

AED 683
Understanding the Dynamics of Higher Education Finance, Policy and Law
Fall 2019

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Course Time/Location: 1:00-5:00 (S) HSTC 319

Hours: Call for appointment/email

Credits: 3

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Course Eligibility: Completion of prerequisite courses in the doctoral program sequence and instructor permission.

I. Course Description:

This course provides an overview of finance, educational policy, and legal issues in higher education today with consideration for the dynamics of fiscal and legal responsibilities. Examined through the lens of the scholar-practitioner leader, the course is designed to draw into specific relief challenges facing American colleges and universities in the 21st century, including economic volatility, globalization, diversity, and increased scrutiny of the historical role colleges and universities have served within a democratic society. Contemporary influences affecting educational policy and institutional change will also be examined. The course is designed for graduate students who aspire to serve in administrative and / or instructional roles on college and university campuses.

This course is part of a five-course sequence that comprises the new cognate in higher education administration within the doctoral program in educational leadership at Stephen F. Austin State University. The cognate consists of three graduate courses related to leadership and administration in higher education and two graduate research internships in postsecondary and higher education settings.

Course Eligibility: Completion of courses in the cohort sequence and departmental permission.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes:

The candidate, at the end of year one and at the end of year two, will be able to synthesize each year's study and present a portfolio representative of his/her growth as a scholar-practitioner leader.

Student Learning Outcomes:

Assessment Method: The candidate will prepare and save artifacts for the portfolio to demonstrate his or her growth as a scholar-practitioner leader.

Assessment Method Category: Portfolio

Criterion: The professor of the synthesis class will review the written portfolio and assess the student's growth as a scholar-practitioner leader with 100% scoring a 2-acceptable or a 3-exemplary on the rubric.

The remaining doctoral faculty members will also review the written portfolio to determine the candidate's growth.

Course goals are aligned with the program goals and reflect coherence with course goals for the doctoral program curriculum. All course goals and objectives, and relatedly, all activities for the course, are instructed, in large part, by the value for: academic excellence as a cornerstone of the scholar-practitioner's learning experience and in turn as a foundation of the scholar-practitioner's work in the larger community and society; recognizing that the work of a scholar-practitioner's is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking; understanding the importance of life-long learning as a scholar-practitioner; reflecting through practice the need for democratic and community based inquiry and decision making; demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse people, and to innovation and change; displaying all actions and decisions as a scholar-practitioner dispositions for integrity, responsibility, diligence, and ethical behavior; and as a scholar-practitioner embracing the importance of service necessary to foster community and democratic citizenship. The values undergird the work of the scholar-practitioner as public intellectual concerned with socially engaged citizenship as fostered through social inquiry and practice.

1. The development of educational leaders as scholar-practitioners who exhibit leadership in postsecondary and higher education characterized by an emphasis on research, professional renewal, problem solving, and effective communication.

1.1 engage in disciplined inquiry as it applies to a higher education and administrative and instructional roles and functions in colleges and universities. 1.2 demonstrate reflective practices about problems and experiences

1.3 create a climate that promotes analytical problem solving, reflective and reflexive processing, critical inquiry, conversation, and effective oral and written communication skills.

2. The preparation of educational leaders as scholar-practitioners with research skills aimed toward improvement and innovation in higher education and an in-depth understanding of issues that influence and shape institutions of higher learning, including, but not limited to, historical, cultural, social, economic, and political issues.

2.1 demonstrate an in-depth understanding of the relationship of research to contemporary issues in higher education.

2.2 demonstrate knowledge and skill in applying research to address challenges facing colleges and universities in the U.S. today.

3. The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong leadership aimed toward improvement and innovation in higher education

3.1 demonstrate an in-depth understanding of legal and ethical issues related to management and stewardship of fiscal and human resources.

3.2 demonstrate an understanding of the dynamics of higher education finance, policy, and legal issues and their applications to administrative roles, decision-making, and facilitating change in higher education.

