

EDHE 5610.002 Finance & Budgeting in Higher Education

Thursdays from 5:30 – 8:20 pm □ Wooten Hall 219

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Office Hours: MW; 1-4 pm
By appointment preferred

Office Location: MGV 121

DESCRIPTION OF THE COURSE

This course serves as an introduction to major elements of budgeting and finance in higher education. Designed to comprehensively address the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within a higher education institution. (UNT Course Catalog, 2014)

EXPECTED LEARNING OUTCOMES

At the end of the course, the student will be able to...

- Discuss how higher education is financed in the US
- Explain how higher education budgets are configured on the institutional and state level
- Describe ways in which budget decisions are made at a departmental, state, institutional level
- Analyze the impact of prices and subsidies on a students access and choice of colleges
- Explain how students finance their education and key issues influencing their college choices

REQUIRED TEXTS

Barr, M. J., & McClellan, G. S. (2011). *Budgets and financial management in higher education*. San Francisco, CA: Jossey-Bass.

Other readings/resources available on Blackboard and Willis Library Course Reserve
<http://guides.library.unt.edu/edhe5610>

COURSE ASSIGNMENTS

Participation

Because of our small class size, it is vitally important that all students fully participate in-class. Students will be graded on the amount (or lack thereof) and quality of their discussion participation. We will spend much of our time discussing the readings. This enables you to hear opinions that both coincide with and differ from your own as to actively participate in your education. I expect you to be inclusive and respectful to your classmates. This means you will respect opinions different from your own and seek understanding when something is unclear. Personal stories shared in class should be kept confidential and not shared with others.

I expect you to be fully engaged in discussion - that means cell phones on silent, no texting, no web searching or other such distractions unless they are directly related to course assignments while in class. Taking notes on a laptop or netbook are acceptable, but not during class presentations.

Attendance for this class is required. An absence from class has an impact on everyone. You will be responsible for getting the information missed from your classmates. Requests for make-up assignments will be considered but must be initiated by the student.

Reading Notecards

It is important to not only complete the weekly readings but also reflect on what the information means. Reading notecards are a way to prepare for weekly discussions, review for upcoming quizzes, and think through the application of the material.

For each card, identify three key points from the readings and two questions you have as a result of the reading. Notecards should be completed before class for each class day (except presentation days). They will be collected at the end of the class for grading and then returned the following week. Late notecards will not be accepted.

Quizzes

You will complete two quizzes to demonstrate your understanding of the course material. The quizzes will focus on major ideas central to understanding how budgeting and finance works in higher education.

Quiz 1 will cover material from Barr Chapters 2-4 and 6-7. Quiz 2 will cover material on student aid. Both quizzes will be available online via Blackboard and must be completed before 5 pm on the assigned day.

Final Exam

The final exam will be comprehensive and will cover all readings from the course plus information provided by guest speakers. Complete the exam online via Blackboard.

Making Budget Decisions

Whether you oversee a small program budget or a large institutional budget, it is important for you to learn to become a strong budget manager who operates with integrity. Select any department or division at any institution that interests you and find out who oversees their budget. ***Selection of institutions are first come first serve, and you may not choose institutions where you are currently employed.***

After selecting the department or division, schedule a phone or in-person appointment with that person to learn more about how they make budget decisions. Your questions should be based on what you have learned in the Barr textbook, especially Ch. 6, "Problems and Pitfalls in Budget Management". Prepare a 10 to 12-minute presentation to share your findings in class. You may use PowerPoint to show pictures, graphs/charts, etc. ***However, you may NOT use a PowerPoint outline or include large paragraphs of text.***

Example questions include, but are not limited to:

- What kind of budget(s) do you oversee?
- What are 2-3 challenges in maintaining a solid budget each year?
- How does your budget reflect the department/institutions mission?
- Often times budget estimates are inaccurate due to a rise in cost of supplies or services. How do you resolve issues of overspending?
- When there is a budget concern beyond your scope of knowledge, whom do you turn to for help?

Group project – How much does it cost to go to college?

