EDLE 5175
Higher Education Finance
Fall 2023

Course Credits: 3 hours
Instructor: Andrew J. Dies, Ed.D.
Office: Rusk 301
Course time: TBD
Office Hours: HERE or by appointment
Phone: (936) 468-7249
Email: andrew.dies@sfasu.edu

Required Text/Readings:
None

Suggested Supplemental Materials:

- APA Manual (7th Edition)
- National Association of College and University Attorneys – www.nacua.org

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 of colleges and universities, with emphasis on the implications to Student Affairs units.

Course Requirements:
This course meets for 16 weeks with a comprehensive finance presentation due during the last two weeks of the semester. This independent study will focus on each student taking an in-depth look at the finance of higher education. This will include the role federal, state, and local law/ordinance may play, the impact of the political climate, and the impact of external factors on funding of higher education. As described in this syllabus, EDLE 5175 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs and higher education curriculum, practicum experiences, and assessments.
Student Affairs & Higher Education Program Learning Outcomes

At program completion SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. 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.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

Individual Course Learning Outcomes

1. Students will be able to identify the influencing factors, both internal and external to an institution, that impact overall finances and financing of higher education and student affairs.
2. Students will gain knowledge of the role tuition, fees, and other charges impact the recruitment, retention, and persistence of enrollments and student success.
3. Students will be able to identify and discuss the different funding streams for institutions of higher education.
4. Students will be able to identify and discuss significant trends and emerging issues in higher education and how the impact the funding of higher education and student affairs.

Grading Policies:

Withheld Grades Semester Grades Policy: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Attendance Policy: Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed.
prior to the missed exam or assignment. Course assignment due dates listed are definite to provide you an opportunity to plan accordingly.

Expected Student Behavior Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must leave early for some reason, please let me know ahead of time to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc. 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 Code of Student Conduct and Academic Integrity). 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.

**COURSE INFORMATION**: This is a livestream class. Students are expected to actively participate in class discussion. Disruptive, distracting or disrespectful 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. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

**COURSE EVALUATIONS**: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**STUDENT ETHICS AND OTHER POLICY INFORMATION**:

Students with Disabilities - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 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/).

Student Academic Integrity: The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Course Evaluations:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA.

**Stephen F Austin Statement on Diversity and Inclusion:** At Stephen F. Austin State University, our commitment to diversity and inclusion is more than words – it is actions. We believe diversity and inclusion are keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged and supported purposefully.

**Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• Crisis Text Line: Text HELLO to 741-741
Course Assignments & Activities

All decisions about the evaluation/grading of student material rest with the professor.

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>F</td>
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**Article Reviews**
Select an article from a peer-reviewed, higher education-related journal. The article should have a publication date after 2018. The submission should be a 2-3 page summary and review of the article. Article topics must be related to higher education or student affairs finance, related to the topics discussed in class, and relevant to your current position or future goals. There will be six reviews in total, each worth 50 points.

**Article Discussions**
The instructor will post a journal article, news article, or other sourced article each week in the discussion board. Students will review the article and post a response of at least 250 words. Responses should include: students opinion on article and why that opinion, implications specifically for SFA, and implications for higher education in general. There will be posts each week, for a total of 140 points.

**Comprehensive Finance Presentation**
Each student is expected to create a comprehensive presentation on a topic pertaining to higher education finance. This topic should come from one of the policy or policies discussed in the course or be a topic that is clearly related to the finance of higher education and/or student affairs. This topic should be something that pertains to your career aspirations and something that resonates with you. Presentations should be recorded and narrated and should be between 15-20 minutes in length. A one-page overview of your topic and analytical approach must be submitted for approval by the instructor by the assigned due date in the course schedule. Total score: 200 points.

**Grant Proposal**
Each student will identify a grant funding opportunity (either current or prior) and will complete an application for said grant. The application itself will not be submitted, but each student will work through the entire application to learn the intricacies of identifying and applying for grant opportunities. Students should ensure they (as a representation of SFA or their employing institution) are eligible to apply for said grants. Students should acquire approval of the instructor of the grant they have identified to apply for. Total score: 100 points.

**Total Scoring**
- Article Reviews (6): 300 points
- Article Discussions (14): 140 points
- Comprehensive Finance Presentation: 200 points
- Grant Proposal: 100 points

**Total Points:** 740 points