Higher Education Finance

I. Course Description

This course is designed to provide students with knowledge of higher education funding in Texas, not only at the State level but also at the institutional level. The material will also provide students with a background of the historical, philosophical, and political forces that have contributed to the current funding systems in Texas and throughout the United States. Course material will also include trends in higher education funding on a state, national, and international scope.

II. Rationale

Many, if not most, people think higher education is financed quite simply: (1) Public postsecondary institutions get most of its funding from states and is supplemented with tuition and fees; and (2) private postsecondary institutions get most of their money from tuition, fees, and donations. Nothing could be further from the truth. Financing higher education in the United States is a complicated, and often contentious, process. It involves funding philosophies, formulas, legal restrictions, public policy concerns, and stakeholder influence in an ever shifting environment. This course looks at the issues that influence higher education finance.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Develop a framework of major issues driving modern higher education finance.
- Compare economic theories according to their effectiveness to finance higher education.
- Assess differences among governmental approaches to funding higher education.
- Evaluate the various contexts that impact decisions about financing higher education.
- Anticipate how higher education will be financed in the near future.
- Demonstrate the environments’ impacts on how higher education is financed.

VI. Course Topics

- *Revenues, Expenditures, Cost, & Affordability*: Higher education in the U.S. has experienced and continues to experience tensions in the community about who should pay for higher education.
- *Economic Theories*: Theories give understanding to the different conditions as they give rise to understanding how finance is affected by environment.
- *Federal and State Policies*: Higher education funding is a complex system of revenue streams, often conflicting about laws, policies, and procedures.
- *Finance Context*: Constituencies and stakeholders are significantly impacted different by the types of financial decisions made and implemented.
• **Future**: Higher education responds to the social, economic, and political forces that shape and control its direction.

**VII. Instructional Methods and Activities**

• **Lectures**: The purpose of lecture is to develop conceptual structures about a subject matter.

• **Discussions**: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.

• **Case Studies**: Real life situations in a safe environment provide introductions to problems to be solved.

• **Workshops**: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

**VIII. Evaluation and Grade Assignment**

• **Readings**: Required reading is from two texts. The chapters and due dates are listed below in the section on **Course Schedule**.

• **Some Guidelines for All Written Assignments**:
  
a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
  
b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.
  
c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.
  
d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.
  
e. Here are some keys for writing.

1) Punctuation goes inside quotation marks. For example: Higher education finance “is not about collecting tuition and fees by which to pay bills,” according to Grieves (2003, p. 18). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Stephens (2011) suggested higher education finance is complex, confusing, muddled, and often imprecise. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are four major areas in which expenditures are designated: (a) salaries & benefits; (b) operations; (c) maintenance; and (d) activities (Grace, 2010). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Pollack (2006) wrote that public pressure has changed how states fund public higher education based on more accountability.
3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Davids and Lisen (2005) related economic conditions and state agendas tend to drive the importance of higher education funding. An alternative to this is format is: Economic conditions and state agendas tend to drive the importance of higher education funding (Davids & Lisen, 2005). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Also, only use authors’ first and/or middle initials in the reference page and never in the body of the paper. The following is incorrect: … often lead to legal violations (Davids, P. R., & Lisen, C. S., 2005).

6) Never use language such as: In the article “State Funding for Higher Education: The Elephant in the Room,” from the Higher Education Finance Journal, Kevin Harlow (2010) explained the difference between funding public higher education and private higher education. The proper structure is: Harlow (2010) delineated the difference between funding public higher education and private higher education.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources. The only time non-professional and non-scholarly material can be used is when specifically designated by an assignment.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it from the time I return it to you.

i. Do not write an abstract as that is for research manuscripts.
1. **Online, Asynchronous Discussions**: Discussion topics are provided in the course. Each discussion is worth up to 80 points and there are 6 discussions for a total of 480 points. They are generally case based and require a working knowledge of the course reading, as well as your experience and expertise. Each discussion will be assessed according to the following:

