

Higher Education 5202, Section 702, CRN 40826

Temple University, Fall 2021

Course Title:

The Costs of College

Credit Hours:

This course is 3 credit hours.

Class Meetings:

This course is delivered in a synchronous online format from October 12 to December 6, 2021. Class meetings will be held via Zoom from 5:30-8:00 PM on the following Mondays:

- October 18
- October 25
- November 1
- November 8
- November 15
- November 29
- December 6

Instructor:

Joseph H. Paris, EdD (Pronouns: he/him/his)
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Office Hours:

Virtual office hours are available on Tuesdays from 9:00-12:00 PM via Zoom in the instructor's personal meeting room. The instructor is also available by appointment and can meet by phone or via Zoom. Office hours are unavailable on November 23 (Fall Break). The instructor aims to respond to all correspondence from students within 48 hours.

Course Description:

This course provides aspiring leaders, administrators and academics with an overview of economics and finance in higher education. The premise of this course is that in today's increasingly demanding higher education environment, with challenges such as budget cuts, rising institutional costs, tuition pressures, affordability, access and success, the most effective higher education leader must possess at least a basic understanding of postsecondary economics and finance. This course is designed to instill that knowledge, as well as to provide students with an opportunity to critically analyze the literature, issues, and recent trends, for purposes of both practical application and ongoing research.

The theoretical components of this course are based primarily on the readings. The practical aspects derive from the instructor's experiences as a university administrator, the experiences of members of the class, and from reading about current events and cases. In examining each of these critical areas, the course will utilize relevant theory, policy, and practice through a variety of readings, discussions, and guest speakers (if possible and as schedules permit).

Course Goals:

This course provides students with opportunities to:

1. Deepen their understanding of the economics and finance of higher education in the United States.
2. Understand basic concepts of economics as they are applied to the operations of American institutions of higher education.
3. Study critical financial issues and problems facing faculty, students, and administrators.
4. Assess past, current, and potential ways of funding higher education.
5. Explore approaches to financial management within an institution of higher education.
6. Analyze research studies on key higher education finance issues.
7. Gain a better understanding of their roles within a larger context (for practicing and future higher education administrators).

Course Philosophy:

The higher education administrator is a professional (in the classical sense) who makes judgments within a complex context of societal needs and demands, national and regional competition, governmental policies, continuously-changing academic disciplines, and institutional mission, tradition, and structure. Student learning and the betterment of society through research and model service delivery are central values of the academy. A better understanding of this context and these values is essential to the administrator's ability to manage, administer, and lead. This understanding constitutes an important component of the professional's knowledge base, which is constructed on the conceptual underpinnings of research, theory-based and experienced-based literature, and best practice within the profession.

Learning Objectives:

The course goals and philosophy, articulated above, are embodied in the following objectives for student learning. Through the successful completion of this course, students will develop the ability to:

1. Apply key concepts of economics to higher education and how they relate to market and competitive dynamics as well as student choice and societal need (All weeks).
2. Define, with at least a moderate level of complexity, key concepts in higher education finance, including cost, price, subsidy, affordability, and access (Weeks 1, 2, 3, 6).
3. Articulate current criticisms of the costs and prices of a college education (Weeks 1, 2, 3, 5, 6).
4. Critique and analyze various views on the value of a college education for an individual and for society (Weeks 1, 2, 6).
5. Differentiate among multiple forms of financial aid for students and articulate their likely impact on student access, equity, and quality (including academic credentials and diversity) of a student body (Weeks 3, 6, 7).
6. Analyze the major cost drivers of an institution of higher education (Week 3, 5).
7. Analyze the main components of an institutional budget and audited financial statement (Week 5).
8. Explore an aspect of higher education finance of interest in depth (Policy/Program Analysis Paper).

Course Requirements:

The completion of the following requirements is critical for success in this course.

Assigned Readings:

Required readings are to be completed as assigned in this syllabus. The completion of course readings is particularly important in order to ensure students' understanding of the concepts presented through the online instructional methods by which this course is delivered. Recommended readings provide students with a deeper understanding of the topics examined in this course. Students should focus on understanding the key points of the readings rather than reading every word of each reading.

Class Participation:

Given that this course is facilitated a synchronous online format, course participation includes active engagement in online learning activities (e.g., discussions). Students are expected to maintain intentional and active involvement in course discussions and learning activities. This also includes respectful engagement in dialogue related to others' perceptions and viewpoints. Additionally, course participation includes engaging in discourse with the instructor via various mediums such as email, Zoom, and discussion boards. The instructor welcomes student questions, reflections, and comments regarding the course and associated materials. Students should develop a collaborative and supportive learning community in an effort to get the most from this course. All students should work to ensure a variety of ideas are respectfully presented, explored and discussed. Diversity of thought, opinions, and perspectives about higher education is welcomed and encouraged.

