What are the most important outcomes that postsecondary education institutions produce and are the budgeting practices and financial arrangements that support the industry best aligned with those espoused goal(s)? Who benefits the most and least from the status quo and why? How can institutions change to meet shifting socio-political realities? The answer to these questions are always intensely debated from a range of positions. The COVID-19 pandemic, the 2020 election, and uneasy racial tensions, have only made these reoccurring questions salient for more people.

In Fall 2020, Dr. Demetri Morgan has completely redesigned this course to mirror the rapidly changing postsecondary education budget and finance landscape. This course is adapted from his course and the instructor is grateful to his work, contribution, and expertise. At its core, the purpose of the course is to introduce educators to critical topics related to budgeting and finance dynamics that influence colleges and universities in the context of the United States. The course is intentionally scaffolded to begin with foundational concepts (e.g., revenue and
expenses) and theories (e.g., human capital) and end with increasingly complex and interconnected topics that build on previous weeks (e.g., the perpetuation of inequitable social conditions for students and communities through university fiscal operations). Additionally, the course covers practical engagement with unit-level budgeting processes and pertinent state and federal policy debates (e.g., Free college and promise programs).

To help facilitate the practical applicability of the course, we have designed the course around 5 “problem sets” and broken the content into 5 corresponding “modules.” The instructor will introduce a “problem set” on the first week of the corresponding module. Each week within the module focuses on helping you answer a “Big Question” related to the problem set. The modules last anywhere from two to four weeks. Toggling between specific questions and the broader problem set will aid in your ability to comprehensively meet each of the course’s learning outcomes.

The course assignments are all focused on promoting the evaluation, application, and construction of your learning across the course. You should expect some small group work, needing to put forth a good amount of energy during synchronous class sections, and being actively engaged with asynchronous course activities and learning resources.

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**LEARNING OUTCOMES**

At the conclusion of the course, students should be able to demonstrate observable growth in their ability to:

1. **$** Apply higher education budget fundamentals to solve unit-level financial challenges
2. **/chart** Identify and assess the impact of the macro-dimensions of finance and how they inform campus level dynamics (e.g., budgeting, planning, equity) that complicate institutional financial decision-making
3. **/目标** Define and articulate an interest on a budgeting and finance topic that can be enhanced beyond this course to make you a more effective budget manager or participant in a budgeting process
4. **/沟通** Analyze the connections between various stakeholders that participate in budget and finance processes to decipher how economic, political, and social issues may affect systems, institutions, and individuals

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**COURSE POLICIES**

**Email/Sakai/Zoom**

Email will be the primary means of communication between all of us (i.e., you, your classmates, and the instructor) outside of class time. Please be prompt in responding to emails – **no more than 48 hours should lapse before emails are returned or acknowledged**. Zoom will be the main form of connecting synchronously. Please make sure you have the Zoom software downloaded and that you regularly check to ensure you have the latest Zoom updates. Finally, the Sakai site for this course will be used **extensively**. If you are unfamiliar/uncomfortable with course management software like Sakai please peruse the [Sakai Student Tutorial website](#) to help acquaint yourself.
Continuous Commitment to Inclusivity

As citizens of a democratic society and stakeholders of a Jesuit university, we are called to promote human dignity. In order to be aware of the ever-changing world, an open dialogue must be able to occur in a non-threatening environment in which students and faculty can engage in discussions that are taking place, challenge comments that are made, and evaluate aspects of the structural environment that support injustice. Bringing attention to expressions of cultural bias is a way to model against stereotyping. At any time, a moment of consideration can be called. This can and should be called by anyone, student or faculty, to facilitate needed conversation around sensitive issues. These moments are times for all of us to learn how to become more sensitive in our language and actions. Such dialogues may pertain to stereotypes related to race, ethnicity, sex, religion, gender identity/expression, sexual orientation, weight, economic status, and anything that can impact the dignity of persons. These moments of consideration should be freely addressed in the classroom and are an essential aspect of learning in this course.

