SAHE 5351
FINANCE IN STUDENT AFFAIRS
COURSE SYLLABUS: FALL 2020
Eight Week Session
Mondays: 6:00 – 8:30 PM

Instructor: Steve Westbrook, Ed.D.  Class Location: Human Services 322 or Zoom
Credit: 3 hours  Office Phone: (936) 468-2701
Office Location: Austin 314  E-mail Address: swestbrook@sfasu.edu
Office Hours: By appointment

Course Description:

This course examines the complexities of higher education finance and how political, economic, and social forces impact costs and budgetary decisions. It will provide an overview of elements that impact the financial administration colleges and universities, with emphasis on the implications to Student Affairs units.

Learning Outcomes for the Program:

• Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
• Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
• Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
• Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
• Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.
Learning Outcomes for this Course:

Upon completing this course, each student will be able to:

1) describe the influences, both within an institution and the broad economy, that impact the determination of pricing for higher education;
2) describe how issues related to financial aid and tuition and fees impact student enrollments and student success;
3) describe significant trends and emerging issues in higher education finance and the financing of Student Affairs programs and services within higher education institutions;
4) describe typical funding streams available to Student Affairs divisions within higher education institutions;
5) explain basic budgeting theories, models, and methods to support efficient resource allocation in Student Affairs divisions and programs.

Text and Materials:

No text is required. Materials will be provided by the instructor or can be accessed on-line by the student.

Course Requirements:

The instructor will use up to five (5) teaching methods during this course: lecture, independent study, seminar-style discussions, student presentations, and examinations to achieve the stated student learning outcomes.

The instructor will use a lecture format to provide information related to the assigned material and to help stimulate seminar-style discussions. To effectively participate in these discussions, students must complete all assigned readings before each class. Students should use these readings and their personal research as springboards to build a working knowledge of and appreciation for finance as it relates to Student Affairs. This newfound knowledge can prove beneficial to the completion of the course assignments. Information regarding these assignments is shown below.

1. **One Class Presentation on Related Topical News Article**
   100 points maximum available (10% of course grade)

   We are in an unusual time. Higher education is facing a number of crises as it navigates the COVID-19 pandemic, with financial strain certainly being one. While many established practices will prevail, others may not. In this class you will be assigned the task of finding a current news article that will help inform our understanding of the financial impact of the pandemic on higher education. You will be asked to prepare a presentation for the class that outlines the points made within the article. Since much of the research in this area will not have had time to be peer-reviewed, students must search out and evaluate the efficacy of current information used in their presentation.
Completing a class presentation requires students to summarize their work and provide a concise and effective oral review of what has been learned. For the oral presentation, each student will prepare a formal “PowerPoint-type” presentation that provides an overview of the findings.

Students should be prepared to field questions from class members during and after the presentation. The presentation should last no more than 10 minutes.

Assessment method:

Grading for this presentation assignment will be evaluated using the rubric included with this syllabus.

2. **One written review of a peer-reviewed journal article**
   100 points maximum (10% of final course grade)

This assignment also allows students to further develop their analytical and synthesis skills, as well as their writing talents, by selecting a relevant journal article and relating it to the student learning outcomes and course content. Graduate students must evaluate scholarly literature to establish a strong working knowledge of their discipline. Completing this review will require the student to summarize and evaluate a scholarly article, gain exposure to various higher education finance perspectives, and identify possible follow-on concerns.

No later than the date indicated for this assignment in the schedule portion of this syllabus, each student will use the Academic Search Complete database to find a peer-reviewed article from a scholarly journal that addresses one of the learning outcomes for this course. When an article is selected, submit a copy to the instructor by the date shown on the course schedule. A written review should be prepared regarding this article.

