HIED 659.01W Higher Education Finance  
COURSE SYLLABUS: Spring 2016  
January 19 – May 13

Instructor: Kimberly L. Laird, Ed.D., MBA, CPA  
Office Location: Virtual  
Office Hours: Virtual Daily  
Phone: 214-649-7018  
University Email Address: TBD  
Skype Name: kllaird15

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:


I will list additional required reading assignments in our eLearning classroom.

Current issues in higher education finance:

While we will be consulting relevant and important literature on higher education finance and budgeting during our course work, it is important that students learn to stay current within the dynamic landscape of higher education finance. Students are required to sign up for FREE daily updates to the following higher education resources:

Inside Higher Ed: https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters
The Chronicle of Higher Education’s Academe Today:
http://chronicle.com/section/Newsletters/85

Optional but strongly recommended:

Course Description

This 3-semester hour course is an introductory examination of financial, economic, and budgetary issues within higher education. Focusing on not-for-profit postsecondary schools, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control.

This course is grounded in literature, theories, and examples specific to higher education. My goal for this class is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Through assigned readings, lectures, and webcast materials, and by active course participation, including completion of assigned activities, students will have the opportunity to demonstrate their familiarity with the following topics:

Financing Higher Education
• Political influences
• Economic influences
• Social influences
• Complexities and challenges
• Statewide funding policies
• Emerging trends

Higher Education Revenue Sources and Uses
• State appropriations
• Tuition and fees
• Sponsored research
• Auxiliary enterprises
• Institutional fund raising
• Expenditure patterns

Institutional Budgeting and Planning
• Budget and financial terminology
• Resource allocation methods
• Budget cycle
Student Learning Outcomes

1. The learner will examine and become familiar with current policy issues in higher education finance.
2. The learner will develop an understanding of the influence internal and external stakeholders exert on higher education funding.
3. The learner will develop an understanding of the financial challenges currently facing higher education.
4. The learner will be able to describe how institutions of higher education are financed and the major revenue sources.
5. The learner will become familiar with locating and summarizing fiscal data for presentation to a general audience.
6. The learner will demonstrate the ability to read and interpret higher education budgets.
7. The learner will develop an understanding of the institutional budgeting process.
8. The learner will be able to describe the major models of internal resource allocation.
9. The learner will be able to conceptualize the relationship between higher education finance and other administrative functions such as strategic planning, student affairs, athletics, enrollment management, operation and maintenance of plant, and public and government relations.
10. The learner will identify and explore ways in which state fiscal and institutional budget decisions affect issues related to student demographics and access.
11. The learner will recognize, analyze, comprehend, and articulate, key higher education finance and institutional budgeting terms, trends, and concepts.
12. The learner will synthesize higher education finance and analyze how various economic, political, and social issues affect institutional funding and resource allocation.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Students will be expected to:
1. Read assigned chapters from the textbooks and other assigned readings
2. Listen to lectures and view webcasts
3. Participate in ten weekly class discussions on assigned readings and current higher ed financing issues
4. Complete five quizzes on assigned readings
5. Complete a scholarly article review
6. Complete a state financing project
7. Complete an institutional financial analysis project
8. Complete an institutional budget project
9. Complete a research/analysis paper (8-10 pages)

Guidelines for Activities

Weekly Class Discussions (10%)
Our weekly discussions will serve as a forum for learning new material, keeping abreast of current higher education finance issues, applying learned concepts, presenting professional experience, and enhancing communication skills. Our discussion environment will emphasize quality rather than quantity. At a minimum, each student will be expected to provide one substantive original post to each question and one feedback post to peers. I will use the following rubric to evaluate student responses for each of the 10 total discussion questions required during the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Post</th>
<th>Satisfactory Post</th>
<th>Unsatisfactory Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes to the learning community</td>
<td>Illustrates awareness of the needs of the community; attempts to motivate the group discussion; presents creative approaches to topic</td>
<td>Attempts to direct the discussion and present relevant viewpoints for consideration by group; interacts freely</td>
<td>Does not make an effort to participate in learning community as it develops</td>
</tr>
<tr>
<td>Shows relevance to the assigned discussion topic</td>
<td>Includes content related to discussion topic; prompts further discussion of topic</td>
<td>Includes content related to the discussion topic</td>
<td>Includes content which does not relate to the discussion topic; makes short or irrelevant remarks</td>
</tr>
<tr>
<td>Includes examples and resources</td>
<td>Includes examples and/or quotes that support writer's point (&quot;proves&quot; it) and are properly integrated (not just dropped in)</td>
<td>Includes examples and/or quotes that support writer's point but are somewhat predictable or are not well integrated</td>
<td>Includes examples and/or quotes that do not effectively support writer's point; quotes or examples are poorly integrated or do not make sense as support</td>
</tr>
<tr>
<td>Demonstrates graduate level quality</td>
<td>Is appropriate, thoughtful, reflective, respectful of other's postings, clear, articulate and contains correct grammar and punctuation</td>
<td>Is appropriate and responds respectfully to other's postings; may contain minor grammar or punctuation errors that do not cloud meaning</td>
<td>Shows minimum effort (e.g. &quot;I agree with Bill&quot;); sloppy, uses text-messaging shortcuts; hard for readers to follow; fails to use correct grammar or punctuation</td>
</tr>
</tbody>
</table>