<table>
<thead>
<tr>
<th></th>
<th>Not satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total 80</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic with little reference to course material.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
<td></td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related and support is evident.</td>
<td>Identifies a relevant position to the topic and demonstrates some support for it.</td>
<td>Contributions skillfully apply concepts from course and related material to build and support a position.</td>
<td></td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Inadequate</td>
<td>Alludes to sources and/or support is weak.</td>
<td>References to sources and/or support are evident.</td>
<td>Cites sources directly and uses them for strong support of perspectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Inadequate</td>
<td>Remains on mostly topic, dealing mainly with the proposed subject matter.</td>
<td>Remains on topic, alluding to additional material.</td>
<td>Expands the issue, bringing in additional relevant perspectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
</tbody>
</table>

Up to 10% can be deducted for not following proper English writing and/or APA. Disrespectful interaction can lead to 20% reduction in the grade. Total /80 = %

**Discussion Guidelines:**

- Discussions begin each Thursday of the dates found in the online portion of the course and related in the schedule on the following pages.

- Contributions to the discussion are to be posted early and often; by Friday evening or Saturday at the latest; by often, there is no set number. However, since this is a discussion, only posting one or two times leaves little room for interaction and suggests that your postings are only to address the questions posed for the assignment and not interaction with others. The questions provide a basic framework to explore more deeply the concepts, theories, ideas, philosophies, and implications surrounding them. So, the discussion should move beyond the basic questions.
• During discussions you should be building a position and supporting it from a legal perspective that guides the issues and when appropriate with scholarly and professional literature (see the syllabus for what is considered scholarly and professional).

• Use your experience, knowledge, background, and scholarly and professional literature to address the questions and advance the discussion. Although experience, knowledge, and background (and opinions) are welcome and should be used as examples, illustrations, and clarifications, they are not the basis for advanced work in a doctoral program. Therefore, it is imperative to use the material as support where needed. When citing scholarly and professional material, APA format is to be followed. References are to be provided at the bottom of a post when cited in the text of your responses.

• Run spell check. Or, type your response in Word then copy and paste it into the discussion. Be careful to double check your postings when you do this because sometimes additional characters show up in the transfer.

• Interaction is to be on a professional level, which also includes standard English language protocols. Absolutely no "texting" language, for example: ur for "you are"; btw for "by the way"; G2CU for "good to see you"; or anything else found on the list from the following link or texting language invention. An occasional LOL (laugh out loud) is okay, though. Frankly, some things are just too funny not to reply without an occasional LOL. [http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html](http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html)

• Do not use second person pronouns, such as you, your, yours, unless the information is directed to a specific person. They do not apply in this type of professional interaction as they are too informal. See the APA manual as well for how "you" can be used in specific instances.

• Responses are to be higher education related. People may have different backgrounds from higher education, however, this is a higher education course and input must be within this field of study.

• Sometimes responses prompt personal discussions. Personal discussions are to be done at a different setting and not to be conducted during the discussion.

• Sometimes responses trigger related topics and these should be explored when relevant to the main topic.

• This is a discussion, not a paper. So, thoughts, ideas, perceptions, and building a position often develop throughout the week and throughout the discussion. Please do not provide lengthy posts, again, as this is not a paper. It is important to be succinct, precise, and direct, as well as strong with support (all skills applied to the dissertation).

• Discussions will be assessed according to intellectual contributions based on relevance to the material and advancement of scholarly thought. A rubric has been provided in this syllabus and will be the basis for assessment. APA, appropriate grammar, syntax, and punctuation will also be considered.

2. **Higher Education Finance Analysis**: There are numerous financial topics covered in the course. You may select any higher education financial topic for your analytical work. You are not limited to the specific topic of the week of which the papers are due. However, for each analysis paper the guidelines are as follows. There are 3 written assignments worth 150 points each for a total of 450 points.
a. **Introduction**: This section conveys the context of the higher education finance environment according to the topic for the week and ends with the purpose of your paper in 1 short paragraph. For example: It is the purpose of this paper to apply how neoliberal theory drives accountability funding for higher education. This section is worth up to 10 points.

b. **Finance Issue**: Basic on the subject matter for the week, select a finance issue related to it. Provide a 1 short paragraph description of the issue that precisely identifies it, which may be but not limited to a problem, concern, resolution, legal strategy, legislative matter, campus affair, stakeholder interest. This section of the paper is worth up to 20 points.

c. **Article Reviews**: Using scholarly literature from peer reviewed journals, select three articles related to the **finance issue** and review them according to the following:

   1) Give a two or three sentence overview of one article followed by the statement of the purpose of the article. Every article that is well written should have a clear purpose statement, such as: The intent of this study compares state funding trends over a 50 year period for public higher education in the United States. This is 1 short paragraph.

