

HED 6502 FINANCE IN HIGHER EDUCATION (3 HRS) Online

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Course Description. This course includes an analysis of case law on issues of access, student rights, employment, church and state, private sector, liability, academic freedom, and civil rights. Additionally, this course examines revenue, fund raising and development, types of expenditures, tuition and financial aid policies, budgeting and accounting practices.

Rationale for Course. This course is one of the required core classes for the Masters of Science in Higher Education Administration degree.

Learning Objectives:

Upon the successful completion of this course, students should be able to:

1. Demonstrate an understanding of key theories of higher education finance.
2. Become familiar with current issues pertaining to higher education finance.
3. Understand philosophical and economic issues relating to funding of public and private institutions of higher education.
4. Become familiar with the legal and ethical issues facing higher education finance.
5. Evaluate and interpret financial statements related to higher education.

Academic Integrity: Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, will be regarded as a serious offense subject to severe penalty including, but not limited to, loss of credit and possible dismissal.

Outline of topics to be covered in the course:

- Economics and Financing of Higher Education
- Government Financing of Higher Education
- Institutional Resources
- Higher Education Expenditures
- Strategic Planning and Resource Allocation
- Institutional Financial Management
- Ethics and Higher Education Finance

Methods of instruction:

The instructor will use lecture, discussion, electronic presentations with reading from the text. Each student will choose articles related to higher education finance from the periodical list given in this syllabus and then complete a three to five-page written report. Each student will build a portfolio containing a sample of each piece of work assigned.

Required text:

Paulsen, Michael B. and Smart, John C. (Eds.). (2001). *The Finance of Higher Education: Theory, Research, Policy, and Practice.* Agathon Press.

Course assignments/assessments

Students will be tested on their knowledge of the subject matter. These tests will be administered the week of the assigned reading. Article reviews are intended to expose students to current periodicals in the field of higher education finance. The student will complete five (5) written reviews of articles with at least three (3) from the Chronicle of Higher Education. See the approved periodical listing below for the remaining two (2) reviews. The student must obtain instructor approval to complete a review from a periodical not on this list. Students will build an electronic portfolio of their work and turn it in near the end of the semester.

Students' assignments are due by midnight of the class day indicated in the syllabus, and a reduction in grade will be made for late assignments. Then the instructor will give you feedback and a grade on the individual assignment. This feedback is to be used to enhance the assignment and turn it into an electronic portfolio at the end of the semester. The portfolio should be organized like a three-ring paper notebook. Include the question you are answering and then your answer.

Class attendance and participation will be used to determine your grade. Please notify me if you are to be absent prior to the assigned time.

Methods of evaluating student progress: Students grades will be derived using the following:

Assignments/Due Dates

Quizzes	(20%)
Assignments and Participation	(15%)
Event Presentation	(20%)
Article Reviews (5)	(20%)
Portfolio	(15%)
Final Paper	(10%)

Grading Scale:	95-100	=A
	91-94	=B+
	85-90	=B
	81-84	=C+
	75-80	=C
	71-74	=D
	70 & below	=F

Participation Policy

Participation and discussion is an important part of this class. All students are expected to participate in classroom or online discussion.

Changes to Syllabus

While every effort will be made to adhere to the schedule and policies outlined in this document, the professor reserves the right to make any needed changes necessitated by the overall progress of the course and/or the needs of the students.

Posting of Final Course Grades

Each faculty member has the right to either post or not to post final course grades for each class. Final course grades provided to a student by a faculty member may not be relied upon as official. Official grade reports can be obtained only through the MC Registrar's Office. The Mississippi College undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive grade transcripts..." Students are not permitted to telephone the professor, contact the dean's office, or use e-mail to inquire about their final grade. Please understand that this policy is for the purpose of protecting the privacy of your grades.

Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of course withdrawal or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility.

Policy on Instructional Modification for the School of Education:

Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to discuss services needed with the instructor as early in the course as possible to identify and plan specific accommodations. You may be asked to supply a letter from your family physician or other documentation that will assist in planning modification(s).