Quizzes (10%)
Periodically, I will announce in advance a quiz over assigned readings or current articles in press (Chronicle of Higher Education or Inside HigherEd). There will be five (5) quizzes during the semester.
**Contemporary Issue Article Review (10%)**

Students will select an article or book chapter from the list of authorized course resources describing a contemporary higher education finance issue. Students will prepare a short (350-500 words, 12 pt. Times New Roman, 1” margins, double-spaced) abstract of the article. The APA-formatted graduate-level work will include a summary identifying the key points of the article, an evaluation of the relevance of the subject matter to our study of higher education finance, personal reaction to the article’s content, question(s) prompted by the material, and possible areas for future research. Students will post their abstract to our eLearning classroom and will have the opportunity to review and discuss the contemporary issues identified by colleagues. I will use the following rubric to evaluate the student’s article abstract.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Review</th>
<th>Satisfactory Review</th>
<th>Unsatisfactory Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key points summarized</td>
<td>Provides a very thorough, clear, and concise summary of the article context and</td>
<td>Provides a clear but shallow summary of the article; may be excessively brief</td>
<td>Provides an unclear/unintelligible summary of the article, or no summary at all</td>
</tr>
<tr>
<td></td>
<td>content</td>
<td>or may include some extraneous information</td>
<td></td>
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<tr>
<td>Relevance of the subject matter to HIED Finance is described</td>
<td>Article strongly relates to HIED Finance and connections are identified, supported, and communicated clearly</td>
<td>Article relates somewhat to HIED Finance and connections are identified, supported, and communicated clearly; or, article strongly relates to HIED Finance and connections are somewhat identified, supported, and communicated</td>
<td>Article does not relate to HIED Finance, no discussion provided, or discussion does not identify, support, or communicate connections</td>
</tr>
<tr>
<td>Student’s personal reaction identified and described</td>
<td>Thoroughly describes student’s personal reaction to the article; includes discussion of the relevant issues within the article</td>
<td>Describes student’s personal reaction to the article; includes limited or no discussion of the relevant issues within the article</td>
<td>Provides an unclear, unintelligible or illogical description of student’s personal reaction, or no description of personal reaction provided at all</td>
</tr>
<tr>
<td>Questions and areas for future research are identified</td>
<td>Raises questions evident of student’s thorough understanding of article’s content and context; proposes 1-3 areas for future research</td>
<td>Raises questions somewhat related to article’s content and context; proposes 1 area for future research</td>
<td>Fails to raise questions related to article’s content and context; fails to identify an area for future research</td>
</tr>
<tr>
<td>Graduate level quality is demonstrated</td>
<td>Consistently contains accurate and proper grammatical conventions, spelling, and punctuation; errors, if any, are minor. Clearly and consistently uses proper APA formatting</td>
<td>Contains some errors in grammatical conventions, spelling, and punctuation; errors begin to interfere with paper’s meaning. Inconsistently uses APA formatting</td>
<td>Contains numerous errors in grammatical conventions, spelling, and punctuation; substantially interferes with paper’s meaning</td>
</tr>
</tbody>
</table>
**State Financing Project (15%)**
Students will gather and analyze data for a state and prepare a professional briefing memorandum. The memorandum should include an overview of the state context for financing higher education, trends in public higher education finance, institutional funding methodology, and critical issues influencing the financing of higher education within the state. Tables, charts, and graphs describing the key aspects of funding for higher education within the assigned state must support the content of the memorandum. I will provide additional details on this assignment within the eLearning classroom including links to online resources. Students are encouraged to seek out additional resources for this project.

Students will have an opportunity to share their professional briefing memorandum with the class. This will give us a chance to review information on the characteristics of higher education financing in multiple states. Assignment evaluation rubric will be provided.

