EPE 678-401
Economics of Higher Education

TERM: Fall 1999
TIME: Monday, 7:00-9:30 p.m.
LOCATION: TEB 231
INSTRUCTOR: Virginia Davis Nordin
OFFICE: Taylor Education Building, Room 143
Office Phone 257-2330
Home Phone 268-0122 (not after 10:00 p.m.)
OFFICE HOURS: By Appointment

Course Description and Objectives:

This course provides students with a broad introduction to 1) economic perspectives on higher education; 2) who pays and finances the cost of higher education; 3) the budget process of colleges and universities with a practical look at the University of Kentucky; and 4) the role of the faculty, administration, student, parents, staff, and international agencies in funding higher education. Some understanding of economics and finance will be helpful but not necessary. We will attempt to keep a running log of new terms or 'lingo', that will arise in the course. The course will serve as a good introduction to those interested in the further study of Higher Education Economics or Finance.

Assignments

Journal: Each student will be required to keep a journal on the assigned readings. In addition to the assigned readings an additional bibliography is provided for your use. The journals will be checked periodically by the instructor.

Assigned Paper: The first assigned paper will be on the 'Costs of Higher Education.' The student will be required to produce 6-8 pages on why he/she thinks higher education is valuable as an economic force. The assignment is flexible in nature to allow the student to interpret and analyze course material as well as incorporate new material in this paper. A thorough bibliography will be appreciated.

Policy Paper & Presentation: Each student will be required to select a policy issue relevant to Higher Education Economics or Finance. These topics will be approved by the instructor by the third week of class. On Feb. 3 each student will present an outline of their project to the class. A written copy of the presentation outline will be given to the instructor. The presentations should not last more than a quarter of an hour. There will be time for questions/answers following each presentation.

On ___ a written copy of the policy paper will be due. The paper should show an attempt at scholarly analysis and interpretation of the chosen topic. The papers will be 15-20 pages with adequate
documentation as to the sources. A well organized and documented paper is suggested.

Submission of Papers: All written works (first assigned paper, Policy Presentation Outline, and Policy Paper) should be organized and well documented. Two copies of each assignment will be turned in. One will be graded and/or commented on and returned. The other copy will be retained for the instructor's records.

Final Exam: On the last day of class, _____ a final exam will be given in class. Students will need to bring adequate paper or blue books to take the exam. The instructor will pose a question for consideration in tying the course together. The exams will be evaluated on text, organization, depth, content and general understanding of the topic. Two hours will be given to complete the exam question.

Readings & Discussions: Students are expected to keep pace with the assigned readings. Class discussion will center around your questions and observations found in the readings. Students should participate willingly and vigorously in class discussion. The possibility for outside speakers exist as well; your cooperation and participation is expected when they lead class.

Grading

1st Assigned Paper 15%
Policy Outline Presentation 10%
Policy Paper 35%
Journal & Class Participation 10%
Final Exam (in class) 30%

Required Texts:

A collection of readings will be available from Laser Graphics.


Suggested Additional Readings from The National Association of College and University Business Officer:

Barrow, Clyde. Universities & the Capitalist State.


NACUBO Studies:
Course Outline

1st Class:  (1/13/94)

1. Review of Course Content and Requirements.

2. Higher Education From an Economic Prospective.


2nd Class:  (1/20/94)

A. THE ECONOMICS OF HIGHER EDUCATION


   2. The Benefits of Higher Education.

3rd Class:  (1/27/94)

Guest Lecturer Professor Mark Berger, Economics, co-author of "The Long Run Economic Impact of Kentucky Public Institution of Higher Education."

Please read the above study and "U. Mass/Boston: An Economic Impact Analysis."

Additional references:


4th Class:  (2/3/94)

Financing Higher Education

ASHE Reader, pp. 1-112

5th Class:  (2/10/94)

Productivity

Hoeneck & Collins, Chap. 1
ASHE Reader pp. 415-419

See Also:


B. FINANCING HIGHER EDUCATION

ASHE Reader, pp. 113-226


6th Class:  (2/17/94)

Student Financial Aid.
The MIT Antitrust Case (On Reserve)

See Also:


7th Class: (2/24/94)

Vice Chancellor David S. Watt

Hoenack & Collins, Chapters 2, 3. Additional materials to be supplied.

8th Class: (3/3/94)

Each student presents and defends their Statement of Position on the Higher Education Reauthorization Act.


9th Class: (3/10/94)

TERM PAPER OUTLINE AND REFERENCES DUE

Formula Funding and Performance Based Budgeting. Vice President Edward A. Carter.

References and materials to be supplied.

Review ASHE Reader, Part 3, pp. 311-376.

10th Class: (3/24/94)

Dr. Steven Parker, "Issues in the Financing of Athletics." See Sperber, Murray.

Financial Management, ASHE - Sec. II.

11th Class: (3/31/94)


D. HIGHER EDUCATION BUDGETING

12th Class: (4/7/94)

The Budget Process.


13th Class: (4/14/94)

Meisinger and Dubeck, pp. 119-136.


E. TRENDS IN HIGHER EDUCATION FINANCE AND BUDGETING


14th Class: (4/21/94)

F. FUNDING OF PUBLIC HIGHER EDUCATION

1. The Funding Process for State Colleges and Universities

2. Kentucky Higher Education Budget Process

15th Class: (4/28/94)

TERM PAPER DUE

G. INTERNATIONAL HIGHER EDUCATION


H. FINAL REVIEW AND WRAP-UP