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EDLD 540.50: The Finance of Higher Education

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The University of Montana
Department of Educational Leadership
Autumn 2021
EDLD 540
The Finance of Higher Education

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*Please do not call/text after hours

E-mail: grace.gardner@mso.umt.edu

Please note, we can meet either virtually or in person.

REQUIRED READINGS:

Text: Paulsen, M.B., & Smart, J. C. (2001). *The Finance of Higher Education: Theory, Research, Policy and Practice.*

References: Other articles and PDFs posted in Moodle

COURSE DESCRIPTION:

EDLD 540 is an introductory course of a general understanding of Higher Education Finance. The postsecondary and higher education environment will be explored and analyzed through class discussions on Moodle and through individual assignments. Students in this course will be introduced to an overview of the breadth and depth of what we know today about the past, present, and projected understanding of the financing of higher education in the United States. Recognizing and understanding the essential characteristics and interrelationships among variables will help class participants to more fully comprehend the challenges.

Mission Statements

The University of Montana-Missoula Mission Statement

The University of Montana transforms lives by providing a high-quality and accessible education and by generating world-class research and creative scholarship in an exceptional place. We integrate the liberal arts and sciences into undergraduate, graduate and professional studies to shape global citizens who are creative and agile learners committed to expanding the boundaries of knowledge and to building and sustaining diverse communities.

The College of Education Mission Statement

The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAMEWORK

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge, outside readings, personal experience, and address actual educational problems in their development of their understanding and application of this content and its implications for understanding some concepts of financing as it is in a University setting.*

Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of Moodle discussions and will be assessed on their ability to be a contributing member to discussions and supporting their classmates in the Moodle discussions.*

Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion, and will achieve mutual purposes.*

Expectations:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance (Moodle discussions forums) and participate in all tasks and forums in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to *Professional Standards for Student Performance*, Appendix A).

Students are required to be current in the assigned reading for the course and to submit and/or present required assignments in a timely manner. Late assignments will be accepted if the student has informed the instructor by email and indicated a timeframe as to when the assignment will be submitted. .

Written assignments will reflect the individual's original work and, when appropriate, follow the [American Psychological Association \(APA\) style](#). All work is to be written in Word. All references to works by other authors must be properly cited. All written assignments must include a title page (see Appendix B) and a reference page as per the APA format. .

ACADEMIC HONESTY:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and or disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. This code is available for your review online at <https://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2021-pdf>

Accommodations:

"Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and the office of Disability Equity in the accommodation process. For more information, visit the Disability Services website at <https://www.umt.edu/disability/> or call 406.243.2243 (Voice/Text)."

Class Lectures:

Each week, class lectures will be opened (available to students). The lectures will be presented through handouts or MS PowerPoint slides and can be found in the Moodle **course** week. As a student, you can download Microsoft Office for free! Please do this if you have not already. More information can be found here:

<https://umt.teamdynamix.com/TDClient/2032/Portal/KB/ArticleDet?ID=43116>

Moodle Discussions are **required** and are weekly:

Each student must participate in for each Moodle discussion, at least **3** times in a week, to show that they have attended class. Class participation points will be awarded each week from these forum discussions. The Week will run from Tuesday through Monday. You will need to (a) post your original thread (**answer one questions comprehensively- with substantive information and citations in the forum discussion**), and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. Discussion forums' posts will be graded each week. Each class forum discussion will be monitored for student participation.

Each class students will receive one of the following scores for their participation:

- 3 points for thorough contributions that stimulate discussion including interacting with other students. Comprehensively answer one question and responding to 2 of your classmates original threads with substantive information. You also must cite from the text or another resources to support your answer.
- 2 points for contributions that stimulated discussion including interacting with other students. You may have tangentially cited from the text and not from another resource(s) to support your answer(s).
- 0 points for not participating

Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. However, I too have typos so I understand but try to be sure you read over your response or original threads before you enter it into the discussion.

