

## **EDU640 Higher Education Finance and Budgeting**

**(3 credit hours)**

### **Course Syllabus**

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#### **Course Description**

This course focuses on the language and processes in budget development and management. A study of budgeting models for public and private organizations. This course includes the factors involved in implementing institutional budgets. Application to case studies.

#### **Course Learning Outcomes**

By the end of this course, students should be able to:

1. Explain how universities budget and the role of the Budget Officer.
2. Use a financial statement to identify how a university earns and spends money.
3. Describe how institutional type, higher education historical trends, and current trends in higher education influence an institution's finances and budgeting.
4. Explain the complex consequences of financial and budgeting decisions on constituents, particularly student affordability experience (access and quality), and accreditation.
5. Formulate practical suggestions for improving institutional financial sustainability, risk management strategies, and student affordability.

#### **Required Textbook(s) and Resources**

Your course has no required textbook. All resources are included in each week. Be sure to also review the weekly Explore sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

#### **Time Commitment**

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you

dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

### Learning Activities

The discussion forum activity each week focuses on a fictitious budget committee assignment using data that is loosely based on a real university. You will compare the data to the weekly readings and respond to the instructor and at least two peers. Each week has a discussion forum. The first week also has an introductory discussion forum where you will have an opportunity to meet your peers.

Written assignments are due every week except for weeks 1, the introductory week, and week 6, the week before the final case is due. You will view university financial data for weeks 2 and 3 and compare the financial statement to the week’s readings. Week 5 is similar as you will examine athletic data. The Week 4 assignment asks you to interview a budget director and compare the content of the interview to the course readings. Week 7 culminates with a written assignment that analyzes a case applying what you have learned in class.

Every discussion forum and assignment will have a link to a grading rubric.

### Grading

The chart below identifies the individual contributions from each type of activity, per week.

| Week 1   | Week 2                              | Week 3                              | Week 4                              | Week 5                              | Week 6                              | Week 7                              | Total      |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------|
| Discussions<br>Activity 1.1 (0)<br>Activity 1.2 (75) | Discussions<br>Activity 2.1<br>(75) | Discussions<br>Activity 3.1<br>(75) | Discussions<br>Activity 4.1<br>(50) | Discussions<br>Activity 5.1<br>(50) | Discussions<br>Activity 6.1<br>(50) | Discussions<br>Activity 7.1<br>(50) | <b>425</b> |
|  | Written<br>Analysis                 | Written<br>Analysis                 | Written<br>Analysis                 | Written<br>Analysis                 | Written<br>Analysis                 | Case Study                          | <b>575</b> |

|    |                       |                       |                       |                   |                       |                       |      |
|----|-----------------------|-----------------------|-----------------------|-------------------|-----------------------|-----------------------|------|
|    | Activity 2.2<br>(100) | Activity 3.2<br>(100) | Activity 4.2<br>(100) | Activity 5.2 (75) | Activity 6.2<br>(100) | Activity 7.2<br>(100) |      |
| 75 | 175                   | 175                   | 150                   | 125               | 150                   | 150                   | 1000 |

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

## Course Schedule and Weekly Checklist

| Topics   | Learning Activities<br>(Due by 11:55 p.m. ET on day designated)  |
|--|--|
| <b>Start Here</b>  | <input type="checkbox"/> <b>MON: Activity 1.1: Introductory Forum</b><br>Meet Your Peers   |
| <b>Week 1:</b><br>History and Context of<br>Budgeting and Finance in<br>Higher Education | <input type="checkbox"/> <b>WED: Activity 1.1: Introductory Forum</b><br>Meet Your Peers Secondary Responses<br><br><input type="checkbox"/> <b>WED: Activity 1.2 Initial Forum Post</b><br>The Planning Committee: Fiscal Context of Higher<br>Education<br><br><input type="checkbox"/> <b>SAT: Activity 1.2 Discussion Responses</b><br>The Planning Committee: Fiscal Context of Higher<br>Education |
| <b>Week 2:</b><br>Operating Revenues   | <input type="checkbox"/> <b>WED: Activity 2.1 Initial Forum Post</b><br>Institutional Revenues<br><br><input type="checkbox"/> <b>SAT: Activity 2.1 Discussion Responses</b><br>Institutional Revenues<br><br><input type="checkbox"/> <b>SUN: Activity 2.2 Written Analysis</b><br>Revenue Analysis   |
| <b>Week 3:</b><br>Operating Expenses   | <input type="checkbox"/> <b>WED: Activity 3.1 Initial Forum Post</b> Institutional<br>Expenses<br><br><input type="checkbox"/> <b>SAT: Activity 3.1 Discussion Responses</b><br>Institutional Expenses<br><br><input type="checkbox"/> <b>SUN: Activity 3.2 Written Analysis</b><br>Expenses Analysis  |

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| <p><b>Week 4:</b><br/>Operating Budgets and Budget Managers</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WED: Activity 4.1 Initial Forum Post</b> Budgeting Approaches and Methods</li> <li><input type="checkbox"/> <b>SAT: Activity 4.1 Discussion Responses</b> Budgeting Approaches and Methods</li> <li><input type="checkbox"/> <b>SUN: Activity 4.2 Written Analysis</b> Budget Manager Interview</li> </ul>         |
| <p><b>Week 5:</b><br/>Auxiliaries, Athletics, and Outsourcing</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WED: Activity 5.1 Initial Forum Post</b> Auxiliary Analyses and Outsourcing</li> <li><input type="checkbox"/> <b>SAT: Activity 5.1 Discussion Responses</b> Auxiliary Analyses and Outsourcing</li> <li><input type="checkbox"/> <b>SUN: Activity 5.2 Written Analysis</b> Athletic Program Review</li> </ul>      |
| <p><b>Week 6:</b><br/>Capital Budgets and Sustainability</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WED: Activity 6.1 Initial Forum Post</b> Capital Budgets and Sustainability</li> <li><input type="checkbox"/> <b>SAT: Activity 6.1 Discussion Responses</b> Capital Budgets and Sustainability</li> <li><input type="checkbox"/> <b>SUN: Activity 6.2 Written Analysis</b> Risk Analysis Report</li> </ul>         |
| <p><b>Week 7:</b><br/>Institutional budget practices<br/>Role of the budget officer<br/>Institutional budgeting and finance reflection</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>WED: Activity 7.1 Initial Forum Post</b> Accreditation in Higher Education</li> <li><input type="checkbox"/> <b>THUR: Activity 7.2 Final Project</b> Samuel Waters College Case Study</li> <li><input type="checkbox"/> <b>SAT: Activity 7.1 Discussion Responses</b> Accreditation in Higher Education</li> </ul> |

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

**For More Information:**

Be sure to review the Support, Policies, and Procedures addendum.