Introduction:
While this course is listed as “fully-online,” students will meet (face-to-face) with the instructor approximately three (3) times. This way, students are clear regarding the instructor’s intent. Moreover, the instructor becomes familiar with the students’ learning-style(s). There are no books required for this course. As such, the instructor will provide all materials.

This course is designed to provide students an overview of the methods and/or theories regarding the “financial-side” of Higher Education in the United States. Furthermore, this course is “rooted” in peer-reviewed literature, current trends, and examples specific to Higher Education.

Regarding the overall scope of this course, the following are study questions for consideration:

► What level of financial-aid is necessary to provide relevant educational opportunities to students from low-income families?

► What tuition levels are appropriate with regarding to the costs of Higher Education, its benefits to persons, and the desirability of encouraging improvement in degree and certificate attainment?

Course Syllabus:
The scope of this syllabus is subject to change.

Course Requirements:
Students are required to complete five (5) learning objectives for credit in this course:

1. Students will attend class as outlined in the course syllabus (15%).

2. Students will examine the budget (difference) of a two-year and four-year institution. In other words, present the historical “impact” these schools have had on a given community (15%).

3. Students will profile a key financial administrator at a two-year or four-year institution in the United States. The school, however, must serve a minority population: African-Americans, Hispanics, and/or Native-Americans (20%).

4. Students will research a” theory” in conjunction with the general concept of funding Higher Education. In other words, discuss the socioeconomic impact associated with educating the masses since President Richard M. Nixon held office through President Barack Obama’s first term. Highlight specific changes and/or trends (40%).

5. Students will express key and/or principal concepts during class discussions with regard to peer-reviewed literature (10%).
**Suggested Class Meetings:**
Thursday, January 30, 2014

Thursday, March 6, 2014

Thursday, April 24, 2014

**Evaluation Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>► 90-100</td>
<td>A</td>
</tr>
<tr>
<td>► 80-89</td>
<td>B</td>
</tr>
<tr>
<td>► 70-79</td>
<td>C</td>
</tr>
<tr>
<td>► 69-below</td>
<td>D (Unacceptable)</td>
</tr>
</tbody>
</table>

**Required Reading Schedule (Journal articles)**

Peer reviewed/non-peer reviewed journal articles will be assigned throughout the semester. Students are expected to scrutinize the articles within the scope of this course.

**Assignment Due Dates:**

Due dates will be provided by the instructor. Five (5) points will be deducted for each day an assignment is late.

**Materials and Text:**

The materials for this course are (first and foremost) journal articles. The articles can be retrieved utilizing ProQuest, JSTOR, or ERIC databases – The Mary and Jeff Bell Library. In addition, the instructor will provide additional articles and suggested readings (books) for students to review.

**Students with Special Needs:**

Students with Special Needs, as classified by the Office of Disability Services, should immediately identify themselves at the start of each semester. TAMUCC (University officials) is dedicated to providing Special Need students with the necessary academic-aids to facilitate full-participation and performance in the classroom.

**Honor Code Declaration:**

As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

**WE ARE CONSCIENTIOUS.** We complete our work (assignments) on time and make every effort to do it right (the first time). We come to class meetings prepared and are willing to put forth a sincere effort. We hold ourselves accountable, embrace rigor, shun mediocrity, and excuses that hinder our overall success.

**WE ARE RESPECTFUL.** We act civil toward one another and cooperate as well. We will strive to create an environment in which classmates respect and listen to one another, speak when appropriate, and permit others to participate in class and express their individual views.

**WE ARE HONEST.** We complete our own work and are honest with each other in all matters. We understand how various acts of dishonesty (including plagiarism) conflict with the overall intent of an honest academic setting. In other words, students must not compromise their integrity in the pursuit of academic achievement.
The Pledge for Students:
Students enrolled in EDLD 6307.001 (Higher Education Finance) must recognize more is required than an expectation of academic honesty, and therefore adopt the practice of affixing the following pledge of honesty to work (assignments) submitted for evaluation. The student statement is as follows:

STUDENT:
► I (print/sign) ___________________________________________ pledge to uphold the principles of honesty and responsibility at Texas A&M University at Corpus Christi. Moreover, I agree to the terms and conditions of this (course) syllabus.

The Pledge for Faculty:
The faculty at Texas A&M University at Corpus Christi recognizes that students’ have rights when accused of academic dishonesty. The accused will be informed of his/her rights and the appeal process has been outlined in the University’s student handbook. The faculty statement is as follows:

FACULTY:
► I (print/sign) ___________________________________________ recognize students’ rights and pledge to uphold the principles of honesty and responsibility at Texas A&M University at Corpus Christi. Moreover, I agree to the terms and conditions of this (course) syllabus.

Addressing Academic Dishonesty
Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to ensure their rights are not violated. Possible actions range from exoneration to expulsion.

Please note that academic dishonesty, including plagiarism, is unacceptable in an academic setting. Students are expected to perform their own work and provide proper references (American Psychological Association – APA Style 6th Edition) to sources utilized in research papers and assigned course projects.