Major Topics Addressed:

- Colleges and universities as complex organizations
- Higher education funding
- Financial aid

- Human resources
- The relationship between federal policy and federal funding
- Budget making and strategic planning
- Faculty rights and responsibilities of the professoriate
- Student rights and responsibilities
- Global expansion and entrepreneurship in higher education
- Institutional accreditation and accountability
- Institutional planning

III. Course Assignments/Activities:

Writing Formats for Written Course Activities:

All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes an introduction containing an interest catcher or background information followed by a transitional statement to the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident. Of course, all papers must be thoroughly proofread for grammar, spelling, punctuation, and APA formatting (APA 6th edition). Also, titles must be aligned with the conceptual framework to promote continuity in the reader's understanding of your organization and thesis.

This is also an appropriate format for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines will be provided for oral presentations.

Attendance:

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, students are required to attend all classes, arrive on time, and actively participate in a professional manner in each class. In the case of emergencies, the student is responsible for contacting her/his professor in a timely fashion and apprising the professor of the situation. An e-mail or text is typically the most efficient and reliable method of contact.

Assignments due upon the date of the absence must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered **late and receive a 20 percent grade reduction.**

If a class must be missed, **prior** to the absence the student may contact the professor for the details concerning a make-up assignment and make arrangements to deliver any assignments due during that class to the professor. Rationale for the absence will be considered in determining appropriate make-up options.

The make-up assignment will be a synthesis paper whose topic and nature will be determined by the professor and the student. The paper must be APA formatted with a reference section, and will be between five to ten pages depending on the nature and quantity of readings for that class. If possible, the paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible than the paper is due at the class following the absence.

Since attendance is especially critical, more than one absence will result in a diminished grade. More than one class absence will make the student ineligible for an A grade.

Class Participation:

All class discussions will be conducted in a participatory and democratic manner with student and professor-led facilitation at varying times. Due to the quantity and complexity of the material that we will cover, and in order to accommodate guest speakers and other forms of presentation, time allocations will be made for each reading discussion. The ethical canons of respect, sensitivity, and confidentiality concerning the comments shared by members of the class are required. Problem posing and critical reflective listening are required.

Class Discussion and Readings:

In preparation for class discussion, the reading activity will typically take two forms. First of all, students are expected to prepare a set of “trigger questions” for each reading. A trigger question is a query that will be used to pose problems and foster conversation in relation to the readings. Each trigger questions should be substantive in nature, relating to a theory-to-practice issue, specific social problem, etc. and should represent the candidate’s own reflective/reflexive inquiry. Each trigger question should be referenced to the specific page/line/quote of the inquiry.

With the trigger questions, the students will prepare a one-three-page reaction paper that synthesizes the candidate’s response to the readings through critical analysis and reflective processing.

Legal issues in Higher Education Instructional Practicum:

Each candidate is expected to research one federal law and/or issue and examine case law and institutional policy related to a legal issue in higher education. Each candidate will prepare a 5-7 pp. policy brief (double spaced) that summarizes the key points of the legal issues and ramifications related to the implementation of the law in college and university settings and facilitate a 30-45 minute interactive learning seminar in class. The policy brief will include two rulings from case law that illustrate the interpretation of the law when contested. Additional guidelines for the development of the policy brief and the oral presentation will be provided.

The oral presentation should be designed as an interactive, professional presentation for faculty / staff professional development, for student development, or as a professional conference presentation selected by the candidate.

Legal issues and case law will be selected from academic affairs, student affairs, financial affairs, and/or human resources and may be animated by current events in higher education, including disciplinary action, court cases / court opinions, institutional policy, legislative mandates, etc. Candidates will email the professor with their first and second choice for topics for the case law instructional presentation and indicate the type of oral presentation before the second-class meeting. The presentation dates and topics will be decided upon at the second-class meeting.

Administrative Budget Plan:

Each candidate is expected to design a comprehensive administrative budget plan for a proposed project in a college or university setting (or bridge program such as Early College High School). The plan must be proposed for implementation in academic affairs, student affairs, facilities, etc. Inter- and intra-disciplinary and/or cross-institutional projects may be considered. The plan may be on campus, extracurricular, or community-based.