The student has the responsibility of informing the Counseling and Testing Center, at 601-925-3354, of any disabling condition for which the student will request course modifications. Mississippi College provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

Schedule of Topics and Assignments

Class	Class Topics	Assignments
1	Revenue Trends and Expenses for Public and Private Higher Education	Read chapter 1
2	Affordability	Read chapter 2 Article review 1 due Quiz 1
3	Human Capital and Public Sector Investment in Higher Education	Read chapters 3 and 4
4	Measuring Costs and Productivity in Higher Education (*Note: we will skip chapter 6)	Read chapters 5 (pp. 133-138) and 6 (193-198) Article review 2 due Quiz 2
5	Growth in Federal Aid	Read chapter 7
6	Affordability and State Aid	Read chapter 8 Article review 3 due Quiz 3
7	States and Private Higher Education	Read chapter 9 pages 355-

		368 and pages 375-379
8	Finance and Student Choice	Read chapter 10 Article review 4 due Quiz 4
9	Financing Private Colleges and Universities: The Role of Tuition Discounting	Read chapter 12 Event Presentation Due
10	College and University Budgeting: What Do We Know? What Do We Need to Know?	Read chapter 14 Article review 5 due Portfolio Due Quiz 5

Event Presentation

Every student will research and present information regarding a significant event that has influenced finance in higher education in America. The presentation will include:

1. A power point presentation consisting of the main points.
2. A two-page written summary (double-spaced) in MS Word about the event (one paragraph background information). You will explain why you think this event has had a significant influence on finance in higher education. Examples: Increase in loans to students, The G.I. Bill, Increase in tuition discounts, etc.

Article Review

Introduction: An article review is a critical commentary, which summarizes the contents of the article. Your review should include the key points in the article and how they apply to higher education. It should go with out saying, but the following guidelines should be followed (Modified APA style):

- a. Papers should be typewritten (Times New Roman 12 pt. font) and double-spaced; no less than 3 pages in length and no more than 5 pages. (1 inch margins, left, right, top, and bottom)
- b. Rules of spelling, grammar, and composition will be closely.
- c. Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.
- d. Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, "In my opinion" or "I believe". (Interact with the author: "George failed to support...")
- e. Try to use action verbs whenever possible: avoid passive voice. (I.e. not "The author was trying to convey." Use: "The attempt to convey." –Passive voice is usually indicated by the use of "being verbs" ...I was being, I will be—don't use them)
- f. Don't use slang or colloquialisms unless you have a specific reason for doing so. (I.e. "His metaphor seemed to have him barking up the wrong tree.").

Content: The narrative should address the following issues:

- a. Clear statement of the author's thesis or central argument. Why was the article written? For whom was the article written?
- b. Assessment of whether the author succeeded in achieving the purpose of the article.
- c. Identify the major strengths and weaknesses of the article.

To access the Chronicle of Higher Education please refer to the following instructions:

Go to www.mc.edu

At the bottom, click "Leland Speed Library"

On the yellow bar at the top, click "E-Journals"

In the search area, type "Chronicle of Higher Education"

In the middle of the page, click on "Academic Search Premier"

On the right, select which year and issue you are interested in

Then you may peruse the article titles and select one

Final Portfolio

By the end of the course, students will have an electronic portfolio that includes the following:

- Event presentation
- Article Reviews
- Assignments

The portfolio should be organized like a three-ring paper notebook. You will need a cover sheet and divider sheets for each section. The final document must be submitted via email in a Word document.

Final Paper

Students are required to submit an opinion paper at the end of the class that pulls together what they have learned. This paper should summarize the key things you have learned about higher education finance and list the things you would share with someone who is not familiar with higher education finance. The paper should be 3 – 5 pages (double spaced).

Selected Periodicals in the Field of Higher Education

Journal of Student Financial Aid
Business Officer
University Business
Research in Higher Education
Journal of Higher Education
Review of Higher Education
Chronicle of Higher Education
Change
New Directions for Higher Education
New Directions for Institutional Research

Internet Sources for HED 6502

General

The Chronicle of Higher Education, <http://chronicle.com>
Higher Education in Mississippi, <http://www.mississippi.gov>
United States Department of Education, <http://www.ed.gov>
American Association of University Professors, <http://www.aaup.org>

The Institute for Higher Education Policy Resources, <http://www.ihep.com>
Association of Institutional Research, <http://airweb.org>
Association for the Study of Higher Education, <http://www.ashe.ws>
National Information Center for Higher Education Policymaking and Analysis,
<http://www.higheredinfo.org>
National Center for Public Policy and Higher Education, <http://www.highereducation.org>
ERIC Community College Digests, <http://www.gseis.ucla.edu/ccs/digests.htm>

Finance

The Institute for Higher Education Policy, <http://www.ihep.com>
State Higher Education Executive Officers, <http://www.sheeo.org>
National Association of College and University Business Officers, <http://www.nacubo.org>
National Association of Student Financial Aid Administrators, <http://www.nasfaa.org>
National Association of State Student Grant and Aid Programs, <http://www.nassgap.org>
National Center for Education Statistics, <http://nces.ed.gov>
U.S. Department of Education. National Center for Education Statistics, <http://nces>