EDLD 6307, Section 001
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Fall 2015
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Program Identity Statement: Engaging the Culture; Elevating the Discipline

Higher Education Finance

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.

Rationale

Many, if not most, people think higher education is financed quite simply: (a) Public postsecondary institutions get most of its funding from states and is supplemented with tuition and fees; and (b) 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.

Course Objectives/Learning Objectives

- Identify a critical issue affecting higher education finance.
- Relate the background pertaining to the critical issue affecting higher education finance.
- Describe a general philosophy/theory that guides higher education finance.
- Explain how the equity, ethical, and or social issues relate to the critical issue affecting higher education.
- Show how financing the critical issue will advance equity, ethical, or social issues.
according to implications.

Alignment with Carnegie Foundation for the Education Doctorate (CPED):

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
3. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
4. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Major Course Requirements

- **Readings**: Required reading is from one text and several articles and web sites. The chapters, readings, 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: In today’s litigious environment “the ignorant, arrogant, or uninformed administrator acts in peril,” according to Jamison (2010, p. 329). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Cantrell (2009) suggested the rights of students, faculty, staff, and administrators are found in several legal
theories, such as constitutional laws, torts, contracts, and state legislation, and federal laws. 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 administrators should be trained: (a) federal mandates, (b) state laws, (c) system policies, and (d) campus policies (Nesmy, 2008). 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: Kenedy and Wright (2010) wrote that the legal environment on campuses has done as much to paralyze creativity as it has to offer protection.

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: Tannen and Sanders (2007) related greed and arrogance often lead to legal violations. An alternative to this is format is: Greed and arrogance often lead to legal violations (Tannen & Sanders, 2007). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. 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 (Tannen, B. D. & Sanders, A. R., 2007).

6) Never use language such as: In the article “Employee Speech and the First Amendment,” from the journal Academy of Postsecondary Legal Issues, James Landers (2011) explained how the first amendment protects speech as a matter of public concern and when and where it can be applied. The proper structure is: Landers (2011) explained how the first amendment protects speech as a matter of public concern and when and where it can be applied.

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.

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.

FYI: 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):

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:
  o Who are the most important scholars in your discipline?
  o What questions have they asked and answered?
  o What controversies remain within the discipline?
- Identify controversies and differences of opinion among scholars in your field, and
makes 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.**
- Once you are in the library, click “Find Articles”
- When the page opens, in the “Search All Data Bases” 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.”
Through the readings, documents from the library, reports from professional websites, and other relevant sources, you will develop a position paper to identify a critical issue in higher education in which higher education finance attempts to address. The final paper will have seven (7) sections, which are completed in stages. Each section will be an independent assignment, however they will all integrate to become the final paper.

In addition to the paper, you will take the information from it and give a presentation to the class. The following information relates to the assignments.

1. **Finance Paper:** There are a myriad of issues that higher education finance attempts to address. From athletics to graduation rates to STEM incentives, politicians, coordinating boards, system officials, and campus executives use funding sources and funding formulas to meet education objectives. This purpose of this paper is to identify only one critical issue that higher education finance attempts to address and relate how finance affects it.

Make sure you cite appropriate scholarly literature, professional reports, and relevant data in each stage of the development of the Finance Paper.

   a. **Stage one: Critical Issue:** Identify a critical issue affecting higher education from a finance perspective. Policy makers and finance managers use funding to address critical issues facing higher education. Identify one critical issue and describe how it is related to higher education finance. This paper will also become section two for the final paper. It is to be approximately 1-2 pages and is worth up to 25 points. Make sure you have an appropriate cover page and reference page.

   b. **Stage two: Background:** Relate the background pertaining to the critical issue affecting higher education finance. Critical issues do not just arrive on the landscape. They have a context that gives rise to the issue and its importance. Relate the context that gives rise to the critical issue. It could be an issue grounded in equity, ethical concerns, social justice, economic development, demographic shifts, global competition, accountability reform, or a number of other concerns. This paper will also become section three for the final paper. It is to be approximately 2-4 pages and is worth up to 50 points. Make sure you have an appropriate cover page and reference page.

