities through his or her verbal and/or written contributions. Reading and writing assignments are completed on time and with attention to detail. In discussions and activities, comments to peers are tactful, thorough, specific, and often provide other students with a new perspective or insight.

• _36-38 Points_: Strong participation demonstrates active engagement in written work. The student plays an active role in the class but does not always add new insight to the discussion at hand. Reading and writing assignments are completed on time and with attention. In discussions
and activities, comments to peers are tactful, specific, and helpful.

• _34-36 Points: Satisfactory participation demonstrates consistent, satisfactory written work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group activities and large class discussions. Reading and writing assignments are completed on time. In discussions and activities, comments to peers are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

• _32-34 Points: Weak participation demonstrates inconsistent written work. The student may be unprepared for class, and may contribute infrequently or unproductively to discussions or small group activities. Reading and writing assignments are not turned in or are insufficient. In discussions and activities, comments to peers may be missing, disrespectful, or far too brief and general to be of help or to be insightful.

• _32 or less Points: Unacceptable participation shows ineffectual written work. The student may be completely unprepared, and not able to contribute to classroom discussions or small group activities. This student may be disruptive in class. Reading and writing assignments are not turned in or are insufficient. In discussions and activities, the student is completely unprepared, disruptive, and otherwise not participating. Or, the student is absent from class.

Points going toward your participation portion are ongoing and account for **40% of the final grade.**

**Article Review/Report**

Select an article from a professional higher education related journal. The article should have a publication date **AFTER 2010.** Write a 2-3 page summary AND review of the article. Article topics must focus directly on an aspect of finance within higher education, relate to the topics presented in this course as outlined in the syllabus, and be relevant to your present position or future goals.

Review components include:
(a) a summary section of the article that highlights the major point(s) covered. In this section, you must use at least two, but no more than four direct quotes from the article to demonstrate that you know how to cite sources in APA style;
(b) a critical reaction section in which you state your position (do you agree or disagree, why or why not? Was the presentation of the material fair and unbiased? Was anything missing?); and
(c) an implications section where you state the major point(s) of the article and describe how the issue is relevant to and impacts a current educational setting. How does this issue impact educational leaders? How does what you learned in the article help you to better understand or be more effective in a current educational setting?

Use the following headings in your papers: Summary, Critical Reaction, and Implications. You do not need to provide an abstract or use a running head for this document. You still need a title page and provide page numbers per APA.
Reference information must be in APA style and included at the end of the paper (on a separate page). **DO NOT** use a newspaper or newsletter article for this assignment. It should be a scholarly journal or some type.

Please limit your article review to no more than 3 pages maximum of content (not including title page and reference page).

**DUE on June 5 by 11:30pm**
**15% of final grade**

**Reflective Essays (2)**

Candidates will reflect on the **assigned readings and/or course activities** to create a TWO essays (midterm/final) that will focus on your thoughts concerning the assigned readings. Your midterm/final reflective **analysis** should include a **brief** summary of **three** assigned readings/activities. In addition the focus of these reflections should be statements or thoughts relative to the topic resulting from your interpretation of the assigned reading/activity. Did you agree or disagree with the author’s statements? Did the assigned reading/activity have any practical value to you as an administrator? What are the implications for practice relative to higher education finance? These are just a few examples of guiding questions that might be helpful when reflecting on the assigned readings.

The reflective analysis will be posted to the FOLIO discussion category/topic created for the assignment.

Please note that reflection is predicated on *serious thought* and *contemplation*. Reflective writing requires the implementation of higher order thinking skills to be effective. You can not reflect on the assigned readings if you have not read them. Reflection involves critical thinking skills essential for growth and development as educational administrators.

Essays should be 250-500 words written in the form of a **complete paragraphs** (except when posting questions for clarification) and although informal, should adhere to standard grammar rules.

