

**Higher Education Finance**  
**ELAD 6313**  
**Spring 2021 Syllabus**  
**ONLINE**

**Instructor:**

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Note: email is the best way to contact me. If we need to schedule a time to meet in person or by telephone, I will do my best to accommodate your schedule. My preference is an appointment during normal working hours as needed (8:00 to 5:00 Monday thru Friday).

**Course Description:**

An examination of the economic principles and fundamental financial practices which affect American colleges and universities.

3.000 Credit hours

**Learning Outcomes:**

Program Level:

This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

1. Students in the A-State CSPPS master's program and other graduate courses in higher education or other fields will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues.
2. Students in the A-State CSPPS master's program and other graduate programs will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within legal and political contexts; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.
3. Students in the A-State CSPPS master's program and other graduate programs will develop

the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Course Level:

1. Students in this course will develop an understanding of and appreciation for the higher education business model and the role of the college and university chief business or financial officer.
2. Students will consider selected contemporary topics and issues in higher education finance. Specifically, this semester, we'll consider:
  - The Role of the Higher Education Chief Business or Financial Officer
  - The Higher Education Business Model
  - Current forces impacting, shaping, and changing the Business Model and potential responses to them

**Approach to Course:**

The program and course learning outcomes will be met through:

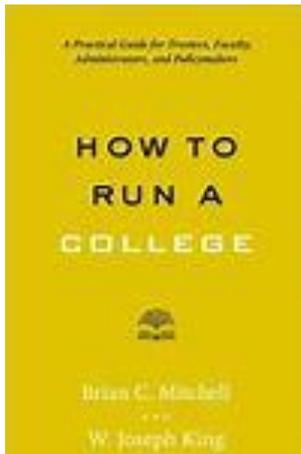
1. Reading assignments and reflections on the assigned text, *How to Run a College; A Practical Guide for Trustees, Faculty, Administrators, and Policymakers*
2. Reading assignments and development of a presentations on the Role of the Chief Business or Financial Officer
3. Reading assignments and development of a presentation on the Higher Education Business Model
4. Reading the assigned text, *Academia Next: The Futures of Higher Education* and the development of a presentation summarizing the book's theme(s)

## TEXTS:

Assigned reading materials as posted in Blackboard, and

### How to Run a College: A Practical Guide for Trustees, Faculty, Administrators, and Policymakers

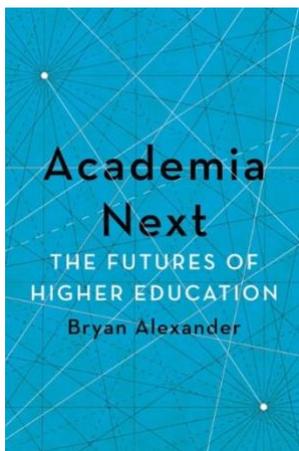
Brian C. Mitchell · W. Joseph King



- Number of pages: 216
- ISBN: 9781421424781
- January 2018

### Academia Next The Futures of Higher Education

Bryan Alexander



- Number of pages: 352
- ISBN: 9781421436425
- January 2020

## Point Opportunities:

1. Chapter Reading Reflections	(9 @ 50 Points Each)	450	35%
2. Consideration of and Presentation on the Role of the Higher Education CBO/CFO		150	11%
3. Consideration of and Presentation on the Higher Education Business Model		250	19%
4. Consideration of and Presentation on Academia Next: The Futures of Higher Education		450	35%
<b>Total Points Possible to Earn</b>		<b>1300</b>	

- ✓ Standard Graduate-Level Grading Scale will apply.

## Discussion of Point Opportunities/Assignment

### Readings and Reflections

Throughout the course you will be asked to read material either posted in Blackboard or from the two assigned texts (**consult the course schedule in Blackboard and be aware of the assignments and due dates**). The expectation is you will read the assigned material and demonstrate your familiarity with and consideration of the material through a concise and cogent posting in Blackboard of your thoughts and reflection on the assigned topic. I expect a minimum of one paragraph, but, no more than three. **What I'm looking for is evidence that you've read, thought about, and understood the material.** I am also interested in how you relate the material to your professional experiences.

You will also review the posts of your classmates and comment on at least two of them. These can be brief, but, again I am looking for evidence of having thought about what's been written. **I am seeking discussion and consideration of other's thoughts and points of view.** I welcome challenging the thoughts of others, but, let's keep it civil. If you agree say so and why. If not, again, say so and why. If what someone else posts prompts you to reconsider what you posted or think of something new, it's ok to say that too. Let's have a robust dialog.

**To restate, each week you are required to post on the class discussion board and to comment/respond to the postings of at least two of your classmates.**

Additional information on the specific assignments follow:

### **1. Chapter Reading Reflections (9 @ 50 points each for 450 total points)**

We'll cover nine (9) chapters in the *How to Run a College* text throughout the semester. Each week, you'll be assigned chapters per the schedule and expected to submit (1) a post for each chapter on the discussion board that demonstrates you've read and considered the material and (2) at least two comments for each chapter on the post of your classmates that demonstrate you've read and considered what they have said.