Discussions:

Students will engage in online "Discussions" in Canvas as a means of reflecting on course readings, class discussion, and their own experiences in higher education. Discussions also serve as class participation and promote student interaction and engagement. As such, students are required to reply to at least two classmates per discussion. Discussions are graded assignments worth a total of 10% of the course grade. This is equivalent to 4% of the course grade per discussion for an initial response to the prompt and 0.5% for each response to classmates (two graded responses per discussion). The "Student Introductions" discussion is ungraded. Students must respond to at least two classmates by one week following the initial discussion due date. Due dates for discussion responses are indicated in the "Topics, Readings, and Assignments" section of this syllabus. Additionally, discussion due dates can be found in the Canvas course calendar, discussions, modules, or assignments sections. Please refer to these additional discussion recommendations and requirements.

Policy/Program Analysis Paper:

Students will write an original paper that analyzes a higher education finance policy or program. Students will take a position of defending an existing or proposed policy/program or a policy/program of their own design. In doing so, students will develop a comprehensive understanding of an institutional, state, or federal policy or program aimed at addressing critical issues of access, affordability, and/or equity in higher education.

Case Study Analysis Paper:

Students will analyze a case in which an institution is grappling with financial challenges. Students will analyze the case to provide evidence-based solutions and recommendations. Upon completion of this assignment, students will be able to analyze an institution's financial challenges and describe financial decisions required to support institutional objectives and mission-driven priorities.

Final Examination:

A final examination will be administered to assess the knowledge that students have acquired through the completion of this course as well as their ability to apply what they have learned. The examination consists of five essay questions, each of which is worth 6% of the total course grade. The final examination will be administered via Canvas on Monday, November 29 and is due by 11:59 p.m. on Monday, December 6.

Grading of Assignments:

Maximum Point Value

Policy/Program Analysis Paper: 30 points

Case Study Analysis Paper: 30 points

Final Examination: 30 points

Discussions: 10 points

Total: 100 points

Grading Scale:

A = 94 to 100 points

A- = 90 to 93 points

B+ = 87 to 89 points

B = 84 to 86 points

B- = 80 to 83 points

C+ = 77 to 79 points

C = 74 to 76 points

C- = 70 to 73 points

F = 0 to 69 points

Course Materials:

Thanks to the support of the Temple University [Textbook Affordability Project](#), the required course materials for this course are open educational resources and are available at no cost to students.

Recommended Text:

[American Psychological Association. \(2020\). *Publication manual of the American Psychological Association* \(7th ed.\). Washington, DC: American Psychological Association.](#)

Technology Specifications:

This course is delivered in a synchronous online format. This course uses Canvas as the learning management system by which online instruction is facilitated. Submit all assignments via Canvas. Additionally, the following course components are accessible via Canvas:

- Course syllabus
- Course modules/readings
- Video lectures
- Course discussions
- Specifications, instructions, and grading rubrics for assignments
- Announcements from the instructor (Note: Announcements will also be sent via email.)

Students who are unable to access Canvas should contact the Temple Computer Services Help Desk at 215-204-8000 or visit the following webpage for [more information about using and accessing Canvas](#). Please refer to the following [guide](#) for more information regarding the basic technological system requirements to use Canvas. Given the instructional modality of this course, students must possess basic computer and digital information literacy skills. Please refer to the following [computer and digital information literacy skill requirements](#) for more information.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUportal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. [Internet Essentials from Comcast](#) provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The [Emergency Broadband Benefit \(EBB\)](#) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out. On-campus computer labs have resumed normal operations and are available for student use.

Topics, Readings, and Assignments:

The following is an overview and general plan for how the course will proceed. The primary topics indicated for each week provides a starting point for discussion. However, the instructor will allow students to explore topics of interest as ideas emerge from class discussion and from the suggestions of students.