**All reflective analysis postings must be posted NO LATER THAN 11:30pm on the dates assigned as noted on the course calendar (June 12 & July 7).**
**20% of final grade (10% each)**

**HE Finance Topical Presentation**

Each student is expected to complete a comprehensive presentation on a topic pertaining to higher education finance—i.e., any topic that is clearly related to either a policy or set of policies pertaining to the finance of higher education and/or a topic that is clearly related to the responses of either students or institutions to a policy or set of policies pertaining to the finance of higher education.
Your selected topic should be one that is personally and/or professionally meaningful and important to you; that is, you should let your own interests be your primary guide in choosing the current issue/topic you will analyze. This project should include an introduction to the topic, the relevant literature related to said topic, an analysis of how that issue is impacting higher education finance, implications of this issue on higher education leadership, and recommendations on how higher education leaders should/do address the issue. In addition to the analysis of the relevant content in this area, each student is include his/her reaction to the information provided.

For your analysis, I encourage you to include diagrammatic and/or conceptual representations of some of the important concepts, theories and models covered in this course.

All projects should include a description of the significance of the topic addressed, a statement of the problem or issue that you will analyze about your topic, a brief review of the relevant literature, a thoughtful analysis of the topic—which constitutes the core of the presentation—and implications for policy, practice, and future research.

Your project should include a minimum of 5 scholarly references (not including your textbooks). For other matters (e.g., citations and references), be consistent with APA style requirements.

Presentations can be done via powerpoint and then narrated and converted to youtube video by using Screen Cast Recording such as http://www.screencast-o-matic.com/ or some other method. The powerpoint with narration should be between 10-15 minutes in length.

You are required to submit a one-page overview of your topic and your analytical approach to the instructor for approval no later than May 31, 2017. Your project will be evaluated based on several criteria. These include the depth and breadth of understanding you demonstrate about the topic and related issues you choose to analyze; the appropriateness, effectiveness and insightfulness of your use of economic concepts, models and diagrams to analyze the issues related to your topic; the content, clarity, and quality of your analysis and of your presentation.

Topic Examples (topics chosen by students in recent semesters; should be considered as illustrations only):

A history of TIAA/CREF
Community college fund-raising
The current economic state of college athletics
Early retirement and its financial implications
For-Profit Education in the United States
Funding private Historically Black Colleges and Universities
The HOPE Scholarship Program
TRIO programs: History and Status
Higher Education Technology Funding: Structure and Models
Outsourcing in Higher Education
Remedial Education: A Good Investment?
The Financial History of X University
The Economic Impact of the DREAM Act
Rising Textbook Costs
Tuition Deregulation
The Economic Benefits of Institutional Sustainability Programs
Financial Aid Leveraging

An outline for this project is provided toward in the “Course Information” section of FOLIO. Students are expected to comment on other students’ presentations.

The assignment is to be uploaded to Dropbox (for instructor evaluation) AND to the Discussion Board (for peer review).

**DUE on June 26 by 11:30pm.**
25% of final grade

**Evaluation/student assessment**

In the completion of course work, I expect students to
- ask questions whenever the need arises,
- collaborate with colleagues in a professional manner,
- follow directions and complete all portions of assignments,
- write with clarity,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that demonstrate pride in one’s work and attention to detail.

**Written assignments will be evaluated as follows**

- 40% Content quality (adherence to the assignment, completeness, appropriate length)
- 40% Clarity of expression (clear, concise writing; easy to read and understand)
- 20% Correctness of grammar, spelling, sentence structure, vocabulary, punctuation, and adherence to APA style

Other information about written assignments
- Create papers and assignments using word processing equipment double-spaced with 1" margins (sides, top, and bottom).
- Use a standard font (for example, Times New Roman), double spaced, with font size of 11 or 12.
- Submit all written assignments as email attachments through the course website.
- Proofread your paper and/or ask someone familiar with APA style to proofread your paper to double check for all of the items on which you will be evaluated.
- Written assignments submitted late will have points deducted.
• Paper format and style should be consistent with the *Publications Manual of the American Psychological Association* (APA), 6th edition. NOTE: Some class activities / readings will be devoted to the key features of APA style. You are expected to familiarize yourself with APA style, as it is required throughout the program. For an excellent web resource for APA information visit the APA web site (http://www.apastyle.org).

