Course Credits: 3 hours
Instructor: Andrew J. Dies, Ed.D.
Office: Rusk 301
Course time: Mondays, 6:00pm – 8:30pm
Office Hours: HERE or by appointment
Phone: (936) 468-7249
Email: andrew.dies@sfasu.edu

Required Text/Readings:


Suggested Supplemental Materials:
- APA Manual (7th Edition)

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 divisional development presentation due the last week of the semester. Students have significant weekly reading assignments. In this course, students have assignments that allow them to explore the field of student affairs and contemporary issues faced by practitioners. In order to prepare for class, students spend on average at a minimum 8-10 hours of work each week to prepare outside of reviewing content modules. Through regular attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, SAHE 5351 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:

**Program Core Competency I: Diversity**
1. Knowledge of diversity, equity and inclusion.
2. Ability to apply knowledge and understanding of diversity issues in the student affairs profession

**Program Core Competency II: College Student Development**
1. Knowledge of concepts and principles of college student development and learning
2. Ability to facilitate student engagement and involvement in programming to promote student learning and development that are based on current research on student learning and development theories.

**Program Core Competency III: Assessment**
1. Ability to analyze assessment and research data in higher education
2. Ability to ethically conduct research and assessment in higher education
3. Knowledge of foundational level assessment, evaluation, and research methodologies in higher education

**Program Core Competency IV: Student Success**
1. Knowledge of advising and supporting strategies
2. Ability to use theory and knowledge to practice the student affairs profession effectively and ethically in the areas of advising and supporting students

**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 an 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.

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

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.

When it is class time, you are expected to be an environment that is free of distractions and safe for you to engage in class. Students should have their cameras on at all times and should not be driving or in a vehicle during class time.
**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.

**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
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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<td>A</td>
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<td>B</td>
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<td>C</td>
<td>70-79</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 2020. The submission should be a 2–3-page summary and review of the article. Article topics must be related to higher education finance or student affairs finance, related to the topics discussed in class, and relevant to your current position or future goals. There will be four reviews in total, each worth 50 points.

**Topical Finance Presentation**
Each student is expected to create a 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 8-10 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: 100 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.

**Divisional Development Project**
This end-of-semester, comprehensive activity will allow students to take all knowledge gained from the course and build a complete budget for a fictional division of student affairs. Students will be placed in groups (assigned by the instructor) and will develop the structure of the division, including offices, staffing, etc. The focus of the activity is the allocation of resources (types and amounts provided by the instructor) accordingly to each unit with the division, while also addressing any specific budget requests that may come from specific units. The final result is a 30-40 minute group presentation to the class outlining the division, the structure, funding sources (and how much), and allocation of resources. Aspects of the project will be due throughout the semester. Total score: 300 points.

**Discussion Posts**
Each student should post an original response to the question posed and also respond to at least one student’s original post. Original and replied to posts should happen by 11:59pm each Sunday night. Five total points each week for original and replied to post. Total score: 100 points.
Participation
Participation in class is crucial for all students to learn and grow. Readings will be assigned each week and will help to inform the conversation. You do not have to be an expert to actively participate and engage in the discussions each week. Total participation score is 100 points.

Total Scoring
• Article Reviews (4): 200 points
• Topical Finance Presentation: 100 points
• Grant Proposal: 100 points
• Divisional Budget Development: 300 points
• Discussion Posts: 100 points
• Participation: 100 points

Total Points: 900 points