The purpose of the administrative budget plan is to deepen the candidate’s understanding of the planning and budget making process and provide practical experience in budget development, analysis and forecasting, and planning for the management and sustainability of human, fiscal, and

institutional resources. The administrative plan must include an evaluation component and demonstrate the use of results in decision-making and continuous improvement.

The proposed plan may be actual or hypothetical. The proposed project should address an existing need within an institution of higher education or respond to a request for a proposal application for external funding (RFP). Budget plans may also be tied to include strategic planning, enrollment management, program assessment/compliance, curriculum development, technology implementation, or other related activities within the institution. Additional guidelines will be provided by the instructor and discussed in class.

The following elements must be included in the administrative budget plan: a)

Cover sheet;

b) Project proposal, minimum 3-4 pages single spaced;

c) Budget spreadsheet

d) Budget narrative; and

e) Evaluation.

An accompanying diagram or matrix of personnel who will be involved in implementing the plan with their roles and responsibilities is desired. Examples of different grant-writing approaches and planning processes will be examined in class.

Oral Presentation:

Each candidate will formally present his/her administrative budget plan in a 15-20 minute oral presentation to the class followed by Q/A from the audience. Sitting administrators and faculty may be invited to participate in the presentation and discussion of the presentations.

Student Selected Readings/Led Discussion:

Students will self-select readings, provide copies the instruction/class and lead discussion at an assigned time during the semester. The reading will align with instructor selected topics including but not limited to higher education law, ethics, policy, and finance. The reading should be from a peer reviewed journal and/or an approved book chapter on topic.

Law/Policy/Finance Inquiry Groups:

Student will participate in small group inquiry on instructor directed topics related to higher education law, ethics, policy, and law. The group inquiry is intended to direct attention to specific issues in higher education and provide grounded inquiry/discussion on assign topics.

Methods of Instructional Delivery:

This course will use a variety of instructional methods including Socratic dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, small group processing, computer lab simulations, dyad/triad partners and / or critical friends, ethical dilemmas, etc.

Completion and Mastery of Assignments:

Completion of assignments is not optional. All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the student.

Students are expected to:

- complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.
- participate in a professional, punctual, and equitable manner in all collaborations.

All assignments are due on the assigned date. Late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class.**

All assignments may be reworked for reconsideration and assessment. Students are encouraged to reflect upon the professor's assessment feedback, and to resubmit the assignment for further review. The student **should return the original paper with professor's evaluation marks** for comparison with resubmitted products. Revised assignments must be resubmitted on or before the last day of the course. Revised assignments will not be accepted after the last class meeting of the semester.

All assignments are due on the assigned date. Late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class.** Incomplete assignments will receive zero points. **No arrangements** can be made to extend the course beyond the last class meeting.

Changes:

The instructor reserves the right to make changes or modifications in the above requirements as needed and / or required to meet course goals. Students will be notified of the changes.

Candidates should review each of the activities for the course, taking note of the specific requirements and expectations, in particular writing format, guiding questions, and products.

IV. Evaluation and Assessments:

Decisions about student evaluation rest with the professor; however, students will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners.

Assessment Foci:

Weights for Evaluation:

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|---|-------------------|
| • Class Participation / Attendance | 100 points |
| • Reading Activities | 100 points |
| • Administrative Plan | 150 points |
| • Legal Issues Instructional Practicum | 150 points |
| • Student Selected Reading/Led discussion | 150 points |
| • Law/Policy/Finance Inquiry Groups | <u>150 points</u> |

Total Possible Points	800 points
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An incomplete or WH grade will not be allowed for this course. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together during class time and outside of class as activities

and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.

V. Tentative Course Outline/Calendar:

The tentative course outline is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the instructor may make additional assignments and / or modify the schedule of activities/assignments as needed during each class meeting. Additional assignments may be made are due on the date posted by the instructor.

The following calendar has been utilized in previous iterations of this course. It will serve as a foundation for decisions concerning course content and order of activities, but is not to be considered final. The table below indicates general topic order. Note the major divisions: Ethics, Free Speech (and other issues), Law, Policy, Finance.