As a minimum, each review must offer a summary (no more than half a page) of the focus and main thesis presented by the author of the article. The body of each review (no more than 3½ pages in length) will contain the student’s assessment of the ideas expressed in the article/chapter and the reason(s) for this assessment. As a minimum, the review of the article should include the key ideas and evaluating them for soundness—and their relationship to the student learning outcomes and course content (e.g., Are these ideas reasonable? How so? Does the author offer logical reasons for them? How does each idea “mesh” with the class? What are the strengths and/or weaknesses of the article/chapter?).

Students will use double-spaced type (Times New Roman 12-point font). The format will include 1-inch margins on the top, bottom, and sides, and comply with current APA guidelines.

This syllabus includes the template for formatting these reviews.
Please note: this assignment involves reviewing scholarly work. Do NOT submit work that only synopsizes what the author(s) wrote or confirms personal agreement or disagreement with the contents of the assigned reading.

Grading for this assignment will focus on:

- how well the student fulfills the criteria outlined above, and
- adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, and active voice).

3. **Oral presentation of the peer-reviewed journal article selected in #2:**
   100 points maximum available (10% of course grade)

   This assignment allows students to further develop their analytical, synthesis, and presentation skills by selecting a journal article/book chapter and relating it to the student learning outcomes and content of this course. Graduate students must evaluate scholarly literature to establish a strong working knowledge of their discipline. Completing an in-class presentation requires students to summarize and evaluate a scholarly work, gain exposure to various higher education finance perspectives, and identify possible follow-on concerns.

   Each student will orally present to the class a peer-reviewed scholarly article that relates to one of the learning outcomes of this course. As a minimum, each student will prepare a formal “PowerPoint-type” presentation that provides an in-depth overview, critique, and analysis of the selected work.

   Students will field questions after the presentation. The presentation should last **no more than 10 minutes**.

   Assessment method:

   Grading for presentation assignment will be evaluated using the rubric included with this syllabus.

4. **Two exams**
   300 points maximum available: (30% of course grade / 15% per exam
   150 points available per exam

   On two occasions, students will receive a take-home exam that addresses areas of study that the class has undertaken to that point. Students will submit their results no later than the time indicated in the class schedule portion of this syllabus. **Please note: this is individual work. Do NOT work on these exercises with other students.**
Assessment method:

The instructor will grade each take-home exam based on two factors
- The quality of rationale and support offered for each narrative response.
- The adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, and active voice).

5. **Class participation**
400 points maximum (40% of final course grade)

The best class is one in which we learn from each other, so students are expected to be prepared for class and to participate actively. Reading—to analyze and synthesize all assigned materials—is essential if class meetings are to benefit from an active and vibrant in-class discussion. Class participation does not include talking simply for the sake of saying something. These seminar-style discussions can serve as a mechanism for learning new materials, as a forum for integrating and evaluating professional experiences, and as a laboratory for analyzing personal preferences with regard to newfound ideas, concepts, and practices. These discussions can also enhance verbal communication skills.

Assessment method:

The instructor will consider how well each student:

- Contributes interesting, insightful comments, to include serving as a “catalyst” for the initiation of classroom discussions
- Demonstrates an in-depth familiarity with the assigned readings for each class meeting
- Presents good examples of the concepts being discussed
- Effectively/efficiently builds on the comments of others
- Raises good questions
- Senses one’s own participation level and, when necessary, increases or decreases it
- Senses the emotional impact of one’s statements
- Listens and responds appropriately to others’ comments
- Attends all class meetings and remains engaged in all activities

**Late Assignments**

Late assignments will not be accepted unless arrangements are made in advance with the instructor. Late assignments are subject to the loss of 10 points per day.
Grading:

- Topical Article Presentation 100
- Written Article Review 100
- Oral Article Presentation 100
- Exam #1 150
- Exam #2 150
- Class Participation 400

Total points possible 1,000

Note: For presentation scores, the lowest of the three scores recorded will be replaced by a duplicate of the highest score recorded.

