



**HIED 659: Higher Education Finance
Spring 2015**

**Class: January 20 – May 15
Thursdays, 7:40-9:59pm, UCD 410
Web-Enhanced (via eCollege)**

Instructor: Derek Lester, PhD

Office Location: Universities Center at Dallas; 1901 Main Street, 430; Dallas, TX 75201

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 1pm to 4pm (UCD)
- Available by appointment: In-person, phone, Skype

Office Phone: (206) 407-9904

Office Fax: (214) 915-1903

University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

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.

Barr, M.J., & McClellan, G.S. (2011). *Budgets and financial management in higher education*. San Francisco, CA: Jossey-Bass.

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

The purpose of the student led chapter discussions is for students to master some of the content and for the class to construct a binder with a summary of each of the assigned readings.

Individual chapters will be led by groups because of the large number of students in the class. However, each group member will lead one chapter discussion. The group arrangement will allow individuals to learn from each other. Each member acting as the group lead and discussant for at least one chapter will ensure everyone gets the valuable experience of learning a chapter and presenting it. (Note: the chapter lead will present the majority of the material, with the group assisting as needed.) Use time before or after class to meet as a group.

Archebald and Feldman group presentation details:

- 30-40 minute presentations
 - 20-25 minutes of content
 - 10-15 minutes of discussion
- Use sparsely worded slides
- Hand out a 1-page summary of each chapter covered. Use bullet points to highlight the main ideas.

Barr and McClellan group presentation details:

- 40-45 minute presentations
 - 30 minutes of content
 - 10-15 minutes of discussion
- Use sparsely worded slides
- Hand out a 1-page summary of each chapter covered. Use bullet points to highlight the main ideas.

Web-Enhanced Projects

Reading Logs (On-line journals)

- Students will write a 1 or 2-page reflection for each chapter of the Toutkousian/Paulsen, Archibald/Feldman, and Barr/McClellan texts. Master students must write at least a 1-page write-up. Doctoral students must write at least 2-page minimum.
- 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.

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 for masters students, and 13-15 pages for doctoral students; 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 Draft One

Use the following headings for your proposal:

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

- Masters Students: 10-12 page final draft
- Doctoral Student: 13-15 pages
- Detailed headings

APA LI Heading: Introduction

- One to 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. These figures 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. Two absences will not affect a student's grade. A third and fourth absence will result in a 5% reduction of the total course grade. The fifth 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. About 0.75 points are 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, 6th 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%)
 - 2nd Draft: 5 pages (5%)
 - Final draft: 10-12-page research paper (18%)
 - Presentation (10%)
- 2-page commentary for EACH week's assigned chapters. $\frac{1}{2}$ pt. each chapter commentary for 30 chapters. (15%)
- Group Chapter Discussion (10%)
- Exam (10%)
- Participation (10%)

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. 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-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[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*).

COURSE SCHEDULE Spring 2015

Date	Topic	Reading(s)
Jan 22	Introductions Syllabus Review Assignments <ul style="list-style-type: none">• Finance Project• Paper & Presentations• Exam Web-Enhanced <ul style="list-style-type: none">• Discussion Posts and Journal Proposal Draft Discussion Archibald and Feldman Part I: Intro	Chapter 1, 2 (DL)
Jan 29	Barr and McClellan Archibald and Feldman Part II: Costs Chapter Choices: B&M and A&F	Chapter 1 (DL) Chapter 3 (DL)
Feb 5	Archibald and Feldman Part II: Costs Barr and McClellan Proposal Draft 1 Due	Chapter 4, 5 Chapter 2
Feb 12	Archibald and Feldman Part II: Costs Barr and McClellan	Chapter 6, 7 Chapter 3
Feb 19	Barr and McClellan Archibald and Feldman Part II: Costs Archibald and Feldman Part III: Tuition and Fees	Chapter 4 Chapter 8 Chapter 9
Feb 26	Barr and McClellan Archibald and Feldman Part III: Tuition and Fees Education Pays Discussion	Chapter 5 Chapter 10 Education Pays (DL)
March 5	NO CLASS – ACPA	
March 12	Archibald and Feldman Part III: Tuition and Fees Barr and McClellan	Chapter 11, 12 Chapter 6
March 19	Spring Break – No Class	
March 26	Archibald and Feldman Part IV: Policy Barr and McClellan Proposal Draft 2 Due	Chapter 13 & 14 Chapter 7
April 2	Archibald and Feldman Part IV: Policy Mini Lecture: Supply and Demand Curve	Chapter 15 & 16 (DL) T&P Ch 1

	Toutkoushian and Paulsen	Chapter 1
April 9	Toutkoushian and Paulsen HEP/CPI Project	Chapter 2
April 16	Toutkoushian and Paulsen Guest Speaker – Higher Education Finance	Chapter 3
April 23	Toutkoushian and Paulsen HEPI/CPI Project Due	Chapter 4
April 30	Toutkoushian and Paulsen Discuss Final Paper Final Exam Review	Chapter 5 & 6
May 7	Student Presentations Final Papers Due	
May 14	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 happing 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: Perspectives from across the academy*. Baltimore, MD: The 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.