The instructor considers this classroom to be a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Basic Needs & Security

Any student who faces challenges accessing food, secure housing, and believes this may affect their performance in the course is urged to contact the Dean of Students CARE Team for support. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable us to provide any resources that we are aware of and work with you to make accommodations during the course.

Child Caretaker Policy

Although there is no university-wide policy on children in a class, it is our goal to create an environment that supports the success of all of our students – including those that have caretaking responsibilities for children. As a result, our expectations and commitment to create a child caretaker friendly environment are outlined below:

- **Welcoming environment**: We ask that everyone in-class work with us to create an atmosphere that is supportive of caretakers when the need arises.
- **Breastfeeding Babies**: Breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.
- **Older children and babies**: While we expect that long-term arrangements are made that allow you to fully engage in class, we understand unforeseen disruptions in childcare often occur. Thus, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.
- **Class Dynamics**: In all cases where babies and children come to class, we ask that you remain aware of your microphone and video mute options on Zoom so that if your child needs special attention and is disrupting learning for other students, you can step away until their need has been met.

- **Out of Class Support**: Please stay in touch with the instructor throughout the semester to allow us to best support you in your caretaking duties and successfully navigating the course.

Adapted from Dr. Melissa Cheyney’s, Oregon State University.

Online Class Sessions

The Loyola University Chicago Community Standards applies to online behavior as well as in-person or classroom behavior. You are expected to be professional and respectful when attending class on Zoom. The following are class policies for our meetings with Zoom. Please read carefully, as all students are expected to adhere to the policies.
General

- Login with your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. (It makes it difficult to know who is in attendance or challenging when guest speakers join class. Using your full name quickly sorts students into their groups when needed). Users who do not provide their full names will NOT be admitted to class.
  - Exceptions
    - Since enrolling in the class, some students have changed their names to better reflect their gender identity. If you currently use a different name than what is listed on the official roster, please send me an email so I can note this on my roster. Then you can use your current name on Zoom. (If you would like to change your name officially with LUC, please review the Registration & Records Preferred Name FAQ).
    - If you do not have access to a computer or smartphone with internet access, call into class from a phone line. This is not optimal; please try to locate an internet-enabled device to use for class. Loyola IT has Wi-Fi hotspots available to check out.

- Stay focused. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.

- Need technical help? Contact the IT Help Desk at helpdesk@luc.edu or 773-508-4487.

Zoom Video

- Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class.
  - Exceptions
    - If you have limited internet bandwidth or no webcam, it is ok to not use video. If you are unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.

- Keep it clean. Do not share anything you would not put up on the projector in class!

Zoom Audio

- Mute your microphone when you are not talking. This helps eliminate background noise.
- Use a headset when possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.

Zoom Chat

- Stay on topic. Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, I will be unable to sort through the information quickly to address students' real questions/concerns about the course.
- No disrespectful language. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you are at a job interview, even when you are typing in the chat.

Class Confidentiality

Throughout the course of a class, students/faculty/speakers may share information about their personal lives, organizations, or communities to enrich the class discussion. These discussions are to be kept confidential by both students and faculty.

Recording of Class Content Notice

In this class, no class lectures will be recorded; however at times, live class discussions may be recorded (with notification). As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished. Students who
prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with the instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

**Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**COURSE ESSENTIALS & EXPECTATIONS**

**Pedagogy Statement**

bell hooks (1994) argues that educational experiences should “enable transgressions – a movement against and beyond boundaries”...towards making “education the practice of freedom” (p. 12). A commitment to this guiding sentiment frames how I think about and approach teaching. Put plainly, I believe in working with graduate students, who will go on to be educators, who will transgress against oppressive boundaries that reify harmful social, political, and economic norms and contribute to negative outcomes for students, institutions, and democracy. However, hooks (1994) astutely points out, our professional and educational norms and concerns are emblematic of our values and “the primary reasons we have not experienced a revolution of values is that a culture of domination necessarily promotes addiction to lying and denial” (p. 28). My evolution as an educator and mentor has been cultivated best when I choose to be vulnerable and open with students, as well as with myself. This includes taking a posture of openness to feedback and being amenable to making corrections in relationships with students or in the support I am providing when I realize that is what is necessary to help the students learn and achieve their goals.