Grades:

- A = 900-1,000 points
- B = 800-899 points
- C = 700-799 points
- F = 699 or below
Course Calendar:

The demands of the instructor’s administrative position with the university may affect the schedule of this class. Any changes in the schedule will be communicated to the students via university e-mail. The schedule shown is tentative and may be changed as needed to meet the needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Assignment(s)</th>
<th>Due</th>
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</table>
| Week 1     | In class:  
  - Introduction to course  
  - Syllabus review  
  - Group Assignments  
  - Academic Search Complete (ASC)  
  - SW - The Landscape of the College Cost Debate  
  During the week:  
  1. Find this article on ASC:  
  2. Search for a news article published since 2018 that addresses the causes for the “high cost of higher education.” Send me a copy of what you find and be prepared to discuss with the class next week. | Read and be prepared to discuss the Archibald & Feldman article next week.  
Find the news article described in #2 in the Focus column. Send me a copy and be prepared to discuss with the class next week.  
To begin fulfilling course requirements #2 and #3, find a peer-reviewed journal article that addresses one of the learning outcomes for this course. | No later than Oct. 25, send me a copy of the news article you find for #2.  
No later than Oct. 25, submit the abstract and a copy of the peer-reviewed article you have selected for your review and presentation. |
| Oct. 19    | Class Meeting  
Week 2     | In class:  
  - Group #1: News article presentations  
  - Archibald & Feldman article discussion  
  - SW - Higher Education is a Service: The Costs of Employing Highly Educated Workers  
  - SW - Cost and Quality in Higher Education; The Bottom Line  
  Write a review of the peer-reviewed article you have selected.  
Develop your presentation of your peer-reviewed article. | Group #1 should submit your written article review by e-mail prior to Nov. 2 |
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<tr>
<th>Week 3</th>
<th>Class Meeting</th>
<th>Nov. 2</th>
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<tbody>
<tr>
<td><strong>During the week:</strong></td>
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<tr>
<td>• Find a peer-reviewed article that addresses one of the learning outcomes of this course.</td>
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<td>• Write and submit your written review of the peer-reviewed article you selected.</td>
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<td>• Find a current news article that addresses the impact of the COVID-19 pandemic on the tax revenues of states. Be prepared to discuss in class next week.</td>
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<td><strong>In class:</strong></td>
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<tr>
<td>• Group #2: News article presentations</td>
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<tr>
<td>• Group #1: Peer-reviewed article presentations</td>
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<td>• SW - Is Higher Education Dysfunctional?</td>
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<td>• SW - Productivity Growth in Higher Education</td>
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<td>• SW - The Impact of Subsidies on the Cost of Higher Education</td>
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<td><strong>During the week:</strong></td>
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<tr>
<td>• Submit written review of peer reviewed article.</td>
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<tr>
<td>• Find a current news article that addresses student debt. Be prepared to discuss in class next week.</td>
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<tr>
<th>Week 4</th>
<th>Class Meeting</th>
<th>Nov. 9</th>
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<tbody>
<tr>
<td><strong>In class:</strong></td>
<td></td>
<td>Exam #1</td>
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<tr>
<td>• Group #3: News article presentations</td>
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<td>Submit Exam #1 before 5:00 p.m. on Nov. 15</td>
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<tr>
<td>• Group #2: Peer-reviewed article presentations</td>
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<tr>
<td>• SW - Financial Aid and Affordability</td>
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<td>• SW - The Impact of Federal and State Policy</td>
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<td>• Exam #1 distributed</td>
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<td><strong>During the week:</strong></td>
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<td>• Complete and submit Exam #1</td>
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<td>Week 5</td>
<td>In class:</td>
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| Nov. 16 | • Introduction to Budgets  
|         | • Fiscal Context  
|         | • Role of Budget Manager  
|         | • Primary Elements of a Budget  
|         | • Understanding Budgets  
|         | • Management of the Budget Cycle  
|         | • Budget Development exercise assigned  
|         | During the week:  
|         | • Group work on budget development exercise  
|         | Budget Development Exercise  
| Week 6 | Thanksgiving Holidays  
| Nov. 23-27 | No face-to-face classes for remainder of semester  
| Week 7 | During class:  
| Nov. 30 | • Auxiliary Budgets  
|         | • Capital Budgets  
|         | • Problems and Pitfalls in Budget Management  
|         | • Managing Budget Fluctuations  
|         | • Exam #2 distributed  
|         | During the week:  
|         | • Complete work on budget exercise presentation  
|         | Exam #2  
|         | Submit Exam #2 before 5:00 p.m. on Dec. 6  
| Week 8 | Group Budget Presentations with Q&A  
| Dec. 7 |  

