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Office Hours: M, T, Thursday 5:00 pm- 7:00pm; or by appointment

COURSE SYLLABUS  
Fiscal Analysis  
PADM 5306  
Fall 2011  
Thursday 7:00 – 9:30  
BH-128

COURSE DESCRIPTION:  
This course looks at one of the most critical aspects of the public manager in terms of fiscal analysis and value, managing projects for value. Projects are the day-to-day business and lifeblood of most public managers. Yet most of us have never taken the time to learn the process and fiscal tools to make their daily lives more efficient and fun.

Gaining an understanding of project value in both fiscal and strategic terms is critical to satisfying those who charter and fund projects, be it a political body or a philanthropic organization. Therefore while this course is heavily laden with fiscal concepts such as net present value, return on investment, and break even analysis it adds the other concerns of time and performance to get a more robust picture of value, which is critical in the non-profit and governmental sectors.

COURSE OBJECTIVES:  
Specifically, students who successfully complete this course should be able to do the following:

Objective 1:  Identify and define the integrated process of managing projects for value.

Objective 2:  Comprehend the initiation, planning, execution, control and reporting processes of project management in terms of cost, time and performance restraints.

Objective 3:  Apply fiscal analysis to critical parts of the project management process to provide analysis of project value to those who may charter or fund projects.

Objective 4:  Compose a project management portfolio that synthesizes the integrated project management process for proposed or existing government or non-profit organization project.

MEANS OF ASSESMENT:  
Course Exams (2 @ 15pts.) 30 points
Homework assignments  40 points  
Research Project  20 points  
100 points

Course exams: Two exams will be given during the course to assess student learning at the end of each month. The exams will be discussed in class as they come due.

Homework: These exercises should be completed as though they are going to be a professional report. All course assignments must be typewritten, handwritten copies will not be accepted.

Project Management Project: This element relies on experiential learning. Each student is expected to complete a project management paper that involves research on a real public administration project. The project will be due December 8th and you will present a 10 – 15 minute powerpoint summarizing your project. You should maintain a literature review portfolio that represents your progression towards this end. Your research portfolio should be a three ring binder that includes your work, articles, drafts etc. for the paper. Your portfolio and final paper will be assessed using the guidelines rubic on Blackboard.

REQUIRED TEXTS:


STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

ACADEMIC ADVISING OFFICE

If you are majoring, or planning to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should see your Academic Advisor
immediately. Degree plans are important and useful to successful progress toward graduation.

LEARNING ASSESSMENT/COURSE REQUIREMENTS:

In general, your grade for each assignment will follow these guidelines:

**Grade Standard:**
A (90-100%): Meets all requirements of the assignment in a sound, clear, thorough, and professionally presented manner. Analytic tools are applied appropriately, performed correctly, and interpretations are accurate.
B (80-89%): Meets almost all of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks soundness, clarity, thoroughness, or professional presentation. Analytic tools are mostly applied appropriately, performed correctly, and interpretations are mostly accurate.
C (70-79%): Meets some of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks a combination of soundness, clarity, thoroughness, or professional presentation. Analytic tools are not applied appropriately, or not performed correctly, or interpretations are not accurate.
D or F (< 70%): Less than the standard for “C”. Both of these grades are failing. All course requirements must be completed to receive a grade from this course.

COURSE OUTLINE (Tentative)

<table>
<thead>
<tr>
<th>Week (Dates)</th>
<th>Topic(s)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Project management and the integrated process</td>
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<tr>
<td></td>
<td>Class Introduction</td>
<td>Chapter Kuehn 1</td>
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<td>The basic concepts of project management</td>
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<td>September 1</td>
<td>The Integrated Process</td>
<td>Chapter 2 Kuehn; Chapters 1, 2 &amp; 3 Dobson</td>
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<td>Discussion questions on Web.</td>
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<td>September 8</td>
<td>Value concepts and project management</td>
<td>Chapters 1&amp;2 Goodpasture</td>
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<td>Problems on PV, NPV economic add value and</td>
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<td>expected economic value.</td>
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<td>September 15</td>
<td>Defining the scope of the Project</td>
<td>Chapters 3 &amp; 4 Kuehn</td>
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<td>Chapter 4 Goodpasture</td>
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<td>Exercises 4 A &amp; 4B Kuehn</td>
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<td>September 22</td>
<td>Balancing Scope to</td>
<td>Chapter 5 Kuehn</td>
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September 29  Exam 1

**Module 3  The Planning Process**

- **October 6**
  - Considering specific strategies
  - Chapter 4, 5 & 6 Dobson

- **October 13**
  - Understanding workflow and building a schedule
  - Chapters 6 & 7 Kuehn

- **October 20**
  - Analyzing and adjusting the schedule. Analyzing scheduled risk.
  - Chapters 8, 9 & 10 Kuehn

- **October 27**
  - In-class workshop
  - Exercises 8A, 8B, 8C, & 9A Kuehn

November 3  Exam 2

**Module 4  The Execution and Controlling Process**

- **November 10**
  - Establishing the performance baseline
  - Kuehn Chapters 11, 12 & 13

- **November 17**
  - Performing Earned Value Analysis
  - Kuehn Chapters 14, 15, & 16

November 24  Thanksgiving

**Module 5  The Closeout Process**

- **December 1**
  - Closeout Metrics and Feedback
  - Kuehn Chapters 17 & 18.

December 8  Final Projects

**IMPORTANT NOTES**

1. *Syllabus Disclaimer and Changes.* The instructor reserves the right to make changes in the syllabus. Such changes will be announced in class.

2. *Attendance Policy.* Please understand that your contribution has a bearing on the value of
the course, both to yourself and to your colleagues; if you believe that your contribution is not important, and then please take another course. Each student is expected to come to class having read the material for the session and able to discuss the topic. The lack of class attendance will affect student learning and, hence, performance.

3. Late Hand-in. Acceptance of late hand-ins or postings is at the discretion of the instructor. Points will be deducted for late hand-ins or postings. Some postings may require replies. Replies must be substantive, providing more than merely a statement of liking or not liking something. They should include suggestions for improvement. Replies that are too brief may not receive all points. Points for replies are part of points associated with postings, above.

4. Distance Learning. Electronic, on-line learning may be substituted for in-class lectures. Students are responsible for accessing modules and completing assignments according to announced time tables. As noted earlier, acceptance of late hand-ins or postings is at the discretion of the instructor, and points will be deducted for late hand-ins.

5. Contacting the Instructor. The preferred way of contacting the instructor is through e-mail or during office hours. I check my e-mail almost daily (except when on travel), and will respond. If you send an e-mail, I may ask you for a phone number to contact you for follow-up, if necessary.

6. Student Conduct. Students should conduct themselves in ways that are consistent with promoting an efficient learning environment for themselves and everyone else. Students should be conscientious, helpful, properly motivated to learn, honest, and respectful of others and their opinions at all times. Such conduct is consistent with generally regarded norms of professionalism, including those found in graduate, professional degree programs. Points may be deducted for inappropriate conduct, and students referred to the University for further investigation of the matter.

Students should also familiarize themselves with the university Code of Student Conduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other acts of misconduct are stated in the Code of Student Conduct. Please note that plagiarism is a serious academic offense that may result in a student being expelled from an academic program or institution.

7. Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the
responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.