To best operationalize this commitment to students, I try to employ Marcia Baxter-Magolda and Pat King’s (2004) model of learning partnerships (See Figure below). The tenants of the model are built around the pedagogies of “challenge and support.” This balanced approach pushes students to move beyond their current ways of knowing, while supporting them as they navigate dissonance and discomfort. I encourage you to hold me accountable to this statement in formal and informal ways and call me into opportunities to grow as an educator.

![Figure 1. The Learning Partnerships Model (Baxter-Magolda & King, 2004)](image_url)
Classroom Engagement
Engagement in class is defined as having completed the assigned material and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class.

Attendance
Class attendance is essential to your learning and development, so you are expected to attend and be on-time to every class session this semester. This is especially important because it is imperative that we begin on time. If you know you must miss class, please let me know with as much advance notice as possible via email. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make me aware of those days and I will work with you to accommodate your needs.

Out of Class Engagement & Group Work
As this class is designed to be a flipped classroom, there is a significant expectation of engagement in out of class learning activities. The class meeting times are intended to be interactive and help supplement what you learned out of class. They are outlined as follows:

- **Learning Resources:** This is the umbrella term we use to cover things like readings from the textbook or articles, podcasts, videos, etc. Every week will have between three and five resources. This is where we want you to focus on understanding information. On average, you should anticipate spending between 3 to 6 hours with the learning resources, depending on your learning style and the number of resources assigned. This timeframe includes engaging the resource, taking notes, making connections across the resources, and filling in your learning journal.

- **Out-of-Class Engagement:** Utilizing Sakai forums, there will be weekly opportunities for you all to work together to start to make sense of the learning resources, pose questions, challenge the material, seek clarification, and make connections across content weeks. On average, this will take 1-2 hours per week.

- **Graded Assignments:** Graded assignments will require additional work above and beyond the weekly workload. Everyone works differently and has a different relationship with procrastination. Still, we recommend spending at least 1-2 hours each week either working on a short-term assignment or making progress on your final project. This will ebb and flow so be sure to plan accordingly, depending on your work style.

COURSE ASSIGNMENT POLICIES

Late Assignments
All assignments should be submitted on announced dates by the announced time. Late assignments will not be accepted unless arrangements have been made with the instructor.

Writing Expectations/APA Formatting
The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, I hope that you hone your ability to write in distinctive styles and to different audiences while in this program. For this course, the expectation is that unless noted otherwise, your assignments are:

- Typed
- Submitted in APA 7th Edition format for in-text citations and the reference section
- 12-point Times New Roman font
- Double-spaced
- One-inch margins

If you think you may need assistance with your writing or wish to consult someone about your written work before you turn them in for grading, please visit: [http://www.luc.edu/writing/](http://www.luc.edu/writing/).
When uploading assignments to Sakai – please use the following Naming Convention:
“TitleofAssignment_LastNameFirstName”

A note about grades
An "A" grade on an assignment and in this course denotes the combination of the extraordinary and on time completion of submitted assignments, demonstrated engagement during class sessions, and clear evidence of growth and development on the stated learning outcomes. High-quality, professional, reflective, and timely work/engagement in class is expected and will merit grades in the “B” range. This is done to reward students who choose to go above and beyond our and their expectations on course assignments. Since this class is highly driven by your effort, you will have numerous opportunities to evaluate yourself and dialogue with the instructor about the grade(s) you receive.

COURSE ASSIGNMENT

Introductions / Characteristics of a Good Budget Manager Exercise

- Why are we having you do this?: Many of the students taking this class have not directly managed a budget. Even for the ones that have, there are not usually opportunities to reflect on what makes a budget manager a good budget manager. As a result, we want to intentionally hone your budgeting skills throughout the semester. That begins with an honest assessment of the budgeting skills you already possess and budget skills you want to learn. This assignment is setup to help prompt some reflection about your personal strengths and your areas for growth. Further, this will be a good opportunity to model vulnerability, cultivate trust, and meet your peers before class begins.

- Deadlines:
  - Wednesday Sept 8 by 8 AM CT to post your introduction & exercise to Sakai Forums.
  - Monday Sept 13 by 5 PM CT to reply to your assigned person's Sakai discussion post.

- Instructions:
  - Navigate to Sakai Forums
  - Create a post responding to the following prompts:
    - Name
    - Pronouns
    - Year in the program
    - What makes you excited for class
    - What contributions or energy do you plan to bring to the online environment to help us be successful?
    - What are your expectations for your peers and the instructor?
    - Good Budget Manager Prompts: What do you think makes a good budget manager? What skills and dispositions does a good budget manager have? Who are examples of people in your network who have good budget or financial skills? How did they accumulate those skills and experiences? What budgeting skills and experiences do you possess? How did you gain them? What are your areas for growth when it comes to budgeting? How do you plan to make progress on those skills in this class? What barriers might exist and how do you plan to navigate around them?
  - React to at least two of your classmate’s posts. One will be assigned to you to make sure everyone has at least one reaction.

- Grading:
  - No direct grade but will factor into your out of class engagement grade.

Weekly Forum Engagement

- Why are we having you do this?: There are only so many ways we can recreate in-class type dynamics where you are learning with and from each other. Also given our limited in-class time, we need to make
sure we are doing as much foundational learning (e.g., understanding/remembering) work outside of class so we can do higher order tasks (e.g., analyzing, evaluating, synthesizing) in class. Therefore, there will be weekly prompts on the forum to help people dialogue about the learning resources for the given week. Forum posts can be video, audio, or written.

- **Student Engagement:** Active engagement with your peer is required. Please provide thoughtful, insightful, and respectful comments to your peers.

- **Deadline:** Every Wednesday by 8:00 AM CT, first one due September 8, 2021.
  - **NOT DUE when major assignments are due:** 9/29, 10/13, 11/17

- **Instructions:**
  - Each week you will be expected to contribute to the **TWO** forum threads created by the instructor by the Wednesday deadline. In addition to this, **At least ONE** additional posting must be in response to another person’s thread. This means that not all of your forum postings can be you just simply posting to the three threads and then not checking the forum for the rest of the week. The point of the forums is to facilitate interaction.
  - Learning resource forums should be posted as early as possible in the week (e.g., Thursday or Friday). You should try to log back in to reply to your classmates’ posts sometime later in the week, prior to the weekly deadline.
  - There will be 8 forum posting weeks.

- **Grading:**
  - Grading will consist of two components. Will be self-evaluated with the instructor checking up:
    - 1 point: Did you make the minimum number of forum posts (3), **2** on the forum threads, & additional **1** being a response to a colleague) for the week by the deadline?
    - 1 point: Did you reflect on the quality of your posts in your weekly learning journal?

**Weekly Learning Journals**

- **Why are we having you do this?:** We’ve heard in the past that the immense amount of new content can be overwhelming for students as they reflect on and try to make sense of what they’ve learned. Therefore, we are introducing weekly learning journal prompts where you will reflect on what you learned during the past week. This assignment is designed to help the instructor stay abreast of individual learning dynamics in a low-stakes way. The instructor will review the posts prior to each class and adjust the class session and future weeks based on themes and trends. The other goal is for you to track your areas of growth and ‘a-ha’ moments as you learn about new topics. Hopefully by the end of class, you will be able to look at previous posts and have a better sense on your growth and development.

- **Deadline:** Every Wednesday by 8:00 AM CT – First one is due September 8, 2021.
  - **NOT DUE when major assignments are due:** 9/29, 10/13, 11/17

- **Instructions:**
  - Submit under Sakai Assignments
  - Suggest completing the assignment in a Word document, saving it, and copy/pasting into the assignments.
  - Each week you will, in the least, reflect on the following four prompts:
    - After engaging the learning resources and participating on the forums, how would you answer this week’s ‘Big Question’?
    - How would you explain one thing you learned from this week’s learning resources to a colleague or student of yours who are not in budgeting and finance?
    - In what ways do you see this week’s course content showing up in your work setting or in current events?
    - How would you grade the quality of your forum posts this week? Why would you give yourself that grade? What can you do to maintain or improve your forum engagement?
  - The instructor may add additional prompts to a week that you will also be expected to incorporate in your reflection.
Written responses should be between 500-750 words. The point is to be as clear and concise as possible.

Your journals are between you and the instructor.

Grading:
- This is a ‘checkmark’ type assignment, meaning you either do it or you do not. We are not evaluating what you think you are learning; we just want you to complete the reflection each week to aid yourself and to aid us. That said, participation in the weekly learning journals will factor into our assessment of your weekly forum engagement grade and your overall out of class engagement grade.

Build a Budget Request

Why are we having you do this? A key component of the budgeting process is fielding and processing budget requests. Knowing how to put a budget request together and to make it as compelling as possible is an important skillset for any educator. This assignment will give you some experience in researching and preparing a budget request.

Deadline: October 13, 2021 Noon CST

Instructions
- See corresponding assignment on Sakai for the case study prompt.
- This assignment must be completed individually.

Grading: This assignment is worth 15 points and is 15% of your grade

Scaffolded Final Assignment

Why are we having you do this?: In the past we have had real-time case studies that have tried to mimic real world budget/finance challenges that practitioners were facing. Some of the feedback we received was that the experiential component of responding to a real issue was helpful but each of the cases felt disjointed. In response, there will be one case study assignment that has four interlinked assignments that will be due at different points throughout the semester. The purpose of this assignment is to push you to leverage your learning to address a very real reality that almost every institution is facing, the dreaded budget cut. We have positioned it on the academic affairs side of the university to also push many of you outside of your areas of experience. The smaller assignments will enable us to give you feedback more regularly and for you to refine your plan throughout the semester as you learn more module to module.

Deadlines:
- Partner Sign-up – September 8, 2021 11:55 PM CST
- Assignment 1 – Roadmap: September 29, 2021 11:55 PM CST
- Assignment 2 – Committee Solutions: November 17, 2021 11:55 PM CT
- Assignment 3 – Presentation of Final Report: December 8, 2021 by your class period start time
- Assignment 4 – DEI Implications/Self-Evaluation: December 15, 2021 Noon CT

Instructions:
- See corresponding assignment on Sakai for the case study prompt.
- You are permitted to partner with up to one other person for this assignment.
  - Each person must complete their own self-evaluation.

Grading:
- The entire assignment is worth 50 points and is 50% of your course grade. Assignment 1 = 10 points. Assignment 2 = 15 points. Assignment 3 = 15 points. Assignment 4 = 10 points, of 5 for DEI implications & 5 for the self-evaluation.

Assignment Points
- 15%: Out of Class Engagement Grade (15 possible points)
- 20%: Weekly Forum Engagement (20 possible points)
- 15%: Build a Budget (15 possible points)
50%: Scaffolded Assignment
- Assignment 1: (10 possible points)
- Assignment 2: (15 possible points)
- Assignment 3: (15 possible points)
- Assignment 4: (10 possible points) – 5 for DEI Implications & 5 for Self-evaluation

Total: 100

LEARNING RESOURCES

Required Texts


Additional Course Content
Additional resources, in the form of book chapters, articles, videos, podcasts, etc., will be posted on Sakai in corresponding weeks.

MODULES & PROBLEM SETS

**Module 1 – Foundational Concepts in Budgeting and Finance (Weeks 1-5):**

Relative to the fundamental financial operations of an institution, what are the pros and cons of considering graduate students as employees?

**Module 2 – The Budgeting Process (Weeks 6 & 7):**

Your department is considering changing budget models. You’ve been tasked with presenting the pros and cons of at least three models and identifying the model that is best for your unit. Which models do you choose to select and why? Which model fits your unit the best and why?

**Module 3 – Macro-economic Forces & Financial Decision-making (Weeks 8-10):**

Your institution charges per credit and a recent study shows that this has affected student’s number of credits per term, and further resulted in an average graduation rate of 5 years. The university is exploring going to a banded tuition model. How should this decision be made? Who decides? How will expensive programs like nursing and chemistry compare to liberal arts degrees like theology?

**Module 4 – Policy & Political Issues (Weeks 11 & 12):**

You’ve been hired as a policy analyst for the <insert your favorite candidate> campaign to focus on higher education policy. The candidate has an upcoming townhall focused on education. You are tasked by the campaign manager to develop an accessible campaign pitch that explains the state of higher education finance and what your candidate will do to improve the system.

**Module 5 – Implications on Diversity, Equity, and Inclusion (14):**

How has this course informed your understanding of diversity, equity, and inclusion? In what ways would you encourage institutional leaders and policymakers to address DEI concerns using budgeting tools?
Course Evaluation
Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on this course. This year the formal course evaluation is being hosted through the Smart Evaluation platform. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- Important Notes Regarding the Class Evaluation:
  - The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
  - Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact your grade.
  - The feedback is important so that I can gain insight in to how to improve my teaching and the program can learn how best to shape the curriculum.

The information below can also be found here: https://www.luc.edu/education/academics/syllabi/. Information found on the link supersedes the information below as it may be updated or changed during the semester. However, I include the information below so that you have access to the spirit of this important information without the use of a computer.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on Academic Integrity (http://www.luc.edu/education/resources/academic-policies/academic-integrity/)
Additional Academic Policies and Procedures (http://www.luc.edu/education/resources/academic-policies/)

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the Services for Students with Disabilities web site (www.luc.edu/sac).

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. EthicsLine Reporting Hotline (https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking
and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- School of Education Cyberbullying Policy (PDF) ([http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf))
- University Policies and Guidelines ([http://www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml))

School of Education Conceptual Framework: *Social Action through Education*

The School of Education at Loyola espouses a guiding framework that is the “foundation to the School of Education Conceptual Framework Standards”. You can read more about the framework here: [http://www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). Given this course’s emphasis on understanding and critically engaging with current budgeting and finances practices within higher education this course promotes and coincides with the SOE’s conceptual framework, particularly as it pertains to *evaluation of bodies of knowledge in their field (CFS1).*

**Dispositions**

As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include **Professionalism, Inquiry, and Social Justice.** These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. Specifically, this course takes up issues of *inquiry and social justice* through course topics and discussions about how to operate as a stakeholder in higher education environments. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

*LiveText: All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText: [http://www.luc.edu/education/admission/tuition/coursemanagement-fee/](http://www.luc.edu/education/admission/tuition/coursemanagement-fee/).

### School of Education Dispositions Rubric

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<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Student demonstrates exceptional ability to work well with others, lead</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>educational initiatives, and show leadership qualities in professional</td>
<td>behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
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<td>settings</td>
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<td></td>
<td><strong>Student meets all deadlines</strong></td>
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<td><strong>Student attends class and is punctual for all professional obligations</strong></td>
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<td></td>
<td><strong>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</strong></td>
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<tr>
<td><strong>Student</strong></td>
<td><strong>Exemplary</strong></td>
<td><strong>Adequate</strong></td>
<td><strong>Inadequate</strong></td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td><strong>Fairness</strong></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td><strong>All students can learn</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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## Course Calendar, Schedule & Assignments Due – Fall 2021

