HEDL 6324 Business/Development Affairs in Higher Education
Fall 2023
Online (asynchronous) August 28 – December 8

Instructor Information:

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Prerequisites:

Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

Course Description:

The course is focused on financial leadership in higher education. It is intended to enable students to develop competencies enabling them to become financial leaders in a variety of roles in higher education organizations. These roles are not necessarily specialized ones such as vice presidents for finance or university budget directors. Rather, the course provides financial leadership preparation for higher education leaders in general.

This course will provide an overview of business/development affairs in higher education. The student will explore a variety of topics related to budgeting and fundraising in a university setting to provide the knowledge and skills needed for leaders in higher education.
Diversity Statement:

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

Course Format:

The course is offered entirely online, through the Brightspace LMS. The course is asynchronous, with no scheduled Zoom meetings. If you have substantive (content) questions, please email the professor at Jeffrey.Maiden@sfasu.edu. For technical questions about Brightspace, please use the Help feature.

Program Learning Objectives:

Students graduating with an Ed.D. in Educational Leadership will be able to:

1. Use data, policy, and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. Demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. Apply theory and contextual knowledge to educational practice (EDLE 6341)
4. Practice analytical and communication skills in leadership roles (EDLE 6345)
5. Understand, design, and conduct research in educational leadership (EDLE 6199)

Course Objectives:

UNDERSTANDING, APPLICATION, EVALUATION: At the end of the course, students should be able to:

1. Understand the relevance of financial leadership in the overall organizational leadership process.
2. Understand the budgeting cycle in higher education organizations.
3. Apply fiscal accountability concepts to higher education contexts.
4. Understand the components of fundraising and their impact on the planning process within an institution.

OUTCOME COMPETENCIES: The course should assist you in developing the following leadership competencies:

1. Deployment of financial resources in ways that promote organizational objectives.
2. Development, monitoring and evaluation of plans focusing on effective organization and management of fiscal and material resources.
3. Utilization of problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal and material resources.
4. Creative seeking of new resources to facilitate organizational objectives.
Textbooks:


Course Requirements:

The course is divided into eight modules as follows:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module and Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1: Overview of Higher Education Funding</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Module 2: Introduction to Financial Planning</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>Module 3: Institutional Budgeting</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>Module 4: Fiscal Accountability</td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>Module 5: Capital, Infrastructure, and Technology</td>
</tr>
<tr>
<td>10 &amp; 11</td>
<td>Module 6: Institutional Advancement</td>
</tr>
<tr>
<td>12 &amp; 13</td>
<td>Module 7: Fundraising</td>
</tr>
<tr>
<td>14 &amp; 15</td>
<td>Module 8: Conclusion – Higher Education Financial Leadership</td>
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</tbody>
</table>

There will be one assignment or enrichment activity due at the end of each module.

- The primary course requirement is the development and submission of a Financial Plan of Improvement, which will be completed in four components. The components will be submitted at the end of the even numbered modules.
- The course also includes three discussions, to be submitted at the end of modules 3, 5, and 7. Original responses will be due in the middle of the module, participation replies at the end.
- The course includes one ungraded enrichment activity in module 1.

Submission of Assignments:

Discussions will be posted to the relevant areas of the Brightspace Discussion Board. The instructor will read and provide feedback and scoring for the discussions, but ordinarily will not participate (the emphasis is on student discussions).

The four components of the course Financial Plan of Improvement project should be submitted to the relevant Dropbox in Canvas. Peer feedback will be provided and received for all four components. The peer review process will be accommodated by the instructor through email messaging.
All assignments should be submitted no later than the due date. Any late submissions must be approved by the instructor in advance (excepting emergencies). Unapproved late assignments will include a 10% score deduction for each business day past the due date. Unapproved late submissions may also be ineligible to provide and receive peer feedback. Early submissions are welcome.

If you need additional time for a legitimate reason, please email the instructor at Jeffrey.Maiden@sfasu.edu with the reason for the extension request and the amount of time requested (if no time is indicated, one business day would be the default amount if the request is approved). Approved late submissions will be eligible to provide peer feedback but not receive it (because of the shortened time frame available to the peer reviewer).

Due Dates and Grading:

The course reading schedule is available in the course Brightspace site.

<table>
<thead>
<tr>
<th>Submission:</th>
<th>Due Date:</th>
<th>Points:</th>
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</thead>
<tbody>
<tr>
<td>Module 1 Enrichment Activity</td>
<td>No submission</td>
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<tr>
<td>FPI Component 1</td>
<td>September 18, 2023</td>
<td>20</td>
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<td>Component 1 peer feedback</td>
<td>September 21, 2023</td>
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<tr>
<td>Module 3 discussion original response</td>
<td>September 25, 2023</td>
<td>7</td>
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<tr>
<td>Module 3 pair of participation replies</td>
<td>October 2, 2023</td>
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<tr>
<td>FPI Component 2</td>
<td>October 16, 2023</td>
<td></td>
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<tr>
<td>Component 2 peer feedback</td>
<td>October 19, 2023</td>
<td>20</td>
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<tr>
<td>Module 5 discussion original response</td>
<td>October 23, 2023</td>
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<tr>
<td>Module 5 pair of participation replies</td>
<td>October 30, 2023</td>
<td>7</td>
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<tr>
<td>FPI Component 3</td>
<td>November 13, 2023</td>
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<tr>
<td>Component 3 peer feedback</td>
<td>November 16, 2023</td>
<td>20</td>
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<tr>
<td>Module 7 discussion original response</td>
<td>November 20, 2023</td>
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<tr>
<td>Module 7 pair of participation replies</td>
<td>November 27, 2023</td>
<td>7</td>
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<tr>
<td>FPI Component 4</td>
<td>December 5, 2023</td>
<td></td>
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<tr>
<td>Component 4 peer feedback</td>
<td>December 8, 2023</td>
<td>20</td>
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Following is the grading scale:

- A: 90 – 101
- B: 80 – 89
- C: 70 – 79
- D: 60-69

Course Evaluation:
Near the end of each semester, students in the College of Education electronically evaluate course 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 Policies:

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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, 936-468-3004 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 Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;

- submitting a work that has been purchased or otherwise obtained from the Internet or another source;

- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

Student Code of Conduct: Policy 10.4

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. 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 policy 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 Early Alert Program at SFA.