Weekly Schedule of Course Topics, Readings, and Assignments:

Week	Module(s)	Readings	Assignments
Week 1: 10/12 – 10/17 No Class - Asynchronous Online	Course Overview <ul style="list-style-type: none">• Student introductions• Review syllabus and university policies• Review course assignments and requirements Principles of Higher Education Economics and Finance <ul style="list-style-type: none">• Economic challenges currently facing higher education• Foundational concepts in higher education economics and finance• Trends in higher education economics and finance	Required Readings: <ul style="list-style-type: none">• Johnstone (1996), Pages: 1-7• Whitmore Schanzenbach et al. (2017) Recommended Reading: <ul style="list-style-type: none">• Winston (1999)	None

Week	Module(s)	Readings	Assignments
<p>Week 2: 10/18 – 10/24</p> <p>Class: 10/18</p>	<p>Cost-Benefit of Higher Education</p> <ul style="list-style-type: none"> • Individual and societal benefits of higher education • Option value • Competencies demanded by society and a contemporary workforce • How much higher education does the nation need? 	<p>Required Readings:</p> <ul style="list-style-type: none"> • Ma et al. (2016), Pages: 3-4, 7-15, 17-21, 26-28, 33 • Baum et al. (2013), Pages: 6-15, 24, 27, 41-46, 68-70. Review all section titles and subtitles. • Institute for Higher Education Policy (2005), Pages: 3-4 • Pew Research (2014), Pages: 1-11 	<p>None</p>

Week	Module(s)	Readings	Assignments
Week 3: 10/25 – 10/31 Class: 10/25	Rising Cost of Higher Education <ul style="list-style-type: none"> • Decline in public spending on higher education • Changing demographics of college students • Administrative lattice and academic ratchet • Administrative bloat: Fact or fiction? • Capital-skill complementarity • Cost disease • Standard of care • Institutional "arms race" • Mission-centered or mission creep? 	Required Readings: <ul style="list-style-type: none"> • Archibald & Feldman (2018) • Ma et al. (2019), Pages 3-4, 7-13 • Desrochers & Hurlburt (2016) Recommended Reading: <ul style="list-style-type: none"> • Frank (2004) 	Discussion: <ul style="list-style-type: none"> • Rising Cost of Higher Education Due: 10/31
Week 4: 11/1 – 11/7 Class: 11/1	Federal Funding and Public Policy <ul style="list-style-type: none"> • Federal funding and regulation of higher education (challenges and trends) State Funding and Public Policy <ul style="list-style-type: none"> • State funding and regulation of higher education 	Required Readings: <ul style="list-style-type: none"> • Pew Charitable Trusts (2019) • Whitford (2020) Recommended Reading: <ul style="list-style-type: none"> • Laderman & Weeden (2020), Pages 7-10, 20-28 	Survey: <ul style="list-style-type: none"> • Mid-Semester Feedback Survey Due: 11/7

Week	Module(s)	Readings	Assignments
	<ul style="list-style-type: none"> • State appropriations (challenges and trends) • Policy levers available to states • Interstate comparisons of state spending on higher education 		
<p>Week 5: 11/8 – 11/14</p> <p>Class: 11/8</p>	<p>Institutional Financial Management</p> <ul style="list-style-type: none"> • Purposes of an institutional budget • Types of budgets and budget models • Centralized vs. decentralized budgeting • Higher Education Price Index (HEPI) • Credit ratings 	<p>Required Reading:</p> <ul style="list-style-type: none"> • Barr & McClellan (2018), Chapter 3 	<p>Assignment:</p> <ul style="list-style-type: none"> • Policy/Program Analysis Paper <p>Due: 11/14</p>

Week	Module(s)	Readings	Assignments
<p>Week 6: 11/15 - 11/21</p> <p>Class: 11/15</p>	<p>Disruptive Innovation and Cost Containment</p> <ul style="list-style-type: none"> • Technological advancement in higher education • Just-In-Time (JIT) education • Money-back guarantees • Income Share Agreements (ISAs) • Performance-based budgeting <p>Market-Smart, Mission-Centered</p> <ul style="list-style-type: none"> • Balancing market and institutional mission • Tuition discounting strategies • Need-blind admissions • Balancing institutional strategic and financial priorities • Academic capitalism 	<p>Required Readings:</p> <ul style="list-style-type: none"> • Smith (2020) • Gose (2017) • Barr & McClellan (2018), Chapter 7 • Zemsky et al. (2005) • Schmidt (2017) <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Dunagan (2017), Pages: 3-17, 32 	<p>Discussion:</p> <ul style="list-style-type: none"> • Disruptive Innovation in Higher Education <p>Due: 11/21</p>
<p>Fall Break: 11/22 – 11/28</p>			<p>Assignment: Case Study Analysis Paper Due: 11/28</p>

