Course Objective:
This course is intended to provide students with an overview of issues related to the financing of higher education mainly in the United States. The course will also cover economic perspectives that are used to examine how individuals and society make decisions with respect to investing in higher education. Students in this course will critically analyze the literature that addresses the costs and benefits of higher education from an individual, institutional, and societal perspective. Students in this course will critically evaluate the implications of tuition and financial aid policies with regard to student access to and completion of college and other outcomes. This course will also address policies with respect to federal and state financing of higher institutions and the implications for institutional productivity and outputs such as college degrees, research, and public service. If their schedules permit, outside experts on higher education finance will also speak in the class.

This course will cover the basic concepts of budgeting and resource allocation methods used by states as well as colleges and universities and the implication for institutional efficiency. Students in this course will critically analyze the literature with respect to the financing of technology utilized in higher education and the financial future of colleges and universities in the United States. In addition to students who have an interest in academic research in the area of higher education finance, individuals who plan to work as policy analysts at a system, state, or national level, or in higher education advocacy organizations will benefit from this course. Individuals who plan to become senior level campus administrators or want to increase their knowledge of topics in the area of higher education finance will also find this course to be helpful.

Among the topics to be addressed in this course are the following:
- Investment in and returns from higher education;
- The economics of the higher education industry;
- Costs and productivity in the higher education industry;
- The financing of and cost sharing in higher education;
- The role of federal and state governments in financing higher education;
- Tuition, college affordability, and student access, choice and completion;
- College and university budgeting;
- The financing of instructional technology and distance education; and
- Privatization and the future funding of higher education.
Required texts:


Other required readings:
On BlackBoard and available online from the University of Maryland College Park library

Recommended texts:


**Other books students may find helpful:**


**Learning Objectives:**

Students will demonstrate the ability to:

1. explain and critically analyze theoretical concepts and perspectives in higher education finance;
2. synthesize and critically analyze the literature in higher education finance; and
3. explain and analyze concepts and processes that comprise budgeting and resource allocation methods in colleges and universities.

**Student Responsibilities**

Because this course is conducted primarily as a seminar, the success of the class depends largely on the extent to which students engage in active discussion around the issues posed in the lectures and readings. Students should not only plan on attending all classes, but also on setting aside additional time to complete required readings, do exercises, and work on a final project. Because most assignments are sequential, keeping up with assigned deadlines is critical. Late assignments will result in the lowering of a student’s grade. Incompletes will be granted only for exceptional circumstances.

**Instructor Responsibilities**

The instructor for this course has high expectations not only for students in the course but also for himself. Students should expect that the instructor in this course will:

- Be prepared for class, read and return students’ work in a timely manner, and be interested and engaged in students’ projects;
- Remember that each student brings a different experience, and perspective to this course;
- Meet with students individually or in groups upon request and be available in person, by telephone, and by e-mail; and
- Work hard and empower students to have a better understanding of topics in higher education finance.
Class Schedule and Assignments:

Week 1
Sept. 2
Introduction and Overview
Economic concepts used in higher education finance
Recommended readings:


Survey of economic studies of higher education
Recommended readings:

Week 2
Sept. 9
Investment in and returns from higher education
Required readings:


Recommended readings:


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**Week 3**

**Sept. 16**

**The economics of the higher education industry**

**Required readings:**

**Assignment due: Analytic paper # 1**


**Recommended readings:**


**Week 4  Sept. 23**

**Costs and productivity in the higher education industry**

**Required readings:**


**Recommended readings:**


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**Week 5  Sept. 30**

**The financing of higher education – An economic overview**

**Assignment due: Analytic paper # 2**

**Required readings:**

(required readings continued on the next page)


**Recommended readings:**


**Week 6**

**Financing higher education – The federal role**

**Required readings:**


**Recommended reading**


Week 7
Oct. 14

Financing higher education – The state role I

**Required reading:**


**Recommended readings:**


Week 8
Oct. 21

**Assignments due:** State financing presentations and Research paper topic

**Required readings:**


**Financing higher education- The role of local government**

**Recommended readings:**
Hovey, H. State funds for higher education: Fiscal decisions and policy implications. In J.L. Yeager et al., (Eds.), pp. 179-198.


Mumper, M., State efforts to keep public colleges affordable in the face of fiscal stress. In M. B. Paulsen and J. C. Smart (Eds.), *The finance of higher education*, pp. 321 – 354.

**Week 9**  
**Oct. 28**  
**Assignment due:** Analytic paper # 3  
**Required readings:**  


**Recommended readings:**  


Week 10
Nov. 4  ASHE Conference - Vancouver, Canada – no class

Week 11
Nov. 11  College and university budgeting I

Assignment due: Presentation of budget overviews

Required readings:


Recommended readings:


Week 12
Nov. 18  College and university budgeting II

Guest speaker: Linda K. Vukovich, Director of Budget Analysis

University System of Maryland Office

Required readings:


(required readings continued on the next page)

Recommended readings:

Week 13

**Nov. 25**

**The financing of distance education; Cost efficiency and reduction**

**Assignment due:** Analytic paper # 4

**The financing distance education**

**Required reading:**


**Cost efficiency and reduction**

**Required reading:**


Recommended readings:

Week 14

**Dec. 2**

**Privatization and the future funding of higher education**

**Assignment due:**

**Required readings:**


**Recommended reading:**
http://www.nerche.org/futuresproject/publications/Correcting_Course.pdf

The course evaluation can be completed at: www.courseevalum.umd.edu.
Week 15  Student presentations
Dec. 9  Assignment due: Literature review paper

If you have not completed the course evaluation, please remember do so at: www.courseevalum.umd.edu.