Assignments:

NOTE: All assignments should use a cover page (see Appendix B)

In addition to the assigned readings, expectations of class participation and adherence to the Professional Standards for Student Performance, each student will be required to complete the following assignments:

- 1. Paper #1 Due October 18, 2021 - A selected issue of your choice regarding Higher Education Finance.**
- 2. Paper #2 Case Study Critique Due by Midnight November 22, 2021**
- 3. Moodle Forum Discussions: The class discussion starts on Tuesday and you are required to enter at least 3 separate times before midnight Monday of the next week for each forum for the week.**

Evaluative Criteria:

1. Substantive Participation in Moodle Discussions 35%

2. Paper #1 30% total:

10% for posting on Moodle forum a summary to share with your classmates

20% for the paper emailed to Dr. Gardner or submitted in Moodle

3. Paper #2 35% total:

35% for the paper emailed to Dr. Gardner or submitted in Moodle

Submitting Assignments:

Assignments will be submitted electronically by e-mailing them to Dr. Gardner

grace.gardner@mso.umt.edu or there will also be a space for you to upload them in Moodle.

Save your documents using word and the format and assignment names listed below. *Please follow the provided format and spell each assignment as it is in the following example.*

Your saved assignment should contain the following information in the order provided in the example (including spaces).

EDLD 540 Au 21 Assignment # ____, Title of Paper, last name and 1st initial

Example for Roberta Jones:

EDLD 540 Au 21 Paper #1, Title of Paper, and Jones J

EDLD 540 Au 21 Paper #2, Title of Paper, and Jones J

You will be responsible for any correspondence that is sent to you on your umconnect email.

Correspondence to you regarding this course will be sent to your um connect email account. While it is recommended that you check your um connect email account regularly (once of day), there is a way that you can have messages sent to your um connect email account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded.*

Forwarding your um connect email messages to another e-mail account*

1. Log in to your um connect email account
2. Click on “rules”
3. Create new rule
4. Name new rule
5. Keep everything blank until the bottom of the page where it says “enter new e-mail”
6. At this point you enter the e-mail address where you want your um connect email forwarded
7. YOU MUST THEN CLICK SAVE or all your efforts will be in vain. ☺

*One negative side effect of this procedure is the problem of replying to the original message. When your um connect email has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit “reply” your reply will be sent only to your um connect email account and NOT to the intended recipient!

Needing Help:

If you encounter problems regarding this Moodle Course please contact UOnline at <https://www.umt.edu/umonline/>. There is also a Tech Support area within the menu of the course shell. Telephone for help: 243-4999

For questions regarding your NetID, changing NetID passwords, email accounts, and general computer assistance:

IT Central Help Desk: (406) 243-4357), ithelpdesk@umontana.edu
<https://umt.teamdynamix.com/TDClient/2032/Portal/Home/>

Moodle Technical Support:

Moodle Support (406) 243-4449
 UOnline/IT
 (406) 243-4999, umonline-help@umontana.edu

COVID-19:

The University of Montana is requiring mask usage in all classrooms and laboratories regardless of vaccine status. As an asynchronous online course, there will be no guidance or policy use for masks. New cases of COVID-19, predominately caused by the Delta variant of coronavirus, are increasing in Missoula County and across Montana (and the nation and world). If you find yourself on campus, the University of Montana in following the Missoula City-County Health Department guidance recommends all individuals (regardless of vaccine status) also voluntarily wear a mask indoors and get vaccinated to help slow the spread of COVID-19. Because the conditions, rules, guidance, and recommendations surrounding the COVID-19 pandemic continue to evolve rapidly, these guidelines are subject to change. You are encouraged to stay up-to-date with the most current COVID-19 guidance from UM and the CDC.

- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to campus and contact the Curry Health Center at **(406) 243-4330**.
- If you are required to isolate or quarantine, if you have to provide full time childcare or care for others due to COVID-19, if you cannot make the deadlines of this course due to COVID-19, I will support you in any way that I can. However, it is my hope (and even expectation for many of you) that each of you ensure your continued academic progress.

Please refer to UM's Coronavirus [student information page](#) for more information and resources.

Accommodations:

If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office of Disability Equity.

Diversity, Equity, and Inclusivity:

The Department of Educational Leadership values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify me if components of this course present barriers to your inclusion. You can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).