   2) Provide three to four sentences of the findings or major points made in the article. Provide one sentence that links the information to your **finance issue** selected above. This is 1 short paragraph.

   **Follow this pattern until all three articles are reviewed**. This section of the paper is worth up to 30 points.

d. **Theory, Research, Policy, or Practice**: Identity a specific theory, research process, policy, or practice that relates to the topic of the week. (It can also be a finance model, philosophy, or principle.) Describe its major tenets. Describe precisely how it relates to the **finance issue** selected above. This section of the paper is approximately 1-2 paragraphs in length and worth up to 30 points.

e. **Implications**: As an administrator in a college or university, explain **two** implications the issue has for higher education. Implications can be viewed as outcomes, or consequences, or insinuations about the effects that a theory, research process, policy, or practice has on the specific issue you selected. This section of the paper is to be 2 paragraphs and is worth up to 50 points.

f. **Conclusion**: This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 10 points.

In short, a literature review justifies research and helps develop a position. The following summary from the University of Arizona ([http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html](http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html)):

**Justify Your Research**

- Place your portion of the discussion in the academic context by showing that there are gaps in knowledge in your field that merit a closer investigation. Demonstrate that your work will fill this gap by adding knowledge in and understanding of your field.
- Demonstrate your work hasn't been previously done, ensuring your intellectual contribution is indeed original.
- Demonstrate a critical approach to scholarship. Show you have analyzed and critiqued the theories or methodologies in the field and that you know the main arguments related to your topic.
- Consider how the available research and existing scholarship support your research. How does it contradict your research? How will your research resolve the difference?
Develop Your Thesis Position

- Educate yourself on the primary theoretical and methodological approaches to your discipline, as well as the primary actors. Ask yourself the following questions:
  - Who are the most important scholars in your discipline?
  - What questions have they asked and answered?
  - What controversies remain within the discipline?

- Identify controversies and differences of opinion among scholars in your field, and make a case for your research as a valid, important response and possible resolution of those controversies. Consider the points on which scholars differ—either differing theoretical approaches to the question or differing conclusions drawn by scholars. What part will your work play in the resolution of said controversies?

- Synthesize the results of your research into a concise, coherent account of what is known in your field of inquiry and what remains to be learned, such that it addresses the specific thesis, problem, or research question.

All articles are to be peer reviewed and from scholarly journals. By the way, *The Chronicle of Higher Education* and other periodicals like it and books are not sources for scholarly articles. Use the following as a guideline to search for articles in the TAMU—CC library.

- For scholarly, peer reviewed journal articles you can go to the TAMU—CC library at [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/).

- If you are off-site, log in. You can get information at [http://rattler.tamucc.edu/offcampus/offcampus.html](http://rattler.tamucc.edu/offcampus/offcampus.html). If you have trouble logging on, contact the library. I cannot help you.
  - Use your *Islander ID* user name and password.
  - Visit [http://newuser.tamucc.edu](http://newuser.tamucc.edu) for instructions on getting or resetting your password. **The user name and password are the same as those needed for BlackBoard 9.1 access**
  - For user name and password assistance, call (361) 825-2825.

- Once you are in the library, click “Find Articles”

- When the page opens, in the “Search All Databases” text box, type your area of interest, such as Colonial Colleges, and click the “Full Text” box, then click “Search.”

- The search result will give you a list of all full text articles. You are only to select peer reviewed from academic journals, so:
  - Click the “Scholarly (Peer Reviewed) Journals” box on the left of the page. It will give you an update window. Click “Update.”
  - Click the “Academic Journals” box on the left of the page. It will give you an update window. Click “Update.”
Once these have been completed, the only articles remaining are from peer reviewed journals on your topic. You may have to be a bit creative with your search terms to get at the information you want. Once you get at least one article, you can go to its reference page and look at the sources the author or authors used for the article and retrieve some of those articles, if they are of interest.