Week	Module(s)	Readings	Assignments
<p>Week 7: 11/29 –12/6</p> <p>Class: 11/29 and 12/6</p>	<p>Access and Affordability: Financial Aid and Student Debt (11/29)</p> <ul style="list-style-type: none"> • Types and sources of financial aid • Merit-based vs. need-based aid • Student debt crisis • Issues of access, equity, and affordability <p>Institutional Finance and Student Success (12/6)</p> <ul style="list-style-type: none"> • Impact of institutional finance policy and expenditure on graduation and persistence rates 	<p>Required Readings:</p> <ul style="list-style-type: none"> • Ma et al. (2020) • Siegel Bernard (2019) • Goldrick-Rab & Kendall (2016) <p>Recommended Readings:</p> <ul style="list-style-type: none"> • Poutré et al. (2017) • Coker & Glynn (2017) • Webber & Ehrenberg (2010) • Labi (2015) 	<p>Assignment:</p> <ul style="list-style-type: none"> • Final Examination <p>Due: 12/6</p>

Style Manual for Course Assignments:

The required writing style for this course is APA 7th Edition. The Temple Writing Center offers [online style manuals](#) for writing in this style. Additionally, students should refer to the recommended text which is a useful guide on APA 7th Edition. The instructor has provided a list of references in APA 7th Edition for all required and recommended readings.

Class Policy on Late Assignments:

A 10% grade reduction will be assessed for each day that an assignment is past due (up to a maximum reduction of 50% for a given course assignment) unless otherwise explicitly excused by the instructor for reasons beyond the student's control.

Course Modifications:

Your instructor reserves the right to edit, change, rethink, and otherwise modify the content of this syllabus as deemed necessary and appropriate to promote student learning. However, any changes in the syllabus will be immediately communicated with students and opportunity for student feedback will be provided.

Policy on the Grade of Incomplete (I):

The instructor may file a grade of "I" (Incomplete) for a student only if the student has completed the majority of the work of the course at a passing level, and only for reasons beyond the student's control. Additionally, the student must sign a written agreement with the instructor and the department regarding completion of the work, including: the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. The full policy (02.24.12) can be found in the [Graduate Bulletin](#).

Disclosure on Disability Accommodation:

Please bear in mind that COVID-19 may result in a need for new or additional accommodations. Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with the instructor, or you would like to discuss your accommodations, please contact the instructor as soon as practical. The instructor will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential. For more information, visit the [Disability Resources and Services website](#).

University Policy on Academic Rights and Responsibilities:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on [Student and Faculty Academic Rights and Responsibilities \(03.70.02\)](#). The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school/college. Unresolved complaints may be referred to the dean for handling in accordance with the school/college's established grievance procedure. Final appeals will be determined by the Provost.

University Policy on Academic Honesty:

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Given this policy, all materials/assignments submitted by students must be the product of original and individual work with full credit given to others (using appropriately formatted citations) for their ideas and words (including quotation marks for all direct quotations). The full policy (03.70.02) can be found in the [Temple University Policies and Procedures Manual](#).

All writing assignments in this course will be submitted to Turnitin via the Assignments folder in Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work.

University Technology Usage Policy:

Temple University's [Technology Usage policy \(04.71.11\)](#), sets forth guidelines to protect the confidentiality, availability and integrity of the university's data, electronic information and supporting infrastructure and establishes security requirements and restrictions on accessing and using the university's technology resources. The policy can be accessed at policies.temple.edu.

College of Education and Human Development Policy on Academic Appeals:

It is in the best interest of the College of Education and Human Development to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College of Education and Human Development has established a system intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College of Education and Human Development employees. Students who wish to appeal an academic decision should consult the [document explaining the system](#). This document details the conditions under which an academic decision may be reversed. Appeals of academic decisions must

begin with the ombudsperson (education.ombudsperson@temple.edu) and should not be directed to the College's administration.

Expectations for Class Conduct:

The College of Education and Human Development at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The [Temple University Student Code of Conduct](#) sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct. Please refer to [Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235](#) and the [PA Code of Conduct](#).

The best way to maintain a safe and focused learning environment is for everyone to get vaccinated. We all need to follow the university guidance on masking as well. For your general health and well-being, hand washing and monitoring your health is still highly recommended. It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.

Statement on Recording and Distribution of Recordings of Class Sessions:

Any recordings permitted in this class can only be used for the student’s personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as [FERPA](#) as well as certain copyright

laws. Any recordings made by the instructor or university of this course are the property of Temple University.

Student Support Services:

Temple University offers many services designed to support graduate student success. These include:

- [Student Success Center](#)
- [University Libraries](#)
- [Career Center](#)
- [Tuttleman Counseling Services](#)
- [Disability Resources and Services](#)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the [Cherry Pantry](#) and the [Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Office of Student Affairs](#).

Temple and COVID-19:

Temple University's motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share.

Attendance and Your Health:

To achieve course learning goals, students must attend and participate in classes, according to your instructors' requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student's responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.