



**HIED 659: Higher Education Finance**  
**Spring 2014**  
**January 16 - May 10**  
**Thursday, 5:00-7:20pm**  
**UCD Room 421**  
**Web-Enhanced (via eCollege)**

**Instructor:** Derek Lester, PhD

**Office Location:** Universities Center at Dallas; 1901 Main Street, 420; Dallas, TX 75201

**Office Hours:** Thursday, Noon to 5pm; and by appointment

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**University Email Address:** Derek.Lester@tamuc.edu

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

Toutkousian, R. K., & Paulsen, M. B. (Eds.) (2007). *Applying Economics to Institutional Research*. New Directions for Institutional Research (vol. 132). San Francisco, CA: Jossey-Bass.

Archibald, R. & Feldman, D. (2011). *Why Does College Cost So Much?* New York, NY: Oxford University Press.

Morphew, C., & Eckel, P. (2009). *Privatizing the public university: Perspectives from across the academy*. Baltimore, MD: The Johns Hopkins University Press.

**Course Description:**

Three semester hours. Examines the complexities of higher education finance and how political, economic, and social forces impact budgetary decisions. Provides an overview of financial administration in public and private colleges and universities, with special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resources allocation concerns, and institutional fund-raising activities.

**Student Learning Outcomes:**

Upon completing this course, each student will:

1. Understand basic economic principles as they apply to higher education.
2. Understand basic cost and price pressures that influence the cost of higher education.
3. Understand the role of federal and state government in higher education economics.
4. To understand the issues and challenges that face university and college financing.
5. Be able to identify the major academic literature that relates to higher education economics.

6. Identify general state level higher education financing trends.
7. Apply the HEPI and CPI trends to higher education finance budgets.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Chapter Discussions – Group Led**

##### **Group Led Chapter Discussion**

Groups will lead the review and discussions for the Archibald & Feldman and the Morphew and Eckel texts. Chapter discussion will be about 40 minutes in length. Content presentation will be about 20-25 minutes in length, with a similar amount of time for discussion. The first half of the presentation will be a review and highlight of an article's main points. The second half of the presentation may be either a discussion or exercise that highlights the implications and/or application of the main ideas presented in a chapter. 10% of the total grade.

#### **Web-Enhanced Projects**

##### **Reading Logs (On-line journals)**

- Students will write a 2-page reflection, with three questions for each chapter of the Toutkousian/Paulsen and the Archibald/Feldman texts. Reflections may be on any topic addressed in the reading. Reflections are due the day of the class discussion for the related chapter. Post the article summaries and questions into the journal. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb this content.

##### **Discussion post (On-line posts)**

- For each posted discussion questions, respond with one comment or question to either the original question or to a colleague's comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will add to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class.

#### **Individual Higher Education Finance Paper and Presentation**

The final paper is a scholarly literature review on a topic pertaining to higher education finance. The paper should include a description of the significance of the issue addressed, a statement of the problem examined, a critical review and synthesis of the literature, and implications for policy, practice, and/or future research. The paper will be 10 to 12 pages of text; this number does not include title page or references. An 8 to 10-minute presentation of the research paper findings is due the final day of class. The presentation will highlight the findings of the research project.

Three paper drafts will be submitted for review: proposal, second draft, and final draft. The first two drafts will help the student and professor focus the paper content and improve writing. Grading for the first two drafts will be liberal, as the goal for these drafts is for the student to focus the work, and for me to see progress and refinement of a concept. The final draft will be diligently graded.

**Proposal**  
**Scholarly/professional interest in a financial topic**  
**Financial Topic**  
**Implications of the Findings**

Second Draft

- 5-pages of the paper draft are due.
- Provide a detailed outline for each of the APA LI Headings listed below.
- APA Reference Section with five references.

Final Draft

- 10-12 page final draft
- Detailed headings

APA LI Heading: **Introduction**

- Three paragraphs
- Statement of the financial topic/issue examined.
- Specifically identify the finance topic that will be researched.
  - University funding sources
  - Tuition revenue trends
  - State funding trends
  - Federal student aid
  - Student loan debt
  - Foundation investment strategies and returns
  - Patents
- Description of the significance of the issue addressed. (I.e., So what? Why does it matter?)

LI Heading: **Literature Review**

- Four to six pages
- Critical review and synthesis of the literature.
  - Define the history of an issue.
  - Identify the different types/areas of the topic.
  - Identify research trends or findings.

LI Heading: **Implications**

- Three to five pages
- Implications and recommendations for policy, practice, and/or future research.
  - How may the research inform the financial practices at an institution?
  - What are the implications for the individual student?
  - For Society?

LI Heading: **Conclusion**

- One to two paragraphs
- Summarize the findings, implications, and recommendations, in one or two paragraphs.

## LI Heading: **References**

The research presentation will include:

- A 7 to 10-minute presentation of the research paper findings.
- The presentation's format will follow the outline of the paper.
  - Introduction
  - Literature Review
  - Implications
  - Conclusion
- The final presentation must have an accompanying Power Point presentation, or some other multi-media presentation format.
  - Use about 8 (or fewer) slides for the presentation.
  - Keep content on each slide to a bare minimum.
  - Do not read off the slides.

### **Finance Project**

A finance project will consist of a review of Texas A&M's tuition and fees over a 10-year period, and will be compared according to the HEPI and CPI indexes. A data set will be provided. A four to five-page paper will detail the findings and explain the tuition and fee trends.

### **Final Exam**

The final exam will be a cumulative exam of the texts and lecture.