August 24	Orientation and overview to the course Introduction to course syllabus and course requirements Introduction to ethics: scenarios/hypotheticals, assignment and readings. Explore trends and future of higher education Discuss Legal Issues assignment
September 7	Ethics presentations Issues in Higher Ed
September 21	[TCPEA on Friday September 20] Free Speech/Expression
October 5	Free Speech/Expression F.I.R.E.
October 19	Law
October 26	Law
November 9	Policy construction
November 16	Finance [ELA Conference – class will be rescheduled]
December 7	Finance

AED 683 Higher Education Finance Policy and Law (3 credits) is one of the elective requirement options for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. The course meets 9 Saturdays throughout the semester. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, and complete all writing and research activities as assigned for in class and/or outside class. Students will examine challenges facing American colleges and universities in the 21st century, including economic volatility, globalization, diversity, and increased scrutiny of the historical role colleges and universities have served within a democratic society. Contemporary influences affecting educational policy and institutional change will also be examined. Major assignments for this course include Legal Issues in Higher Education, Administrative Budget Plan, Review/Analysis of Top Ten Federal Laws, Court Cases Setting Precedent for Higher Education (State, Federal levels). Students are required to research one of the top 10 federal laws and prepare a summary brief and formal presentation (instructor assigned federal law). Students are required to examine case law and institutional policy related to a legal issue in higher education (instructor approved legal issue). Students are required to identify two Federal Court/Supreme Court cases that have set precedent for

higher education institutions and prepare legal briefs and a formal presentation to be delivered in class and to guide discussion. Students are required to prepare a policy brief that includes two rulings from case law that illustrate the interpretation of the law when contested. Legal issues and case law will be selected from academic affairs, student affairs, financial affairs, and/or human resources and may be animated by current events in higher education, including disciplinary action, court cases/court opinions, institutional policy, legislative mandates, etc. Each assignment will follow the specific format determined by the instructor and/or as required for legal briefs. Students will draw on publications from law journals and federal court records. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

VI. Readings:

Required Books

Alexander, K. W., & Alexander, K. (2016). *Higher education law: Policy and perspectives* (2nd edition). New York, NY: Routledge.

Barr, M. J., & McClellan, M. J. (2018). *Budgets and financial management in higher education* (3rd edition). San Francisco, CA: Jossey-Bass.

Melear, K.B., Alexander, L.B., Hendrickson, R.M., & Beckham, J. (2010). *Student Free Speech in Public Higher Education*. Dayton, OH: Educational Law Association.

Recommended books:

Bess, J.L. & Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice* (Vol. 2). Sterling, VA: Stylus Publications.

Hamilton, N. W. & Gaff, J.G. *The future of the professoriate: Academic freedom, peer review, and shared governance*. Washington, DC: Association of American Colleges and Universities.

Kaplan, W.A. & Lee, B.A. (2009). *The law of higher education fourth edition (Student version)*. San Francisco, CA: Jossey-Bass.

Russo, C. J. (2015). *The law of public education* (Ninth Ed.). St. Paul, MN: Foundation Press.

Additional required readings may include articles, chapters, etc. selected and assigned by the professor during the semester. Also, additional required readings may include articles, chapters, etc. selected by the students and provided as part of the course activities and requirements. Some readings selected by the professor will be placed on reserve in the library and/or distributed at the appropriate time prior to the class meeting date assigned for the reading.

Whenever possible, additional readings will be uploaded and sent electronically to the students. Articles which are not available on-line will be made available in hard copy.

VII. Course Evaluations:

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, **all ratings and comments are confidential and anonymous**, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance (Course policy)

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, candidates are required to be present at each class. If a class must be missed, prior to the absence the candidate must contact the professor for the details concerning arrangements to deliver any assignments due during that class to the professor. As well, the student is responsible for discussing with the professor the allowance for makeup assignments due to absences. The rationale for the absence must be approved in order for accommodations to be triggered.

Academic Accommodations for Students with Disabilities (University policy 6.1 and 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices>. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity (University policy)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to 1. using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2. the falsification or invention of any information, including citations, on an assigned exercise; and/or 3. helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are 1. submitting an assignment as one's own work when it is at least partly the work of another person; 2. submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and/or 3. incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Student Code of Conduct (Policy 10.4)

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Withheld Grades (University policy 5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.