   c. **Stage three: Philosophy/Theory:** Describe a general philosophy/theory that guides higher education finance. Finance has a philosophy or theory that provides insights into why funding is approached a certain way. This can be a philosophy, such as Utilitarianism or an economic theory, such as Economic Theory of Regulation. Describe the theory or philosophy and relate how it is tied to the critical issue and is the basis of higher education finance for the issue. This paper will also become section four for the final paper. It is to be approximately 2-3 pages. It is worth 50 points. Make sure you have an appropriate cover page and reference page.
d. **Stage four: Equity, Ethical, and or Social Issues:** Explain how the equity, ethical, and or social issues relate to the critical issue affecting higher education. Decisions to finance a particular issue is a deliberate attempt to achieve a particular outcome. It also has implications for exclusion. If there is a deliberate attempt to finance an issue, given limited resources, it means other concerns are not going to be financed to the extent some stakeholders would prefer. Make sure you convey both the equity/ethical/and-or-social concerns affected by the critical issue being funded and those **not** being funded. This paper will also become section five for the final paper. It is to be approximately 3-5 pages. It is worth 50 points. Make sure you have an appropriate cover page and reference page.

e. **Stage five: Implications:** Show how financing the critical issue will advance equity, ethical, or social issues according to implications. Financing decisions produce outcomes, some are intentional some are not. For example, the federal government will provide more funding for research in STEM related areas than almost all other areas. It is clear that the federal government places more value on science, technology, engineering, and mathematics than other subjects, such as physical education health, the arts, and the humanities. The implication is that if colleges and universities want to participate in the billions of grant dollars available for STEM, they will have to change focus and direct their resources toward curricula and recruiting for those STEM fields. Other programs that have cultural value may be cast aside. You must provide a minimum of three (3) implications. This paper will also become section six for the final paper. It is to be 1-2 pages. It is worth 45 points. Make sure you have an appropriate cover page and reference page.

Stages one through five are independent papers that will be integrated for the final paper. You will submit them according to the due dates found in the **Course Schedule** below. They will be graded and returned for you to edit and integrate into the final paper.

f. **Stage six: Introduction and Conclusion:** **Introduction:** This section conveys the general problem being raised in the paper in 1 short paragraph. You provide a general context and raise the issue that will be developed in the remainder of the paper. Then, the final sentence of the paragraph will be the purpose statement: For example: It is the purpose of this paper to examine how higher education finance creates an opportunity for underrepresented populations to have access to education. This section is worth up to 10 points. **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. Make sure you have an appropriate cover page and reference page.

g. **Stage seven: Cover page and References:** Make sure you have an appropriate cover page and reference page for the final paper.
All papers must conform to APA standards. Up to 15% of your grade may be deducted for lack of attention to APA. All papers are to be submitted via email to: randall.bowden@tamucc.edu. They are due no later than midnight on the assigned dates.

2. Presentation. This is a professional presentation. You will give a 7-10 minute presentation based on your Final Paper. It will be a PowerPoint presentation or some other media and you will follow the guidelines below:

   a. **Introduction**: Introduce yourself and why you chose this topic. It is worth up to 5 points.

   b. **Background**: Provide a brief context that led to the issue you explored for your paper. It is worth up to 10 points.

   c. **Issue**: Relate the issue you explored and state why it is important to higher education finance. This is worth up to 15 points.

   d. **Literature**: Discuss at least three scholarly articles that relate to the topic. Convey why the authors think the topic is important. This is worth up to 15 points.

   e. **Impact**: Explain how funding this issue affects higher education or is supposed to affect higher education. This is worth up to 15 points.

   f. **Benefits**: Describe how or who benefits and who does not benefit from the funding. This is worth up to 10 points.

   g. **Conclusion**: Summarize the presentation and reiterate the importance of the issue. This is worth up to 5 points.

   **Remember, this is only 7-10 minutes so be precise, concise, and on task.**

Missing a colleagues’ presentation will be an automatic two letter grade drop for your final grade for your presentation.