### Activities | Values / points (due date)
--- | ---
Participation / LM Assignments | 40 (ongoing)
Reflections | 20 (10 each) (June 12 & July 7)
Article Review Report | 15 (June 5)
Finance Topic Presentation | 25 (June 26)

Total possible points | 100

Note: Bonus points may be awarded for exceptional work and extraordinary contributions of learning opportunities for all class members.

### Letter Grade
- **A** 91 – 100% of possible points
- **B** 81 – 90%
- **C** 71 – 80%
- **D** 60 – 70%

### University policies

**Academic dishonesty**
Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912 486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
• Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
• Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
• Observing or assisting another student's work.
• Violation of the procedures prescribed by the professor to protect the integrity of the examination.
• Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

**ADA statement**
Any candidate who has a disability that substantially limits learning in a higher education setting may contact the Student Disability Resource Center) for information regarding their eligibility for reasonable accommodations. The Center is Building 805 and the office telephone number is 478-0666.

**Diversity**
Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.
Course Policies

Student email
Georgia Southern University created an email account for you when you registered for classes. Please log into WINGS and look under personal information to find your email account, name and password. Your GSU email is your “official” email for the university, the department, and for this course.

Responsible attendance and absences
As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance, even for an online course, means that you will plan your schedule so that you can manage your time and complete your assignments and assessments on or before the date on which they are due.

I will provide written notification of the change with a rationale for the change. ALL module sessions are mandatory even though they are online class sessions.

Deadlines
It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assignments will be given due dates. Assignments not turned in on the designated due dates and times will be considered late and will have points deducted. I will accept late assignments up to one week after the original due date, barring serious extenuating circumstances.

Class modifications
Check the entry page of Folio for notices concerning changes / modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to make adjustments in the schedule, I will provide written notification of the change with a rationale for the change.

Course concerns
If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me via campus email (dwcalhoun@georgiasouthern.edu). Early questions result in better learning (for student as well as instructor).

Ethics and professional behavior
Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of ‘F’ for that activity or for the class, dialogue with administrators, and / or dismissal from the college. In the completion
of course work, I expect students to
• ask questions whenever the need arises,
• collaborate with colleagues in a professional manner,
• follow directions and complete all portions of assignments,
• write with clarity,
• demonstrate the ability to analyze and synthesize material,
• cite carefully and appropriately from the body of professional literature, and
• submit products that reveal pride in one’s work and attention to detail.

How to maximize this learning experience
• Take charge of and be responsible for your own learning. Raise questions, probe, explore; go after what you need.
• Be open. Use your imagination, consider new possibilities and create something new for yourself.
• Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
• Have fun. Plan to enjoy this opportunity to learn and to grow in many ways.

Internet Resources

- Western Interstate Commission for Higher Education (WICHE) http://www.wiche.edu/gwypf/briefs
- State Higher Education Executive Officers http://www.sheeo.org/
- National Center for Public Policy and Higher Education http://www.highereducation.org/
- National Association of College and University Business Officers http://www.nacubo.org/
- Institute for Higher Education Policy, Higher Education Organizations http://www.ihep.org/Resources/organizations.cfm
- International Comparative Higher Education Finance and Accessibility Project (ICHEFAP) - http://gse.buffalo.edu/org/inthigheredfinance/
- Association for the Study of Higher Education http://www.ashe.ws
- Association of American Colleges and Universities http://www.aacu.org/
- Association of Governing Boards http://www.agb.org/
- American Association of State Colleges and Universities http://aascu.org

Selected Bibliography


**Additional Resources:**