Obtaining a college degree is no longer a guarantee for career success and personal wealth. Given the decrease in state funding and increase of student debt, some students are questioning whether college is really for them. In groups of 4 people, you will create a hypothetical academic path for an undergraduate student. Select a four-year public or private institution and a major that is offered at that institution. Research the possible careers for that major, the full cost of obtaining that degree in 2015 vs. 2005, and the estimated student loan debt associated with the degree. Each group will select a different institution and different major – no repeats.

Groups will then give a 20 minute presentation on the above information plus: (1) an estimate of how long it will take the student to repay the student loans, (2) a breakdown of student expenses by category (such as tuition vs. fees); (3) public benefits the degree gives to society, and (4) losses to the institution should students no longer choose this major. Each group must decide how to divide presentation time between group members. A grading rubric will be provided prior to presentation day.

Course Schedule

**Dates and assignments subject to change*

Date	Readings for Class	Homework
8/27	Course Overview & Introductions Fiscal Context & the Role of Budget Managers	<ul style="list-style-type: none"> • Obtain copy of an event budget, if possible • Notecard #1
9/3	Revenues and Expenditures <ul style="list-style-type: none"> • Barr Ch. 2 • Trends in College Spending, 2001-2011 • Labor Intensive or Labor Expensive? 	Notecard #2
9/10	Budgets, goals, and values <ul style="list-style-type: none"> • Barr Ch. 3 • ACE Reading a Budget (Blackboard) 	Notecard #3
9/17	Decision-Making for Administrators Managing the Budget Cycle <ul style="list-style-type: none"> • Barr Ch. 4, 6-7 	<ul style="list-style-type: none"> • Interview time should be set • Notecard #4 & #5
9/24	State Budgets <ul style="list-style-type: none"> • Archivald & Feldman “Why do high education costs rise more rapidly than prices in general” • Doyle & Delaney “Higher education funding” • Ehrenberg “The perfect storm and the privatization of public higher education” • Zemsky & Massy “Toward an understanding of our current predicaments” Delta Project “Academic Spending Versus Athletic Spending”	<ul style="list-style-type: none"> • Quiz 1 on BB, complete by 10/1 @ 5 pm • Notecard #6
10/1	Budget Management <ul style="list-style-type: none"> • Barr Ch. 5 Guest speaker James Fairchild, UNT Housing	
10/8	<i>Research/Interview Week – No Class Mtg.</i>	Notecard #7
10/15	Understanding Student Aid <ul style="list-style-type: none"> • McPherson Part 2 (<i>check out book, not online</i>) • College Board “Trends in student aid” • Baum “Hard heads and soft hearts” Guest speaker Consuela Mitchell Tarrant County Community College	Finalize presentation
10/22	<i>Presentation Day</i>	Notecard #8
10/29	Understanding Student Aid, cont. <ul style="list-style-type: none"> • Doyle “The Politics of Public College Tuition and State Financial Aid” 	Quiz 2 on Blackboard, complete by

	• College Board “Trends in College Pricing”	11/5 @ 5 pm
11/5	Group Preparation – No Class Mtg.	
11/12	Group meetings w/ Dr. Uyen *Sign up for time	Notecard #9
11/19	Development: Endowment Management <ul style="list-style-type: none"> • Lapovsky “Critical endowment policy issues” • Strout “It’s 300 million, but don’t call it a gift” • Rivard “Endowment decisions” • Colvin “The new philanthropists” <p>Guest speaker Keturi Beatty Sr. Director Development, UNT Advancement</p>	
11/26	No Class – Thanksgiving Break	Complete Team Eval by 12/3
12/3	Group Presentation Day	
12/10	Complete Final Exam online by midnight	

COURSE GRADES

Participation	10 points
Reading Note Cards	10 points
Quizzes (2 x 10 points each)	20 points
<i>Making Budget Decisions</i> Interview/Presentation	20 points
<i>How Much</i> Group project/Presentation	25 points
Final Exam	15 points

TOTAL POINTS 100 points

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching

Completion of an online students' perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to

ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Student Behavior in the Classroom

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.