Higher Education Finance - EDLD 6307.W01

Course Syllabus

Course Information:
Title: Higher Education Finance
Number: EDLD 6307.W01
Term: Spring 2020
Course Credit: Three hours of graduate credit
Meeting Day/Time/Location:
Online; Required meetings TBA

Instructor Contact Information
Name: Michelle Singh, Ph.D.
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Office: TAMUCC- 6300 Ocean Drive, Corpus Christi Hall, 124
Office Hours: By appointment

Course/Learning Goal:
This course is designed to provide students with knowledge of higher education funding in Texas, not only at the State level but also at the institutional level. The material will also provide students with a background of the historical, philosophical, and political forces that have contributed to the current funding systems in Texas and throughout the United States. Course material will also include trends in higher education funding on a state, national, and international scope.

CPED Principles:
Principle 1: Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
Principle 2: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
Principle 3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
Principle 4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
Principle 5: Grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
Principle 6: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Course Objectives/Learning Objectives
1. Conduct a review of the literature to understand various financial terms used in higher education.
2. Develop an awareness of financial allocations and support at the state and federal level.
3. Develop an awareness of current societal issues and their relationship to higher education finance.
4. Become critically proficient at synthesizing impact funding streams have on higher education.
5. Increase awareness of opportunities for funding resources outside of governmental entities.
6. Foster digital competency and analyze how it impacts higher education finance.

**Instructional Methods**

The course will be delivered in an online method which includes discussions, group work, reflections, presentations, multi-media projects, and design, develop, and deliver an online module. Class will meet asynchronously online for the majority of the semester, synchronous meetings whether face to face or online will be discussed in class and posted via the official learning management system for the university: Blackboard (Bb). Synchronous online meetings will be facilitated using the WebEx platform. Instructions on how to access and use the WebEx platform are in the technical assistance section in Blackboard.

**Technical Support**

If technical assistance is needed, please contact the IT Service Desk.
- Phone: (361) 825-2692
- Email: IT@tamucc.edu
- Website: support.tamucc.edu
- Physical: Mary & Jeff Bell Library Room 112, Ask Us Desk or Corpus Christi Hall Open Lab Area 201

**Recommended/Optional Textbooks**


**Student Learning Responsibilities**

It is the responsibility of the student to complete each of the assignments by the indicated due date. Students are expected to participate actively and fully in all online activities that are assigned for the course and be active contributors in the course. Students are expected to read daily and extensively, seek information, communicate using electronic means, and participate in class projects and discussions. It is the responsibility of each person in class – students and professor – to contribute both from the literature and his/her experience in that as a community of learners we all may gain a more comprehensive understanding of research and its application to education.

**Methods of Evaluation**

The expectation is that students will be active regularly during each week barring an extreme or unavoidable circumstance as approved by the professor. The evaluation and grading procedures, along with a brief description of the course assignments, are provided. Detailed instructions for the assignments will be provided online via Bb.

Students will be evaluated as each course responsibility/requirement is completed. Informal evaluation of the course will be on-going as initiated either by the students or the instructor. There will be a formal evaluation conducted in the following areas listed under Course Assignments/Requirements.
Instructor Response Time
Email will be checked frequently Mon-Fri and students can expect a reply within 24 hours or on the next working day if sent during weekends or official holidays, although, in most cases, I will answer before then. If I am out of town without internet access, I will post a note on Bb. You are expected to check Bb for notices, reminders, and messages regularly (preferably daily). Emails should include the course title and number in the subject line. i.e.) EDLD6306.W01 Additionally, an “Ask Dr. Singh” discussion thread will be open for questions regarding the course.

Grading and Course Requirements
The Basics Activities (3 each 100 points) 300 Points 30%
Fundamentals in Action online module 200 Points 20%
Online Activity Participation 150 points 15%
15 weeks x 10 points = 150 points
Group Case Study 250 Points 25%
Financial Digital Systems Review 100 Points 10%
Total Points 1000 points 100%

Grading Scale
Grades will be calculated as follows: A = 900-1000 points; B = 800-899 point; C - F= Below 800
EDLD Handbook states no grade lower than a B is accepted toward program credit, therefore the course will need to be retaken.

The percentages are based upon a total of 1000 points. Students are graded according to the guidelines indicated in the syllabus and in the detailed description in Bb. Failure of the student to turn in any of the required assignments or failure to present on the assigned week will result in a “0” for that assignment. A student’s final course grade will be available in Bb up to one week after the course end date. The official posting of grades, in the Office of the Registrar, will remain in accordance with the date listed on the University Academic Calendar.

Course Assignments/Requirements
All coursework, will use Microsoft Office Word unless otherwise stated in the expectation details and should be formatted in and using the APA 6th edition documentation style format. Detailed guidance for assignments will be provided in the Course Assignments area in the course. All assignments will be given and accepted through Bb.

