HIED 5362:
resource management in higher education

Spring 2018

DEPARTMENT OF EDUCATIONAL LEADERSHIP , COLLEGE OF EDUCATION

HIGHER EDUCATION ADMINISTRATION

About the Course

This course provides the higher education administrator with knowledge and skills in both resource development and allocation based on institutional mission and planning. Human, physical and financial resources are examined in the context of planning, programming, budgeting systems (PPBS), evaluation of outcomes, and the institutional research function. Credit 3.

Learning Outcomes

At the end of this course, students will be able to:

- Identify concepts related to the overall governance, management, and financing of higher education
- Identify and create different types of higher education budgets
- Explain the role of state and federal government in financing higher education
- Evaluate current higher education news for budgeting and business implications
- Discuss major public policy issues in higher education such as affordability, access and choice, accountability, and the private and public benefits of a college education, and the impact of these issues on the business and financial practices in higher education

IDEA Objectives

In this course, the focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Learning fundamental principles, generalizations, or theories.
- Learning to apply course material to improve thinking, problem solving, and decision making.
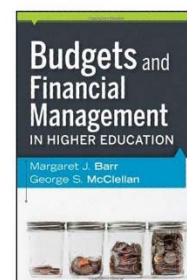
Required Texts

Budgets and Financial Management in Higher Education

Authors: Barr, M. J., & McClellan, G. S.
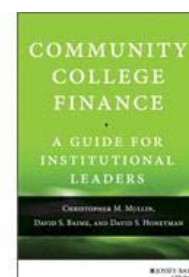Publisher: Jossey-Bass, 2011
ISBN: 978-0470616208

Community College Finance: A Guide for Institutional Leaders

Authors: Mullin, C. M., Baime, D. S., & Honeyman, D. S.
Publisher: Jossey Bass, 2015
ISBN: 978-1118954911

Course Policies

Course Meetings: The class primarily occurs through asynchronous work with SHSU Online. In addition, a few synchronous meetings could be scheduled to assist students with class requirements.   Each week, course content will open to students at 12:00am on Monday morning and will close at 11:59pm on Sunday evening.

Active Participation/Attendance: Students are expected to demonstrate their command of the subject matter through regular engagement with the instructor and fellow students, and contributing insightful and relevant information that enhances the learning of self and others.

Assignments and Deadlines: Assignments are due by 11:59pm on the date indicated, and should be submitted through the course website. **Late assignments and anything submitted through email (unless specifically requested) will not be accepted**. Technical difficulties are not generally an excuse for late assignments, and students are advised to keep additional copies of assignments in case of technological failure.

Written Papers: Written papers will automatically drop one letter grade if there are more than 10 mistakes with grammar, spelling, punctuation, paragraph structure, APA format, and APA citations. If you are challenged by any of these issues, please seek assistance from the SHSU Writing Center before you turn in your papers. Their website is: http://www.shsu.edu/wctr/

Email: All email communications will be sent to your SHSU email address. If you do not regularly check your SHSU email account, please make sure it is forwarded to an account you check often.

This is your instructor:

Peggy Holzweiss, Ph.D.

CONTACT INFORMATION

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TEC 327G
Huntsville, Texas 77341
936.294.1144
pholzweiss@shsu.edu

OFFICE HOURS

Via appointment. For evening or weekend appointments, let me know a few days in advance so we can plan a good time.

PREFERRED COMMUNICATION

The best way to reach me is through email. I tend to keep regular work week hours (e.g., Monday through Friday, 8am to 5pm). During the work week, you can expect responses to your email messages within 24 hours of sending. I do not typically check email in the evenings or over the weekend so please plan ahead if you need me during these times.

TEACHING PHILOSOPHY

Research clearly demonstrates that students learn best when actively engaged in tasks that help them establish their own understanding of course content rather than passively gathering information from instructors.

Graduate education, in particular, centers on the advanced development of skills and knowledge, so course tasks should be focused on more challenging steps in cognitive growth.

Activities in this course are concentrated on the advanced cognitive domains found in Bloom's Taxonomy – Applying, Analyzing, Evaluating, & Creating.

Students are expected to be engaged in their own learning by reading all assigned texts and materials, applying the information to course activities, and being resourceful in solving problems or seeking assistance.

Assignments & Grading

NOTE: Unless otherwise noted, all written work should be in APA format (12 point font, double spaced, 1 inch margins), and should be error free (e.g., spelling, grammar, punctuation, etc.). Content should reflect critical thinking and analysis, reasoned arguments, course content, and clear organization of thoughts.

Additional guidelines will be provided for all assignments.

INTRODUCTORY ACTIVITIES (25 points)

Students will participate in introductory activities. Points will be awarded for following instructions and meeting posted deadlines.

CURRENT EVENT REPORTS AND DISCUSSION (CEDs) (100 points; 4 assignments for 25 points each)

For designated weeks, assigned students will provide a current events report for online discussion. The assigned students will read an article from *The Chronicle of Higher Education* or *Inside Higher Education* that addresses the designated resource management topic, write a brief summary on the article, discuss potential implications for resource management in higher education, post it for discussion by the rest of the class, and participate in the discussion. The assigned schedule and specific guidelines will be posted on the course website.

INTERVIEW PODCAST (150 points)

 Students will be required to interview one person on a higher education campus who works with budgets and other resources. The interview will be presented via podcast and all students will view the podcasts and comment on them as part of the assignment.

QUIZZES (50 points)

There will be two podcasts during the course that are critical to understanding resource management. The podcasts contain quiz questions that students will need to answer as they are watching. Notes and textbook use are encouraged.

BUDGET PROJECT (700 points)

This assignment will involve both group and individual elements, and will be taken in small steps throughout the course. Students will be required to create a budget and work with it throughout the semester. This assignment will also include a grade given by your peers regarding your ability to work effectively in a group. Additional instructions will be posted on the course website.

REFLECTION ACTIVITY (25 points)

There will be a reflection activity during the final week of the course.

GRADES will be based on the points accumulated on the assignments.

- A=945 to 1050 total points
- B=840 to 944 total points
- C=735 to 839 total points
- F=Below 735 total points

NOTE: The online grade book is not the official grade book for the course. The instructor maintains the official grade book offline.

Class Sessions and Topics

NOTE: *This schedule of topics, readings, and assignments is subject to change. Students will be given advance notice of any changes in this schedule.*

KEY: BARR – *Barr & McClellan text*, MULL – *Mullin, Baime, & Honeyman book*

| Wk	Date	Topic(s)	Readings and Activities	Assigned	Due Sunday (unless otherwise noted)
1	Jan 17-21	Welcome and Getting Acquainted	MULL – Chp. 10 Posted Materials	Course Profile CED Assignments posted Budget Groups Posted Budget – Step 1	Course Profile
2	Jan 22-28	Current State of Higher Education Resource Management	BARR – Chp. 1 MULL – Chp. 1 Posted Materials	Course Profile Comments Interview Podcast	Course Profile Comments
3	Jan 29 – Feb 4	Budgeting Overview	BARR – Chp. 2, 3, 4 Posted Materials		Budget – Step 1
4	Feb 5-11	Revenue - Overview	MULL – Chp. 2, 3 Posted Materials	Budget – Step 2 CED 1	CED 1
5	Feb 12-18	Revenue – Tuition & Private Funds	MULL – Chp. 4 Posted Materials	CED 2	CED 2
6	Feb 19-25	Revenue – Government	MULL – Chp. 5, 11 Posted Materials	CED 3	CED 3 Budget – Step 2
7	Feb 26 to Mar 4	Expenditures – Overview	MULL – Chp. 7, 9 Posted Materials	CED 4 Budget – Step 3	CED 4 Budget – Step 3
8	Mar 5-11	Expenditures – Facilities	MULL – Chp. 6 Posted Materials	Budget – Step 4	
	Mar 12-18	Spring Break	No readings		
9	Mar 19-25	Auxiliary and Capital Budgets	BARR – Chp. 4 Posted Materials		Budget – Step 4
10	Mar 26 – Apr 1	Pricing and Taxation Athletics	MULL – 12, Appendix Posted Materials	Budget – Step 5	
11	Apr 2-8	Challenges in Budget Management	BARR – Chp. 6 Posted Materials		Budget – Step 5
12	Apr 9-15	Political Environment of Resource Management	MULL – Chp. 14 Posted Materials	Budget – Step 6	Interview Podcast
13	Apr 16-22	Accountability	MULL – Chp. 8 Posted Materials	Interview Podcast Comments	Interview Podcast Comments
14	Apr 23-29	Dealing with a Bad Economy or a Fiscal Crisis	BARR – Chp. 7 MULL – Chp. 13 Posted Materials		Budget – Step 6
15	Apr 30 – May 4	Future of Resource Management in Higher Education	MULL – Chp. 15 Posted Materials	Budget – Step 7 Reflection Activity	*ALL ASSIGNMENTS ARE DUE FRIDAY* Budget – Step 7 Reflection Activity

University & College Policies

SHSU Academic Policy Manual - Students

- Procedures in Cases of Academic Dishonesty #810213
- Disabled Student Policy #811006
- Student Absences on Religious Holy Days #861001
- Academic Grievance Procedures for Students #900823

SHSU Academic Policy Manual - Curriculum and Instruction

- Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.
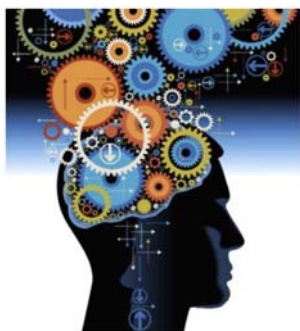
COLLEGE OF EDUCATION INFORMATION

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.