**COVID-19 Mask Policy**

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of
Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Attendance Policy:

Class discussions and sharing of questions and information are vital to a student’s success in this course and necessitates your attendance

A maximum of two (2) excused absences will be allowed. For an absence to be considered excused the student must notify the instructor by phone or e-mail prior to the absence. After two (2) excused absences your course grade can be reduced by one letter grade. More than one (1) unexcused absence may result in your course grade being reduced by one letter grade.

There may be allowances made for absences due to COVID related illness.

Academic Integrity (Policy 4.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete Academic Integrity policy at http://www.sfasu.edu/policies/academic-integrity.pdf.
**Withheld Grades - Course Grades (Policy 5.5):**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Please review the complete Course Grades policy at [http://www.sfasu.edu/policies/course-grades.pdf](http://www.sfasu.edu/policies/course-grades.pdf).

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Acceptable Student Behavior:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Summary

Before typing your review, please take a look at the criteria associated with this particular assignment. For instance, the text must use double-spaced type. The summary section of the critique must not exceed one-half page in length. Do not use a page number on the cover page. Page 2 should be the first page of text for the critique.

Review

Combined with the summary, the total number of pages for each review must not exceed four pages.
# Oral Presentation Evaluation Rubric

**Presenter:** ____________________  
**Date:** _________  
**Score:** _________  

<table>
<thead>
<tr>
<th><strong>ELEMENT</strong></th>
<th><strong>10</strong></th>
<th><strong>5</strong></th>
<th><strong>0</strong></th>
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<tbody>
<tr>
<td><strong>Volume</strong></td>
<td>The presenter is easy to hear.</td>
<td>There are times when the presenter is hard to hear.</td>
<td>The presenter is hard to hear.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>______</td>
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<tr>
<td><strong>Mannerisms</strong></td>
<td>No distracting mannerisms observed.</td>
<td>Mildly distracting mannerisms are observed.</td>
<td>Mannerisms are distracting.</td>
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<tr>
<td><strong>Score:</strong></td>
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<tr>
<td><strong>Engagement</strong></td>
<td>Eye contact with audience maintained.</td>
<td>Eye contact may focus on just a few audience members.</td>
<td>Very little eye contact observed.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
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<tr>
<td><strong>Organization and Content</strong></td>
<td>The presentation is well organized with clear evidence of study and preparation.</td>
<td>The organization of the presentation could be improved; evidence of study and prep are not as strong.</td>
<td>Presentation lacks coherent organization; evidence of study and preparation is lacking.</td>
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<tr>
<td><strong>Score:</strong></td>
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<tr>
<td><strong>Visual Presentation and Handouts</strong></td>
<td>Visual presentation and handout (if called for) are well done and well support the presenter’s material.</td>
<td>Visual presentation and handout (if called for) is adequate, but does not inspire engagement with the material.</td>
<td>No visual presentation and/or no handout.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>______</td>
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<tr>
<td><strong>Length</strong></td>
<td>Appropriate</td>
<td>Slightly under or over allotted time.</td>
<td>Time not appropriately used.</td>
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<td><strong>Score:</strong></td>
<td>______</td>
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**Notes**
Minute Paper

Date

One thing I learned during class this week that I didn’t know before:

One thing discussed in this week’s class that is still unclear to me: