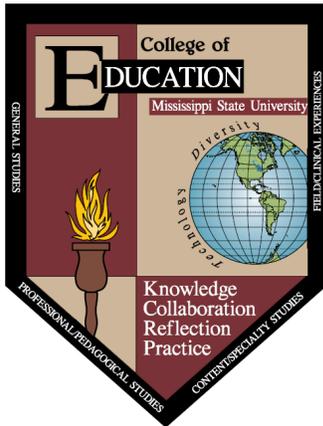


**MISSISSIPPI STATE UNIVERERS  
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS**

<b>Course Number &amp; Prefix:</b>	CCL 8123
<b>Course Title:</b>	Community College Finance
<b>Credit Hours:</b>	3 semester hours
<b>Type of Course:</b>	Lecture (delivered online/intensive weekend)
<b>Catalog Description:</b>	(3) Three hours lecture. Analyzes tools, methods, problems in community college financial management, revenue sources, budget preparation, risk management, purchasing, and employee compensation.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Course Framework:**

This course enhances the professional skills of the students by connecting the knowledge of the general studies with the knowledge of the professional areas, in this case the financial aspects of the community college. The course enables students to conduct web-based research within the

professional area of service and contributes to problem-solving endeavors within the community college profession. The course also develops the ability of the students to serve as a professional administrator in the community college and to collaborate with professionals from other service areas.

### **Course Objectives:**

The objectives of this course are as follows:

1. The student will evaluate the roles and responsibilities of the community college in a business administration structure (CFPO 4).
2. The student will differentiate and analyze funding sources available to community colleges (CFPO 3).
3. The student will examine the role collective bargaining plays on community college campuses (CFPO 3).
4. The student will examine and evaluate the role of the legislature in local, district, and state finances for community colleges (CFPO 4).
5. The student will examine and evaluate the role of the local board of trustees, the administration, the faculty, and staff in financing and budgeting of community colleges (CFPO 4).
6. The student will examine and evaluate the variety of insurance coverage and needs of a community college must carry (CFPO 4).
7. The student will analyze and assess how certain laws impact the community college through state and local taxation and the philosophy behind those laws (CFPO 6).
8. The student will compare and analyze auxiliary, service, and enterprise designations and appraise the fiscal impact on community college finance (CFPO 6).
9. The student will evaluate, assess, and argue the positive and negative implications that face community colleges when applying for and receiving grant revenues (CFPO 6).
10. The student will create and assess his or her own philosophical basis for funding community colleges (CFPO 5).

### **Topics to Be Covered:**

1. Public and private financing of community colleges (10 hours)
  - a. The history of the national trends that affect public and private financing of community colleges (CFPO 3).
  - b. The theory and price of passive resistance in financing community colleges (CFPO 3).
  - c. The changing roles of financing higher education in the 1990's. (CFPO 3).
  - d. The impact of the future of financing community colleges (CFPO 5).
  - e. Addressing the financing of community colleges in other states (California, Florida, Michigan, Minnesota, and New York) (CFPO 4).
2. Funding the community college in the 21<sup>st</sup> Century (15 hours)
  - a. The face value of investments and capturing the returns in higher education, emphasizing on the community college (CFPO 3).

- b. The impact and value of different state funding formulas (CFPO 4).
  - c. Accountability and quality evaluation issues in community colleges (CFPO 7).
  - d. Benefit and retirement issues in community colleges (CFPO 7).
  - e. Responsibility-centered management and the approach to decentralized financial operations within community colleges (CFPO 3).
  - f. The pros and cons of funding community colleges with a state lottery (CFPO 4).
  - g. The changing patterns of state support in funding community colleges (CFPO 5).
  - h. Funding the multi-purpose community college in an era of consolidation (CFPO 5).
  - i. The competition of limited resources: realities, prospects, and strategies of community colleges (CFPO 3).
- 3. The American community colleges (10 hours)
    - a. Historical perspective of financing community colleges and the philosophical bases behind such endeavors (CFPO 3).
    - b. Allocating resources for the community college (CFPO 6).
    - c. Sustaining resources for the community college (CFPO 5).
- 4. Managing community college (10 hours).
    - a. Financial business administration within community colleges (CFPO 6).
    - b. Budgeting within community colleges (CFPO 6).

**Texts:**

Callan, P.M., Finney, J.E., & Doyle, W.R., Eds. (1997). Public and private financing of higher education. American Council on Education: Oryx Press Series.

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014) *The American community college* (6<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

Honeyman, D.S., Wattenbarger, J.L. & Wesbrook, K. (1996). A struggle to survive: Funding higher education in the next century. New York: Corwin Press.

**Methods of Instruction:**

The course will be delivered through the use of one or more of the following methods: seminar, individuals' activities, partner and cooperative learning, and class discussion and participation.

**Suggested Student Activities:**

Students will be required to complete the following activities:

- 1. Prepare a written report on a budget analysis and review of a community college campus in the state of Mississippi (CFPO 1).
- 2. Present a discussion on the budget building process that they used in their budget analysis and review of a community college campus in the state of Mississippi (CFPO 2).

3. Group analysis, evaluation, and presentation on the funding plans of two pre-assigned states and how those states fund community colleges (CFPO D, H).
4. Write a 10-page paper, in APA format, that addresses their philosophy on the rationale behind and the method in which they would implement community college funding (CFPO D).
5. Take a final examination. The final examination will be take-home and cover assigned information that will utilize the relevant literature and material presented in the course (CFPO 3).

### **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

### **Technology:**

Technology is not an integral aspect of this course.

### **Diversity:**

Diversity will be addressed in the projects. As students complete leadership inventories, they will naturally discover the diversity among leaders.

### **Disability:**

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

### **Field Component:**

There will not be a field component.

### **Assessments of Concepts and Skills/Evaluation of Student Progress:**

Budget Analysis and Review	20
Budget Building Presentation	10
Analysis of State Funding Plans	20
Philosophy of Financing Community Colleges	20
Final Examination	20
Classroom Participation	10
Total Points	<b>100</b>

90-100	A
89-80	B
79-70	C
69-60	D
Below 60	F

### **Bibliography:**

- Anderson, A.L. (2000). "Pitching with education to ethnic groups." *American Banker*, 165, (135) 10.
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