Course Schedule:

Date	Assignment
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***Reminder, each *week* for this course runs Tuesdays to Mondays.**

Week 1
Sept 14-20

Forum: Class introductions and discussion. If you have any questions there are discussion forums to use to ask those questions. Also please email me with the questions grace.gardner@mso.umt.edu.

Please read and respond to the PDFs of the *Center on Budget and Policies Priorities: Update on State Budget Cuts* etc. located in Moodle shell. Respond by commenting on the discussion article in the Moodle Discussion. **When answering the questions support your answer with citations from the text and from additional resources for a complete answer.**

Week 2
Sept. 21-27

Read Chapter 1: *The Revenue and Expenditures, Costs, and Affordability Of Higher Education*.

Answer the discussion question in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer.

Week 3
Sept.28-Oct. 4

Read Chapter 2: College Education: Who Can Afford it?

Answer the discussion question in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and

from additional resources for a complete answer.

- Week 4
October 5-11
- Read Chapter 5: Costs and Productivity in Higher Education: Theory, Evidence, Policy and Implications.
Answer the discussion question in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer.
- Week 5
October 12-18
- Read Chapter 7: The Paradox of Growth in Federal Aid for College Students 1960-90.
Answer the discussion questions in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the questions support your answer with citations from the text and from additional resources for a complete answer.
- Paper #1 due October 18 by midnight** and emailed to Dr. Gardner at grace.gardner@mso.umt.edu
This paper will be an analysis and critique of a student selected pertinent issue in the financing of Higher Education. The paper must be supported with at least multiple citations (5 at a minimum) from the text and other resources to support your analysis and critique. This paper should be 6-8 pages in length and APA format.
- Week 6
October 19-25
- Read Chapter 8. Efforts to Keep Public College Affordable in the Face of Fiscal Stress.
Answer the discussion question in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer.
- Week 7
Oct. 26-Nov. 1
- Read Chapter 10: The Role of Finances in Student Choice: The Review of Theory and Research.
Answer the discussion questions in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer.

Week 8
Nov. 2-Nov. 8

Read Chapter 11: Access to Postsecondary Education: Financial Equity in an Evolving Context.

Answer the discussion question in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer.

Week 9
Nov. 9-15

Read Chapter 13: The Finance of Community and Technical Colleges.

Answer the discussion questions in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer

Last week of the course

Week 10
Nov. 16-22

Read Chapter 15: The Finance of Higher Education: Implications for Theory, Policy, Research and Practice.

Answer the discussion questions in Moodle: You will need to (a) post your original thread (answer one question comprehensively- with substantive information and citations in the forum discussion, and then (b) respond to your 2 of your classmate's original forum discussion threads before Monday midnight of the following week. When answering the question support your answer with citations from the text and from additional resources for a complete answer

Final paper is due no later than November 22, 2021 of the case study on the state case you selected to analyze. The PDF of the article on the chosen state will inform you how the state you selected addressed in 2005-2006 the financing of Higher Education in that particular state. I would like for you to analyze and critique this approach and support your analysis with citations from the text and other resources.

In addition, I would like for you to follow-up with information on that selected state after they had put their approach to funding higher education into effect. Look on websites for that state and see, for example, have enrollments in Higher Ed Institutions fluctuated-have they increased, decreased or stabilized?
What is the present state of their 2-year institutions? What is the present state of their 4-year institutions? How about the tuition has it Increased? Decreased? Or been Stabilized?

This paper must be emailed or submitted in Moodle by November 22 at grace.gardner@mso.umt.edu unless the student has asked for and received permission for more time to complete the assignment. Most of these finals have been about 10-15 pages. I am not so concerned about the number of pages but that the topic is covered well. Please remember in a scholarly paper citations to support

your position are imperative, references pages must be included and following APA is required.

THE SYLLABUS IS SUBJECT TO CHANGE.

APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

<p>FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.</p>

APPENDIX B

Name of the Assignment

Your Title for the Assignment

by
Your Name

Submitted to
Dr. Grace Gardner

In Partial Fulfillment of the Requirements of
EDLD 540: The Finance of Higher Education

The University of Montana
Autumn 2021