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
</table>
(2) Smith (2019): Ch. 3: Income (40 pgs)  
(3) Smith (2019): Ch 5: Capital Assets (30 pgs)  
(6) YouTube - PBS NewsHour - Pandemic's Toll on Higher Education Leaves Some Institutions Fighting for Survival (8 min) https://www.youtube.com/watch?v=6gkhd76S1nI | Introductions/Good Budget Manager Exercise (Wed, Sept 8, 8 AM CT)  
Response to Peer's Introductions/Exercise on Sakai (Mon, Sept 13, 5 PM CT)  
Scaffold Project: Partner Selection Weekly Forum & Weekly Learning Journal |
| 2    | 9/8/21   | What are Institutions Main Sources of Revenue?                         | (1) Smith (2019): Ch. 8: Grants & Contracts (35 pgs)  
(2) Barr & McClellan (2018): Ch. 2: Primary Elements of the Budget: Revenues & Expenses (20 pgs)  
(3) Archibald & Feldman (ACE): The Anatomy of College Tuition (22 pgs)  
(4) Pelletier AASCU - Rethinking Revenue (4 pgs)                                                                                                                                 | Weekly Forum & Weekly Learning Journal                                                                 |
(2) Archibald & Feldman (2011). Ch. 4: The Costs of Employing Highly Educated Workers (14 pgs)  
(3) Pritchard & McChesney (CUPA-HR) - Focus on Student Affairs, 2018: Understanding Key Challenges Using CUPA-HR Data (17 pgs) | Weekly Forum & Weekly Learning Journal                                                                 |
(3) Hess & Bell - Higher Ed Reform? Let’s Not Forget About Research (6 pgs)                                                                                                                                 | Scaffold Project: Pt 1 - Roadmap                                                                   |
<table>
<thead>
<tr>
<th>Week</th>
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</table>
(2) Barr & McClellan (2018): Ch. 6: Problems & Pitfalls in Budget Management (17 pgs)  
(3) NACUBO (2021): Unpacking the 2020 Tuition Discounting Study Fact Sheet (2 pgs)  
Ch. 3: Integrated Budgeting & Planning (15 pgs)  
Ch. 5: Private vs. Public Higher Education Budgeting (6 pgs)  
Ch. 13: Budgeting Issues Related to Personnel (7 pgs)  
(2) University of Illinois System – State of Illinois Budget Update (3 pgs)  
(3) Illinois Board of Higher Education – FY22 Presentation (18 slides) | Build A Budget Project |
| 8    | 10/20/21 | FREE BREAK WEEK - WORK ON SCAFFOLD PROJECT | | |
(2) Thys (2020). One Third of Private 4-Year Colleges Are at High Risk Financially (5 pgs)  
(3) Butrymowicz & D’Amato (2020) Analysis: Hundreds of Colleges & Universities Show Financial Warning Signs (14 pgs)  
(4) Hill (2021). The Colleges that Prospered During the Pandemic (6 pgs)  
(5) Startz (2020) - University finances and COVID-19: Different schools, different risks (8 pgs)  
<table>
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<tr>
<th>Date</th>
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<th>Resource</th>
<th>Weekly Activity</th>
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<td></td>
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<td>(3) Listen to Podcast: dotEDU Episode 38: What's Next for Federal Student Aid? (45 min) (<a href="https://www.acenet.edu/Pages/dotedu/38-Whats-Next-for-Federal-Student-Aid.aspx">https://www.acenet.edu/Pages/dotedu/38-Whats-Next-for-Federal-Student-Aid.aspx</a>)</td>
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<td>(2) Collier &amp; McMullen (2020). Sometimes a Long and Winding Road - An Exploration of Kalamazoo Promise Stop Out and Reenrollment (24 pgs)</td>
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<td>(3) Listen to Podcast: dotEDU Episode 20: Can We Promise College for All? (38 min) (<a href="https://www.acenet.edu/Pages/dotedu/20-Can-We-Promise-College-for-All.aspx">https://www.acenet.edu/Pages/dotedu/20-Can-We-Promise-College-for-All.aspx</a>)</td>
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<tr>
<td>11/24/21</td>
<td>THANKSGIVING BREAK - NO CLASS</td>
<td>None</td>
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<td>12/8/21</td>
<td>Scaffold Project Presentations</td>
<td>Scaffold Project: Pt 3 – Presentation of Final Report</td>
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<tr>
<td>12/15/21</td>
<td>FINALS WEEK - NO CLASS</td>
<td>Scaffold Project: Pt 4 – DEI Implications/Self-Evaluation</td>
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