Purpose:
This course will provide an introduction and overview of financial and economic issues within the context of higher education. Focusing on not-for-profit postsecondary schools, this course will look at federal, state, and institutional policies related to colleges costs, appropriations, fundraising, and financial aid. This course will also consider the influence of financial concerns on administrative practice with special attention to student affairs.

Primary Texts:

Recommended Texts:
*The Chronicle of Higher Education* [Online]
*Inside Higher Ed* [Online]

Course Objectives:
- Develop a basic understanding of the financial and economic structure within higher education
- Become familiar with the ways that government and institutional policies affect the price, costs, sacrifices, and benefits associated with degree attainment
- Recognize, comprehend, and apply economic and financial terms
Synthesize research on higher education finance and analyze how various economic issues affect institutions and their stakeholders

Forbidden Source:
Wikipedia!

Points Scale
Assignments - Quizzes 10 points
Research Paper 15 points
College Costs Project 20 points
Midterm Exam 20 points
Final Exam 20 points
Participation 15 points
TOTAL 100 points

Students must complete all of the assignments in order to satisfy the requirements of the course.

Grading Scale
100-91% = A
90-81% = B
80-71% = C

Attendance
All students are expected to prepare for, attend, and participate in each class period. Missing class meetings will effect your participation and may have negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.

Late Policy
All students are expected to complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade. For students who are absent on the day an assignment is due, the assignment is late. Instructor reserves the right to refuse to accept late assignments.

Disability
A student with a disability should contact Disability Support Services at 453-5738 (TTY: 453-2293) for service information. Please notify the instructor of necessary accommodations.

Emergency Procedures
“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu,
Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

**In-Class Electronic Communication Policy**
During class time, all participants need to focus on discussions and other activities related to the material required for the course. As such, students cannot use cell phones, two-ways or electronic communications devices of any kind during class. This includes all calls, text messaging, Internet usage (other than instructor required or requested), or other electronic communications during class meetings. You are encouraged to leave your cell phone in your car or at home. If you elect to bring your cell phone to class, it should be off or in silent mode. If the instructor deems it necessary, all students will deposit their devices into the cell phone box for the duration of each class meeting.

The class may earn the privilege of utilizing tablets and laptops based on behavior and performance. However, you will all gain or lose this privilege as a group. If one person chooses not to pay attention during or participate in class, then the entire class lose existing or the hope of gaining expanded electronic privileges.

**Course Assignments**
Each student will complete his or her own work as required. Work should be typewritten in a 12-point font. All assignments should include a title, title page, and page numbers. With the exception of in-class work (exams, quizzes, etc.), **you must submit all assignments electronically via email or Desire 2 Learn (D2L).** Remember, your D2L ID is SIU + your DAWG Tag number. Refer to the Morris Library D2L page – https://online.siu.edu/ to login and obtain help information.

As you submit your papers to D2L, the system will also run originality reports on your assignments via Turnitin.com. If you wish to test out the Turnitin.com for yourself, feel free to set up an account on the main site with your SIU email.

The university rules regarding plagiarism and academic dishonesty as outlined in the Section 2.1 of the Student Code of Conduct - http://srr.siu.edu/_common/documents/SCC remain in effect for all students.

**Reading Quizzes**
You will take quizzes periodically throughout the course. Quizzes will cover reading assignments. In some instances, quizzes may also include in-class discussions and guest speaker presentations. (A maximum of five quizzes will count for credit.)

**Due – In-class**
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Research Paper
Each student will select an issue related to higher education finance to research and learn more about. The paper on this topic will provide an overview of the issue, discusses its place within higher education, its impact on how institutions function and serve students, and your suggestions for how states and institutions might alter and improve this area. The paper should be a maximum 12 typewritten pages plus references. Apply APA format to all elements of the paper as specified in the 6th edition of the APA Manual.

Due – October 29th

Midterm Exam
This exam will cover any and all topics discussed in the course or assigned in the readings up to this point.

Due – In-class on October 15th

Final Exam
This comprehensive exam will cover any and all readings during the course.