Online Activity Participation
An important aspect of this course is the exchange of ideas, opinions, questions, and information. You will be expected to respond respectfully to individual persons and perspectives, to be involved each week online by being fully prepared to participate, contributing relevant information from assigned readings and by contributing to class activities. Activities will range and may include various types of the following: discussion boards, wikis, blogs, journals, etc. Note: You automatically forfeit class participation points when you do not participate in weekly assigned online activities.
The Basics Activities
The fundamentals of higher education finance are critical to understanding the magnitude of impact fiduciary activities have on higher education environments. The following activities will be useful in establishing a foundation that is both theoretical and applicable in practice.

Activity #1 – Financial Term Glossary Wiki
Students will be responsible for selecting a finance term from a provided list (primary source is the Legislative Budget Board) and contribute to a class Wiki with a clear succinct definition and a link to an empirical article with the term in action.

Activity #2 – In the News Today
Students will take one of the terms or topics in the glossary wiki activity that is not their own and find a relationship to current events in the news in the world today. Students will post a brief article summary in a discussion posting and link to the article. For example, if the term is formula funding, an article from the Higher Education Chronicle explaining how the formula has changed to dramatically impact STEM fields can be used.

Activity #3 – Grant Inventory
Students will compile a list of local, state, federal, and/or private funded grant opportunities in a wiki. The goal of the activity is to compile a grant directory to serve as a reference guide for additional funding sources when in higher education practice.

Fundamentals in Action
Each student will identify a topic from the basics list in Blackboard to create a module for their classmates. Each module will consist of a multimedia explanation of the subject matter, at least two empirical resources, one current article or new release, and an interactive activity for fellow students to complete. This information will be due to the faculty the week prior to the scheduled delivery week to be posted on Blackboard. Specific instructions and grading criteria can be found in the Course Assignments folder in Bb.

Higher Education Finance Case Study
In teams of two or three, students will be assigned a higher education case study consisting of a financial issue that often arises in higher education environments. Students will be responsible for applying the concepts learned in the course to devise a strategic solution approach to handling the case study presented. Students will need to present their findings to their classmates via a multimedia presentation tool. Specific requirements and grading criteria can be found in the Course Assignments folder in Bb.

General Class Information
Each week will begin on Monday at 8am and end Sunday at 11:59pm, unless otherwise stated in the course.

Policy on Late Work
There will be no acceptance of assignments not submitted during the submission period before the due date (see course calendar).

Technical Guidelines for the Course and Assignments
- Utilize Blackboard and all tools provided within the TAMU-CC Learning Management System;
• Utilize WebEx for any live meetings or office hour appointments;
• Use American Psychological Association (APA) style 6th edition for all citations and references;
• Cite completely all sources used. This includes all references within the text of your document (in-text citations) for all assignments including the discussions and online activities;
• Submit assignments through Blackboard
• Utilize Microsoft Office software (i.e. Word, PowerPoint) for class work; and
• Audio capability via speakers and/or headphones and video via a webcam are necessary for class.

Academic Integrity Policy
Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade and may result in other more serious sanctions by the College of Education.

Office of Disability Services
Texas A&M University-Corpus Christi welcomes students with disabilities into all the University’s educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
The CASA Writing Center

The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.

http://casa.tamucc.edu
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<thead>
<tr>
<th>Week Start</th>
<th>Week End</th>
<th>Weekly Activity</th>
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<tbody>
<tr>
<td>January 21(^{st})</td>
<td>January 26(^{th})</td>
<td>Course Introduction, <strong>Syllabus and Course Overview</strong>-<strong>Saturday January 25(^{th}) Face to Face</strong>, Presentation Team/Date Selection</td>
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<tr>
<td>January 27(^{th})</td>
<td>February 2(^{nd})</td>
<td>Discussion #1 original post due January 30(^{th}) and two student responses due February 1(^{st})</td>
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<tr>
<td>February 3(^{rd})</td>
<td>February 9(^{th})</td>
<td>Discussion #2 original post due February 6(^{th}) and two student responses due February 9(^{th}) The Basics Activity #1 due February 9(^{th}) at 11:59pm</td>
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<td>February 16(^{th})</td>
<td>Fundamentals in Action Activity #1 The Basics Activity #2 due February 16(^{th}) at 11:59pm</td>
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<td>February 23(^{rd})</td>
<td>Fundamentals in Action Activity #2</td>
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<td>March 1(^{st})</td>
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<td>SPRING BREAK! The Basics Activity #3 due Sunday, March 15(^{th}) at 11:59pm</td>
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<td>April 26(^{th})</td>
<td>Case Study Team #1 Presentation (synchronous online)</td>
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<td>May 3(^{rd})</td>
<td>Case Study Team #2 Presentation (synchronous online)</td>
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<td>May 4(^{th})</td>
<td>May 10(^{th})</td>
<td>Finals Week! Case Study Team #3 Presentation (synchronous online)</td>
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