**Institutional Financial Analysis Project (15%)**
Students will access publically available data from various sources, including institutional websites, state higher education databases, and IPEDS to analyze certain financial characteristics and metrics of a pair of institutions within the same higher education sector and within the same state for which the professional briefing memorandum was prepared. Students will prepare a comparative report and will have the opportunity to develop a basic understanding of the institutions by consulting their missions, gathering data on primary revenue and expense components, and calculating certain metrics and financial ratios. Students will compare and contrast the institutions and draw conclusions about their financial health and performance. The instructor will provide additional details on this assignment, including templates, within the eLearning classroom.

Students will have the opportunity to share their comparative report with the class. Assignment evaluation rubric will be provided.

**Institutional Budget Project (15%)**
Students will create a budget response to an institutional scenario provided by the instructor for one of the institutions analyzed in the Institutional Analysis project. Students will formulate recommendations on the appropriate budgetary action needed based on given scenario assumptions and prepare a one-page executive summary report (12 pt. Times New Roman, 1” margins, single-spaced) accompanied by an Excel spreadsheet supporting calculations. I will provide additional details on this assignment, including templates and evaluation rubric, within the eLearning classroom.
Research/Analytical Paper and Briefing Presentation (25%)  
This assignment will allow students to expand development of their skills in gathering, analyzing, and synthesizing data and information by preparing a scholarly paper on an issue pertaining to higher education finance. Students should select an issue/topic that relates directly to one or more of learning outcomes 1-4, 8-10, and 12 as identified on page 3 of the syllabus. Let your own research/professional interests be your guide in selecting your topic. While I encourage doctoral students to select a topic that might further your scholarly research agenda, this paper must be original. Students must not recycle work from another course.

I encourage you to begin identifying possible topics and consulting multiple resources early to allow you sufficient time to refine the focus of your research. You must complete a one-page overview of your topic, including your planned analytical approach and preliminary resources consulted. This one-page overview must be submitted to the instructor by February 1, 2016. Students must receive the instructor’s written approval for the proposed topic and approach by February 8, 2016.

The paper may be a review of the literature or an analysis of a particular issue supported by scholarly research. The paper must identify the significance of the issue addressed, include a statement of the problem examined, summarize and synthesize supporting scholarly literature, and propose implications for policy, practice, and future research. The paper must comply with APA (6th ed.) guidelines, include 1” margins, double-spacing, Times New Roman 12-point type, and be of 8-10 pages in length (excluding cover, reference, and exhibit pages).

Students will also prepare a 5-minute presentation on the findings of their research using Jing. Jing is a presentation software freely available. Instructions on downloading and guidelines for using Jing will be posted in the Doc Sharing section of our eLearning classroom. The instructor will provide additional resources for the preparation of the briefing and specific instructions in the eLearning classroom. Evaluation rubrics for the final paper and presentation will be provided.
ASSIGNMENT GRADING

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Available Points</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5)</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Discussions (10)</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Contemporary Issue Article Review</td>
<td>100</td>
<td>10</td>
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<tr>
<td>State Financing Project</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Institutional Financial Analysis Project</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Budget Project</td>
<td>150</td>
<td>15</td>
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<tr>
<td>Analytical Paper</td>
<td>250</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
<td></td>
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</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade*</th>
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<tbody>
<tr>
<td>900 - 1,000</td>
<td>A</td>
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<tr>
<td>800 - 899</td>
<td>B</td>
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<tr>
<td>700 - 799</td>
<td>C</td>
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<tr>
<td>600 - 699</td>
<td>D</td>
</tr>
<tr>
<td>0 - 599</td>
<td>F</td>
</tr>
</tbody>
</table>

* Note: A grade of B or above is required for credit toward a doctoral degree

Late work – as the syllabus indicates, we have much material to cover during our time together this semester. In order to maintain a steady momentum for our learning journey, we must stay on schedule. All work is due on the assigned date. I will drop the grade one full letter grade for each day an assignment is late up to three days beyond the due date, unless prior approval has been obtained. If the assignment has not been turned in within three days from the original due date, a grade of zero will be entered into the gradebook for the assignment. Please consult your syllabus routinely and plan your work accordingly.

Disclaimer – the instructor reserves the right to modify this syllabus as necessary. The instructor will notify students of amendments to the syllabus via our eLearning classroom. It is the student’s responsibility to stay up to date and remain aware of any changes.
TECHNOLOGY REQUIREMENTS

• To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
  o sound card, which is usually integrated into your desktop or laptop computer
  o speakers or headphones.