Due – December 3rd

Group Project – What is My Degree Costing Me?
The recession has helped to further highlight the massive increases in the costs of attending colleges and universities across the United States. Even so, it still unclear what students know or do not know about what they are really paying to earn their degrees. Focusing on a specific college on campus, your team is responsible for interviewing undergraduate (bachelor’s degree only) students to learn what they know about college costs and how foregone earnings losses affect their perception of the price that they pay for their degrees. To accomplish this task, your team must identify and acquire information related to the degrees available in your designated college, the careers open to these degree holders, the full costs associated with getting these degrees, the financial and other benefits degree holders can recoup with their education, the estimated student loan debt associated with these degrees, and the public benefits that these degrees help to generate. Refer to the assignment sheet for more deadlines and information.

Due – Refer to assignment sheet; Final paper due December 10th

Course Schedule
August 20th

Introduction and Overview

Question: What role does money play in higher education?

Readings –

August 27th

Foundations of Economics and Finance in Higher Education

**Question:** What is the economics of higher education? What theories, terms, and concepts help to explain the economic and finance structure operating within the postsecondary concept?

**Readings** -


Slaughter & Rhoades, Chapter 1: The Theory of Academic Capitalism


September 3rd

Federal Funding of Higher Education: Why, Research, & Policy

**Questions:** Since the last half of the 20th century, what role has federal funding played in higher education? In what ways?

**Readings** –


Slaughter & Rhoades, Chapter 2: The Policy Climate for Academic Capitalism

Slaughter & Rhoades, Chapter 3: Patent Policies: Legislative Change and Commercial Expansion


Supplemental Readings –


September 10th

Federal Funding of Higher Education: Student Aid and Its Influence

**Questions:** What role does the federal government play in regards to student aid?

How has the availability of student aid influenced the access, enrollment, and treatment of students?

**Readings –**


Slaughter & Rhoades, Chapter 11: Undergraduate Students and Educational Markets


Supplemental Readings –

Callan, P. M. (2001). Reframing access and opportunity: Problematic state and federal higher education policy in the 1990s. In D. E. Heller (Eds.), *The states and public higher education policy: Affordability, access, and
September 17th

State Financing of Higher Education: Community Colleges

**Question:** Are community colleges worth the money for states and/or students?

**Readings** –


**Supplemental Readings** –


September 24th

State Financing of Higher Education: Four-Year Institutions

**Question:** What do states want from four-year institutions? Are they getting what they pay for?

**Readings** -


Mumper, M. (2002). State efforts to keep public colleges affordable in the face of fiscal stress. In M. B. Paulsen & J. C. Smart (Eds.), *The


Supplemental Readings –


October 1st

Fundraising

**Question:** What should we do with the money we raise?

What do we owe people who donate to the institution?

**Readings** –


Slaughter & Rhoades, Chapter 10: Sport’R’Us: Contracts, Trademarks, and Logos, by King and Slaughter


Supplemental Readings –


October 8th

FALL BREAK!
October 15th

**MIDTERM EXAM!**

**October 22nd**

Finance within the Organizational Structure of Higher Education

**Question:** How do administrators view and address financial concerns?

**Readings** -


Slaughter & Rhoades, Chapter 7: Academic Capitalism at the Department Level

Slaughter & Rhoades, Chapter 8: Administrative Academic Capitalism


**October 29th**

Institutional Budgeting and Decision-Making

**Question:** What budget priorities should an institution have? How should this change in bad economic times?

**Readings** -


Slaughter & Rhoades, Chapter 9: Networks of Power: Boards of Trustees and Presidents


**Supplemental Readings** –

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**Research Paper due**

**November 5th**

College Costs, Tuition, and Affordability

**Questions:** How much should and education cost?

How much should students have to pay?

Can college ever get too expensive to be worth the investment?

**Readings** –
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**Supplemental Readings** –


November 12th

Group Time

ASHE Conference – November 13-16

November 19th

Student Loans and Student Debt

**Questions:** How much debt is too much?
Can we ever undo or end student loan policies?

**Readings** –


King, J. E. (1999). Crisis or Convenience: Why are students borrowing more? In J. E. King (Eds.), *Financing a college education: How it*
works, how it’s changing (pp. 165-176). Phoenix, AZ: The American Council on Education and The Oryx Press.


**Supplemental Readings –**


**November 26th**

Thanksgiving Holiday!

**December 3rd**

FINAL EXAM!

**December 10th**

Group Presentations
Group Paper Due