3. Participation: We will meet on campus. These meetings will cover the topic assigned to the night and activities will include discussions and analyses. Make sure you complete the reading as the material will directly apply to classroom activities. Each classroom meeting will be worth up to 40 points for participation for a total of 440 points.
Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Stage Papers</td>
<td>220 points total</td>
<td>See the schedule</td>
</tr>
<tr>
<td>Final Paper (integration of the stage papers)</td>
<td>70 points</td>
<td>See the schedule</td>
</tr>
<tr>
<td>Presentation</td>
<td>75 points</td>
<td>See the schedule</td>
</tr>
<tr>
<td>11 Classroom Meetings—no make-up assignments for missing a class</td>
<td>40 points each for a total of 440 points</td>
<td>See the schedule</td>
</tr>
<tr>
<td>Total</td>
<td>805</td>
<td></td>
</tr>
</tbody>
</table>

Grading

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

Reading Requirements


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

TExES Competencies n/a

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 and “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, April 8, 2016 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.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Grade Appeals*

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Disabilities Accommodations

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116, disability.services@tamucc.edu.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
# Course Schedule

## Required Reading & Meetings

- **FAHE** = *Financing American Higher Education* text by Zumeta, Breneman, Callan, & Finney

## Date | Topics and Assignments
---|---
1.25 | (1) Review Syllabus; Introductions  
(2) Background and Setting of Higher Education Finance  
Read: The Economics of Higher Education before class  
2.1 | (1) Neoliberal Influence on Higher Education Finance  
Read article: Neoliberal ideology in Higher Education  
(Will be provided)
2.8 | (1) Who Can Afford a College Education?  
Read articles: (Will be provided)  
1. Accountability, affordability, and access  
2. Affordability  
3. College affordability index  
4. Economic advancement  
5. Expenditures  
6. Political factors
2.15 | (1) American Higher Education  
Read: FAHE Chapter 1  
Read articles: (Will be provided)  
1. ASHE Report College Choice  
2. Can’t get there from here
2.22 | (1) How Much Higher Education Does a Nation Need?  
Read: FAHE Chapter 2  
Read articles:  
1. SHEEO SHEF_FY14  
http://www.sheeo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf  
2. SHEEO State Tuition and Fees  
3. Degree production and cost trends (Will be provided)

2.29  (1) Finance and Policy-A historical perspective
Read: FAHE Chapter 3

3.7    (1) Finance and Policy-A Contemporary Perspective
Read: FAHE Chapter 4
Read articles: (Will be provided)
1. Benchmarking to influence pricing
2. Higher education as a commodity

3.14  Spring Break

3.21 (1) State Higher Education Policy
Read: FAHE Chapter 5
Read articles: (Will be provided)
1. Agency theory as a framework
2. Politics, interest groups, and state funding
3. State spending on higher education

3.28 (1) Educational Capacity in American Higher Education
Read: FAHE Chapter 6
Read articles: (Will be provided)
1. 50 years of college choice
2. Net generation and choice

4.4   (1) Financing Higher Education in an Era of Global Challenge
Read: FAHE Chapter 7
Read articles: (Will be provided)
1. Global growth of private higher education
2. Human development and higher education

4.11  (1) Performance-Based Funding
Read articles: (Will be provided)
1. Performance Based Funding: Changing the Paradigm for Higher Education (Ellis & Bowden, 2014)
2. Performance-Based Funding: Equity Analysis of Funding Distribution among State Universities (Ellis & Bowden, 2015)
3. Peer reviewed, scholarly article of your choice on performance-based funding
4.18  (1) Reaching State Objectives
       Read:
       1. Closing the Gaps History
          http://www.theceb.state.tx.us/index.cfm?objectid=85AB59C0-EC6B-4B24-
          DDADD1872B0E180F
       2. Closing the Gaps Plan
          http://www.theceb.state.tx.us/reports/PDF/0379.PDF?CFID=35641287&CFTOKEN=713
          72250
       3. Closing the Gaps Key Accountability Measures
          http://www.theceb.state.tx.us/reports/pdf/1715.pdf?CFID=35641287&CFTOKEN=71372
          250
       4. Closing the Gaps Dashboard
          http://reports.theceb.state.tx.us/approot/closingthegaps/hed_main.htm?FIRSTRPT=CTG
          http://reports.theceb.state.tx.us/approot/closingthegaps/hed_main.htm?FIRSTRPT=PART
          http://reports.theceb.state.tx.us/approot/closingthegaps/hed_main.htm?FIRSTRPT=SUCG

4.25  Student Presentations

5.2   Student Presentations
Bibliography