**All weekly reflections and posts are to be submitted in Blackboard and are due by 11:59 PM CST on the Monday after assignment.**

### **2. Consideration of and Presentation on the Role of the Higher Education CBO/CFO (150 Points)**

Six (6) reading assignments are posted in Blackboard:

- A. Role of the Chief Business Officer
- B. The Roles, Duties, and Ethical Responsibilities of the Chief Financial Officer
- C. New Normal Expands CFO Roles and Responsibilities
- D. Essential Expertise
- E. COVID-19's Forceful Impact Shakes College Business Officer's Confidence
- F. The Finance Leader in Higher Education

The role of the CBO/CFO is critical to colleges and universities and is often misunderstood. Read the material and develop a PowerPoint presentation that reflects your understanding of the role(s) of the CBO/CFO. Does the description surprise you or does it fit with your previous understanding of the role? Are there aspects of the role you haven't considered before? Did the reading change your perspective of the CBO/CFO role?

**The Powerpoint presentation should be suitable for presentation to the class and is to be submitted in Blackboard. There is not a required length since that will depend to a great extent on how you organize the material. Nevertheless, be concise, cogent, and present all of the relevant information.**

**This assignment is due by 11:59 PM CST Monday, January 25th.**

### **3. Consideration of and Presentation on the Higher Education Business Model (250 Points)**

Nineteen (19) reading assignments are posted in Blackboard:

Consider the material assigned and develop a PowerPoint presentation that reflects your understanding of the current higher education business model and the challenges confronting it.

**The Powerpoint presentation should be suitable for presentation to the class and is to be submitted in Blackboard. There is not a required length since that will depend to a great extent on how you organize the material. Nevertheless, be concise, cogent, and present all of the relevant information.**

**The PowerPoint presentation on the Higher Education Business Model is due by 11:59 PM CST, Monday, February 8th.**

#### **4. Consideration of and Presentation on Academia Next: The Futures of Higher Education (450 Points)**

This assignment will require you to read the text and prepare a PowerPoint presentation for posting to Blackboard that includes the following: What are the major themes of the text? Discuss the trends identified in the first six chapters. Discuss the scenarios outlined in chapters seven through thirteen. Discuss the Future and Present of Higher Education as outlined in the last two chapters. Present your take-aways from the text and whether you agree or disagree with the author's assertions and conclusions.

**The Powerpoint presentation should be suitable for presentation to the class and is to be submitted in Blackboard. There is not a required length since that will depend to a great extent on how you organize the material. Nevertheless, be concise, cogent, and present all of the relevant information.**

**The PowerPoint presentation for this assignment is due by 11:59 PM CST, Monday, February 22nd.**

**IF YOU DO NOT UNDERSTAND ANY OF THESE ASSIGNMENTS  
CONTACT ME FOR CLARIFICATION!**

#### **Instructor Expectations:**

If you are not able to meet a specific course requirement due to professional obligations, personal circumstances, illness, or other reasons you should notify me as soon as possible.

You are graduate students and my expectation is your work and conduct will reflect this standing.

### **Class Schedule:**

Accessible under COURSE INFORMATION tab in Blackboard.

While I do not anticipate changes to the schedule, I reserve the right to adjust as needed and encourage you to check frequently for updates.

I will reserve Monday evenings from 7:00 to 10:00 PM CST to answer questions and review assignment submissions. This will be the best time to contact me.

Weekly assignments are due electronically no later than **11:59 PM CST on the Monday following assignment. The Due Dates for all assignments are posted on the course schedule and should be observed.** Early submission is acceptable. You are encouraged to work at your own pace as long as you meet the deadline; however, the material presented is designed to construct a knowledge base that should assist with each successive assignment. In other words, don't get too far ahead of yourself or work the material out of order.

### **Additional Information:**

#### **Make Ups:**

Generally speaking, no make ups for any missed work will be given, however, documented, extenuating circumstances (illness, injury, family emergency etc.) will certainly be given serious consideration. In such cases, special additional work may be agreed upon for grade fulfillment.

#### **Writing Skills:**

According to University directives this course is 'writing intensive'. Good writing skills are expected and will be reflected in assignment grades.

#### **Inclement Weather Policy:**

Generally, University policy and statements will be followed. While this is an online course, I recognize that inclement weather at your location or at Jonesboro may affect your ability to access the course and complete your assignments. Please notify me as expeditiously as possible should such circumstances develop.

#### **Flexibility Clause:**

The aforementioned requirements, assignments, and policies are subject to change. In such cases, students enrolled in the class will be fully notified. Student's needs and experiences will be considered in modifying this course syllabus. The instructor reserves the right to make changes as deemed necessary.

#### **Accommodation of Students with Disabilities Statement:**

Full cooperation and assistance will be given to any student who may be physically challenged in some way or have validated special needs and who have registered with the university's Office of Disability Services. If you need course adaptation or accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements, please make an appointment to see me as soon as possible.

### **University Policies:**

All university policies regarding attendance, completion of work, cheating, plagiarism, FERPA (and any not mentioned in this statement) are in force for the duration of the class.