• Depending on your course, you might also need a:
  o webcam
  o microphone

  For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.

• You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader
  o Adobe Flash Player
  o Jing

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard
word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

**ACCESS AND NAVIGATION**

**Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/7 days a week.

If at any time you experience technical problems (e.g., you can’t log in to the course, you can’t see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson LearningStudio Representative.
• **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

• **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedures **MUST** be followed.

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback
from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

**COMMUNICATION AND SUPPORT**

Your success in this class is dependent on our ability to communicate clearly as well as your understanding of the material and your responsibilities in completing the assignments. I encourage questions. You may contact me online through our eLearning classroom or via University email__________________. I check in everyday and I will respond to your inquiry within 48 hours.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**University Specific Procedures**

**ADA Statement**

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of
Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TENTATIVE COURSE OUTLINE

Students are responsible for the content and assignments included in the final syllabus posted to the eLearning classroom

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Action (in progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 19</td>
<td>Introduction</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Course Objectives &amp; Expectations</td>
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<tr>
<td></td>
<td></td>
<td>• Important Concepts in the Study of Economics, Finance and Budgeting</td>
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<tr>
<td>2</td>
<td>January 25</td>
<td>History of Higher Education Funding</td>
<td>Read: AF Chs 1 &amp; 2 \Z Chs 1 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>February 1</td>
<td>Contemporary Issues in Higher Education Funding</td>
<td>Read: Z Ch 4 Due: \Contemporary article review \Research paper overview</td>
</tr>
<tr>
<td>4</td>
<td>February 8</td>
<td>Investing in Higher Education-a Public or Private Good?</td>
<td>Read: AF Ch 3, 4 &amp; 15</td>
</tr>
<tr>
<td>5</td>
<td>February 15</td>
<td>The State &amp; Federal Role in Higher Ed Financing – Policy</td>
<td>Read: AF Chs 13, 15 &amp; 16 \Z Ch 5</td>
</tr>
<tr>
<td>6</td>
<td>February</td>
<td>State Funding Methodologies</td>
<td>Read:</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Action (in progress)</td>
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<td>22</td>
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<tr>
<td>7</td>
<td>February 29</td>
<td>Higher Education as a Financial Organization – Understanding fund</td>
<td>Read:</td>
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<td></td>
<td></td>
<td>accounting &amp; financial data analysis</td>
<td>Due: State financing project</td>
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<tr>
<td>8</td>
<td>March 7</td>
<td>Higher Education as a Financial Organization – Sources and uses of</td>
<td>Read:</td>
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<td></td>
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<td>funds</td>
<td>AF Chs 5 &amp; 6 Z Ch 6 BM Chs 1 &amp; 2</td>
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<tr>
<td>9</td>
<td>March 14</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>10</td>
<td>March 21</td>
<td>Tuition policies</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>AF Chs 9, 10 &amp; 12</td>
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<tr>
<td>11</td>
<td>March 28</td>
<td>Financial Aid Policies</td>
<td>Read:</td>
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<td></td>
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<td></td>
<td>AF Chs 11 &amp; 14</td>
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<td>Due: Institutional finance analysis</td>
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<td></td>
<td>project</td>
</tr>
<tr>
<td>12</td>
<td>April 4</td>
<td>Institutional Planning &amp; Budgeting – Basic budget concepts</td>
<td>Read:</td>
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<td></td>
<td>BM Chs 3-4</td>
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<tr>
<td>13</td>
<td>April 11</td>
<td>Institutional Planning &amp; Budgeting – Capital budgeting, debt service,</td>
<td>Read:</td>
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<td></td>
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<td>BM Chs 5-7 Z Ch 7</td>
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<tr>
<td>14</td>
<td>April 18</td>
<td>Work on final paper</td>
<td>Due:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Institutional Budget Project</td>
</tr>
<tr>
<td>15</td>
<td>April 25</td>
<td>Auxiliary Enterprises, Athletics, Fund Raising, Endowments, and Other</td>
<td>Read:</td>
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<tr>
<td></td>
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<td>Due: Research Paper</td>
</tr>
<tr>
<td>16</td>
<td>May 2</td>
<td>Efficiency and Productivity</td>
<td>Read: AF Chs 7, 6, &amp; 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Research Paper Presentation</td>
</tr>
<tr>
<td>17</td>
<td>May 9</td>
<td>Review and discuss student research</td>
<td></td>
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Adapted from diagram published by the National Center for Higher Education Management Systems: http://www.higheredinfo.org/catcontent/cat8.php