Farewells

Course requirements:

1. **Review Papers** - 10% of final grade
   Students are expected to prepare and present materials delineated in the course content section of the syllabus. The reviews will be assigned during the first class meeting. These reviews should be prepared as if you are the course instructor responsible for educating the class on the content. An approximately 2-3 page (no more than 3 pages) supporting document will be made available to the class and should include appropriate references to pertinent research. The review will be presented orally during the week the topic appears on the syllabus and a hard copy of the supporting document should be submitted to the instructor.

2. **Analytic papers (4)** – 20% of final grade
   Each student is expected to complete four 2-3 page (no more than 3 pages) analytic papers. The papers must include a cover page that has a substantive title, your name, course, and date. A hard copy of the paper must be submitted to the instructor. Each analytic paper will explore in further detail and provide a critical analysis [not a mere description or personal opinion] of a topic addressed in the required readings assigned for the date the paper is due. Students are encouraged to also draw on the recommended readings and related higher education finance literature. Each analytic paper will be graded on their content, clarity, coherence, cohesion, and concision.

3. **State financing presentation** – 10% of final grade
   Working in teams of two, students are expected to develop and present a 10 minute presentation regarding the financing of higher education in a particular state (except Maryland). Drawing on the most recent sources (e.g., The Chronicle of Higher Education, various state-level agency reports, etc.) the presentation should include an overview of the state context for financing higher education, trends in public higher education finance, critical issues influencing the financing of higher education in the state, and possible policy solutions. A hard copy of the presentation must be submitted to the instructor.

4. **Budget Overview** – 15% of final grade
   Working in teams of two, students are expected to present a 10 minute budget overview of a higher education institution (community college, regional comprehensive four-year college, or research university, except the University of Maryland College Park. The budget overview should include the institution’s economic environment, budget process, roles of senior administration and line managers. Questions to be addressed during the presentation include, but are not limited to: What does the budget say about the priorities of the institution? Through an examination of the budget, what areas of program emphasis are most apparent? A hard copy of the presentation must be submitted to the instructor.

(course requirements continued on next page)
5. **Literature review paper** – 40% of final grade
   Each student is expected to complete a scholarly literature review on a topic pertaining to higher education finance. Students are expected to submit a one-page overview of their topic to the instructor for approval prior to beginning writing. The format of the paper should resemble articles from scholarly journals (e.g., *Journal of Higher Education*, *Research in Higher Education*, *Review of Higher Education*), be 20-25 pages in length (excluding references), double-spaced, and use the most recent APA editorial style. The papers must include a cover page that has a substantive title, your name, course, and date. Papers must include an abstract summarizing the entire paper in 75 words or less. 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, or practice, or future research. Purely descriptive papers (e.g., types of student financial aid) are not acceptable and empirical papers (e.g., case study of the budget process at an institution or data analysis of trends in college tuition in the U.S.) are discouraged. The paper will be evaluated on quality, content, clarity, cohesion, and coherence. A hard copy of the final version of the literature review paper is due at the last class session.

6. **Literature review presentation** – 5% of final grade
   Each student will present a brief (10 minute) summary of his or her literature review paper to the class and respond to questions from class members. A hard copy of the presentation must be submitted to the instructor.

**Grading**

This course will follow a plus/minus grading scheme as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D</td>
<td>69-65</td>
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<td>F</td>
<td>&lt; 65</td>
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<tr>
<td>IN</td>
<td>Incomplete</td>
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</tbody>
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Students will not be penalized because of their religious beliefs and observances. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Students should inform the instructor of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

**ACADEMIC INTEGRITY**

All students are expected to abide by the code of academic integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating,
fabrication, and plagiarism will not be tolerated and will be reported to the Dean of the Graduate School (or designee). For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the University of Maryland Honor and Honor Pledge on the web at: www.jpo.umd.edu/aca/honorpledge.html. Students who have questions about the code, or their obligations under the code, should contact the Honor Council at 301.314.8450.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES
A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible. The instructor will then consult with the Department Chair and Dr. Jo Ann Hutchinson, at Disability Support Services (301.314.7681), who will make arrangements with the student to determine and implement appropriate academic accommodations.

COURSE EVALUATION
Students are strongly encouraged to complete the course evaluation at the following website: www.courseevalum.umd.edu. Starting December 1st and up through December 13th, you can go directly to the website to complete your evaluation. Participation in the evaluation of the courses is a responsibility you hold as a student member of the University academic community. Your evaluation is confidential and important to the improvement of teaching and learning at the University.