

Syllabus for  
**GADM 835—Resource Development**  
3 Credit Hours  
Fall 2013

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

To review the concepts and procedures utilized in the financial management of higher education. Emphasizes aspects of the operations of a development office needed for planning and initiating budgetary decisions in an era of globalization. (Offered online only.)  
Prerequisites: None.

**II. COURSE GOALS**

The purpose of this course is to enable the student to do the following:

- A. Assess budgetary needs within a higher educational environment and evaluate financial policy relative to those needs.
- B. Develop a questionnaire that the student will use to interview an individual involved in the financial decision making within an institution of higher education.
- C. Present a summary of the interview including an evaluation of the interviewee's responses to your questions and how the responses contributed to your understanding of Resource Development in Higher Education.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify various sources for educational funding from governmental, business, foundations, and non-profit corporations.
- B. Discuss the ways by which an organization cultivates appropriate financial responsibility.
- C. Collectively design an interview questionnaire suitable for various types of organizations, meeting the requirements and parameters set by good budgetary management.
- D. Conduct an interview with an individual at an institution of higher education who is responsible for financial development within some aspect of the university.

- E. Present a post-assignment summary of the interview evaluating the ways in which the individual or department meets or does not meet acceptable standards for financial management.
- F. Present biblical and ethical guidelines that are foundational to the development of good financial management practices.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks
    - William, Z., Breneman, D.W., Callahan, P.M. & Finney, J.E. (2012). *Financing American Higher Education in the Era of Globalization*. Cambridge: Harvard Education Press. ISBN 9781612501253
    - Margaret, J.B. (2011). *Budgets and Financial Management in Higher Education*. San Francisco: Josey-Bass. ISBN 9780470616208
  - 2. Other
    - None
- B. Optional Materials
  - 1. Textbooks
    - None
  - 2. Other
    - None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
  - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
  - 2. Assessment Requirements  
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  - 3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  - 4. In-Class Studies (or All Other Studies)
    - b. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - c. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - d. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - e. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

- C. Course Policies and Procedures
1. Evaluation Procedures
    - a. Grading:  
 The course grade is a composite of performance on the following:
 

Questionnaire	25%
Interview	25%
Post-Assignment	<u>50%</u>
	100%
    - b. Grading scale:  
 A=90-100%  
 B=80-89%  
 C=70-79%  
 D=60-69%  
 F=59 and below
  2. Whole Person Assessment Requirements  
 The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
  3. Other Policies and/or Procedures
    - a. “Consistent with Section 504 of the Rehabilitation Act of 1972 and the Americans with Disabilities Act, ORU ensures that no **‘qualified individual’** will be denied reasonable accommodation in the form of modifications of policies, practices, and/or procedures.” Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at ext. 7355 to initiate the process.
    - b. For each assignment, you will be required to work in groups with your peers in the course. The professor will assign these groups once total enrollments are determined. The reason behind this collective is that no truly effective resource development plan can be accomplished merely by one individual. Working in groups will give you the opportunity to share your expertise with others and to reap the benefits of their experiences.

## VI. COURSE CALENDAR

Week	Topic
1-5	Questionnaire Development
6	Interview
7	Post-Assignment

**Course Inventory for ORU's Student Learning Outcomes**  
**GADM 835—Resource Development**  
**Fall 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		<b>X</b>		
1B	Sensitivity to the Holy Spirit	<b>X</b>			
1C	Evangelistic capability				<b>X</b>
1D	Ethical behavior	<b>X</b>			
<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy			<b>X</b>	
2C	Global & historical perspectives	<b>X</b>			
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity	<b>X</b>			
<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>
<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills	<b>X</b>			
4C	Appreciation of cultural & linguistic differences			<b>X</b>	
4D	Responsible citizenship			<b>X</b>	
4E	Leadership capacity	<b>X</b>			

This course specifically addresses the ORU College of Education Institutional Standards: 3, 5, 6, 7, 8, 9, 10, 12, 13, and 16.