Each paper must have appropriate cover and reference pages. Every paper must be formatted with headings according to the sections described above. The entire paper is to be Times New Roman 12 font, use 1” margins, have standard paragraph indentation, and be double spaced. Any paper that does not meet these basic requirements will be sent back with a grade of 0 and you will have three days to resubmit it from the time I return it. The figure below is an example of how to format the paper. It must have appropriate cover and reference pages as well.

All papers are to be submitted via email to: randall.bowden@tamucc.edu. They are due no later than midnight on the assigned dates.
These are placed in the header. See the syllabus above for guidelines.

Introduction

Indent for the beginning of every new paragraph and type your text

Finance Issue

Indent for the beginning of every new paragraph and type your text

Article Reviews

Indent for the beginning of every new paragraph and type your text

Theory, Research, Policy, or Practice

Indent for the beginning of every new paragraph and type your text

Implications

Indent for the beginning of every new paragraph and type your text

Conclusion

The text of the paper is left justified. Only the headings are centered.
Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>6 discussion worth 80 points each for 480 points total</td>
<td>1.31, 2.21, 2.28, 3.7, 4.4, 4.11</td>
</tr>
<tr>
<td>Papers</td>
<td>3 papers worth 150 points each for 450 points</td>
<td>2.14, 3.28, 4.25</td>
</tr>
<tr>
<td>Total</td>
<td>930</td>
<td></td>
</tr>
</tbody>
</table>

Grading

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F

IX. Course Schedule and Policies
A. Course Schedule

Required Reading

- PS = The Finance of Higher Education text by Paulsen & Smart
- CL = Meet on campus in the classroom
- OL = Online with Blackboard

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.24 CL</td>
<td>Review Syllabus; Introductions; Navigating Blackboard 9</td>
</tr>
<tr>
<td>1.31 OL</td>
<td>Trends in Revenues and Expenditures for Public and Private Higher Education</td>
</tr>
<tr>
<td></td>
<td>PS Chapter 1</td>
</tr>
<tr>
<td></td>
<td>*Discussion: Trends</td>
</tr>
<tr>
<td>2.7 CL</td>
<td>College Education: Who Can Afford It?</td>
</tr>
<tr>
<td></td>
<td>PS Chapter 2</td>
</tr>
<tr>
<td>2.14 OL</td>
<td>Economics of Human Capital &amp; Investment in Higher Education</td>
</tr>
<tr>
<td></td>
<td>PS Chapter 3</td>
</tr>
<tr>
<td></td>
<td>*Paper Due: Financial Analysis #1</td>
</tr>
</tbody>
</table>
(1) Nature and Role of Public Policy
   (2) Cost and Productivity
   PS Chapters 4 & 5
   ~Discussion: Public Policy

(1) Economic Perspectives on Rising College Tuition
   (2) Paradox of Growth in Student Financial Aid
   PS Chapters 6 & 7
   ~Discussion: Tuition and Financial Aid

Keeping Public Colleges Affordable
   PS Chapter 8
   ~Discussion: Affordability

Spring Break—No Class

State Policy and Private Higher Education
   PS Chapter 9

The Role of Finances in Student Choices
   PS Chapter 10
   ~Paper Due: Financial Analysis #2

Access to Postsecondary Education
   PS Chapter 11
   ~Discussion: Access

Financing Private Higher Education: The Role of Tuition Discounting
   PS Chapter 12
   ~Discussion: Tuition Discounting

Finance of Community and Technical Colleges
   PS Chapter 13

(1) College and University Budgeting
   (2) The Finance of Higher Education
   PS Chapters 14 & 15
   ~Paper Due: Financial Analysis #3

Course Wrap Up: Reflections
   ~Discussion: What do you think is the greatest challenge to higher education finance in the future and what should be done about it?

B. Course Policies

Attendance/tardiness: It is expected that you attend every class session and are on time.

Late work: No late work is accepted except for extenuating circumstances approved by the instructor.
**Extra Credit:** No extra credit work is provided.

**Cell Phone/Electronic Device Usage:** Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you **must** initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, May 6, 2012 is the last day to drop a class with an automatic grade of “W” this term.

**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

**X. Textbooks**


ISBN-10: 0875861350

*This text can also be found free online at NetLibrary.com through the TAMU—CC Library. Contact the library to inquiry how to access e-books (361.825.2643).*

XI. Bibliography