### **Attendance Policy**

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One absence will not affect a student's grade. A second and third absence will result in a 5% reduction of the total course grade. The fourth absence will result in a failing grade for the course.

### **Participation**

Ten percent of the total course grade is dependent on individual students' class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

### **Writing Requirements**

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for

presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

### **Grading**

- Finance Project (10%)
- Research Paper (35%)
  - Proposal: 2-pages (Research paper topic, sources) (2%)
  - 2<sup>nd</sup> Draft: 5 pages (5%)
  - Final draft: 10-12-page research paper (18%)
  - Presentation (10%)
- 2-page commentary and 3 questions/comments of EACH week's assigned chapters, 1 pt. each chapter commentary. (20%)
- Exam (20%)
- Participation (15%)

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = <65%

### **TECHNOLOGY REQUIREMENTS**

Some Internet course assignments and internet-based research are required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

### **COMMUNICATION AND SUPPORT**

#### **Interaction with Instructor Statement:**

Email me at [Derek.Lester@tamuc.edu](mailto:Derek.Lester@tamuc.edu). I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

### **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

#### **Respect Differing Views**

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

#### **Academic Honesty**

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

### **Technology Use**

Personal use of computers, cell phones, or tablets is not permitted during the class session.

### **Late Assignments**

An electronic and hard copy of each assignment is due at the beginning of class. Electronic copies of proposals and papers must be submitted to Document Sharing in eCollege. Chapter summaries will be submitted via eCollege Journal. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

### **Examination Policy**

Exams are timed and closed book.

### **Religious Holidays Policy**

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

### **Writing Center**

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance.

Visit the website at: [http://web.tamu-](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)

[commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)

Also, I am available to help with the writing process during office hours and by appointment.

### **University Specific Procedures:**

#### **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@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### **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*).

<b>COURSE SCHEDULE Spring 2014</b>
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<b>Date</b>	<b>Topic</b>	<b>Reading(s)</b>
<b>Jan 16</b>	Introductions Syllabus Review Assignments <ul style="list-style-type: none"> <li>• Finance Project</li> <li>• Paper &amp; Presentations</li> <li>• Exam</li> </ul> Web-Enhanced <ul style="list-style-type: none"> <li>• Discussion Posts and Journal</li> </ul> Proposal Draft Discussion Mini Lecture: Supply and Demand Curve	T&P Ch 1
<b>Jan 23</b>	Toutkoushian and Paulsen Archibald and Feldman Part I: Intro	Chapter 1 Chapter 1, 2
<b>Jan 30</b>	Archibald and Feldman Part II: Costs Proposal Draft 1 Due	Chapter 3, 4, 5
<b>Feb 6</b>	Toutkoushian and Paulsen Archibald and Feldman Part II: Costs Proposal Draft 2 Due	Chapter 2 Chapter 6, 7
<b>Feb 13</b>	<b>No Class - Group project work day</b>	
<b>Feb 20</b>	Toutkoushian and Paulsen Archibald and Feldman Part II: Costs Education Pays Discussion	Chapter 3 Chapter 8 Education Pays 2010
<b>Feb 27</b>	Archibald and Feldman Part II: Tuition and Fees HEPI/CPI Project Mini Lecture	Chapter 9, 10
<b>March 6</b>	Toutkoushian and Paulsen Archibald and Feldman Part III: Tuition & Fees	Chapter 4 Chapter 11, 12
<b>March 13</b>	HEPI/CPI Projects Due Archibald and Feldman Part IV: Policy	Chapter 13, 14, 15
<b>March 20</b>	<b>Spring Break – No Class</b>	
<b>March 27</b>	Toutkoushian and Paulsen Archibald and Feldman Part IV: Policy Morphew and Eckel Proposal Draft 2 Due	Chapter 5 Chapter 16 Chapter 1

<b>April 3</b>	Morphew and Eckel Proposal Draft 2 Returned	Chapter 2, 3, 4
<b>April 10</b>	Toutkoushian and Paulsen Morphew and Eckel	Chapter 6 Chapter 5, 6
<b>April 17</b>	Morphew and Eckel Discuss Final Paper	Chapter 7, 8, 9
<b>April 24</b>	<b>No Class – Final Paper Writing Day</b>	
<b>May 1</b>	Student Presentations Final Papers Due Final Exam Review	
<b>May 8</b>	Student Presentations Final Exam Final Papers Returned	

### Other References

- Barr, M. J. (2002). *Academic administrator's guide to budgets and financial management*. San Francisco: Jossey Bass.
- Clotfelter, C. T. (2011). *Big-time sports in American universities*. New York: Cambridge University Press.
- Ehrenberg, R. G. (Ed.), (2007). *What's happening to public higher education: The shifting financial burden*. Baltimore: The Johns Hopkins University Press.
- Ehrenberg, R. G. (Ed.), (2000). *Tuition Rising: Why College Costs So Much*. Cambridge, MA: Harvard University Press.
- McPherson, M. S., & Schapiro, M. O. (1998). *The student aid game*. Washington, DC: The Brookings Institution.
- Morphew, C. & Eckel, P. (2009). *Privatizing the Public University*. Johns Hopkins University Press.
- Paulsen, M.B., & Smart, J.C. (2001). *The finance of higher education: Theory, research, policy, & practice*. New York: Agathon Press.
- Slaughter, S., & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. Baltimore, MD: The Johns Hopkins University Press.
- St. John, E P., & Parsons, M. D. (2004). *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press.
- Weisbrod, B. A., Ballou, J. P., & Asch, E. D. (2008). *Mission and Money: Understanding the University*. New York: Cambridge University Press.