COURSE SYLLABUS
PADM 5306.W01-Public Sector Fiscal Management
Crosslisted with
HCAD 5325.W01-Health Care Financial Management

Web Based

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Office Hours: Tuesday and Wednesday 1:00 pm - 3:00 pm in physical office; on-line in Blackboard “Office Hours” link, or via Skype Id: jorgensendan by appointment.

This is a web-based course. Students taking this course must have regular access to a computer and an internet service provider. Learning in this course is done at the student’s own pace, however, the student must meet designated deadline’s to assure course progression in a timely fashion. Deadlines for the completion of each module will be noted and are strictly adhered too.

COURSE DESCRIPTION:

This course looks at one of the most critical aspects for the public sector, healthcare and nonprofit manager, that is to manage in both fiscal and strategic terms. Therefore this class provides a survey of basic financial management techniques used in administration of public sector, healthcare and nonprofit organizations. Specifically, this course provides an understanding of cost analysis, strategic planning and forecasting techniques through the use of fiscal analysis.

Fiscal analysis is critical to satisfying those who charter and fund public, healthcare or nonprofit organizations, 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, healthcare and governmental sectors.

The first portion of the course examines budget as a management tool, including project evaluation and capital budgeting techniques. This is followed by a discussion of revenue sources, their structures and administration. The focus then shifts to financial accounting and reporting for a broad range of stakeholders. A course calendar is attached with the expected dates and topics to be covered in each class module.

STUDENT LEARNING OBJECTIVES:

O1. Become generally conversant with managerial and financial accounting as they pertain to public sector, non-profit and healthcare organizations.
O2. To be able to interpret budget and accounting documents and use them in planning and implementing public programs.

O3. To understand and diagnose what constitutes a financial problem and make an appropriate response.

O4. Apply fiscal analysis to critical parts of the management process to provide analysis of value to those who may charter or fund organizations.

MEANS OF ASSESMENT:

<table>
<thead>
<tr>
<th>Homework assignments</th>
<th>40 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Exams (2 @ 30 pts. each)</td>
<td>60 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100 points</td>
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</tbody>
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Homework: Assignments will be completed as a means of formative assessment. Each module students will be responsible for completing various problems that pertain to that module’s learning objectives. Completing the homework demonstrates that you have engaged the material prior to the exams. Assignments can be done either individually or as a group, however, to get credit each student must turn in a portfolio of competed problems prior to each exam. **Students are strongly encouraged to turn in assignments via Blackboard as completed to assure timely feedback before an exam and not wait until the deadline to turn in the entire portfolio in at one time.**

Assignments can be revised prior to taking the exam to earn full credit for assignments. You will not be allowed to take an exam if a portfolio is not turned in. Portfolios will be graded on the number of problems the student attempted to complete (1 point each assignment) and the number of correct responses (1 point each assignment). 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.

Course exams: Two exams will be given during the course to assess student learning. Exam one will cover chapters 1-8 and Exam 2 will cover chapter 9-15. Exams will be released on an individual basis for each student. Students must have substantially completed the homework assignments for each module and turned the homework in via Blackboard prior to the exam being released.

REQUIRED TEXTS:

STUDENTS WITH DISABILITIES:

Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

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)

Deadlines - you must have all homework and tests for the modules taken by this date.
June 7

Module 1: Setting the Stage
This is an introduction to managerial and financial accounting and
provides definitions to key concepts.

Learning materials such as PowerPoint’s, video, links etc. will be posted under module content.

Reading: Chapter 1
Assignment 1: Participate in the three discussion questions posted.

**July 2**

**Module 2: Planning**
This module focuses on budgeting and the various types of budgets a manager may encounter in an organization. It discusses how the budget process should link to the mission and goals of an organization. Additionally the module investigates how various budget formats show different operational aspects. The module looks at how to forecast revenues, understand costs and the time value of money in the capital budget process. Finally the module looks at how to assess long term financing to reach organizational and operational objectives.

Learning materials such as PowerPoint’s, video, links etc. will be posted under module content.

Reading: Chapters 2, 3, 4, 5 & 6.
Assignment 2: Problem 2-33 Marquoya College all four parts
Assignment 3: Denison Specialty Hospital Parts 1 & 2 all
Assignment 4: We Save-Um Animal Rescue 4-45
Assignment 5: Millbridge Ambulance Service 4-55
Assignment 6: Mead Meals on Wheels Parts 1 & 2
Assignment 7: Exercises 5-11 through 5-19 use excel to solve.
Assignment 8: Summertime Fun Camp 5-29
Assignment 9: Exercises 6-6 & 6-7
Assignment 10: Problems 6-8 through 6-15.

**July 9**

**Module 3: Implementation and Controlling Results**
This section looks at implementation through the lens of managing short term resources and obligations, as well as accountability and control of operations. It discusses working capital management techniques, quality control, performance measurement and variance analysis.

Learning materials such as PowerPoint’s, video, links etc. will be posted under module content.

Reading: Chapters 7 & 8
Assignment 11: Participate in two discussion questions posted.
Assignment 12: Problems 8-27, 8-28 and 8-30
Assignment 13: Gore Mountain Case Study

July 10

Exam 1 Chapters 1-8

July 17

Module 4 Reporting Results
This module moves our study into the area of financial accounting. Here there are specific rules created by various accounting boards and oversight organizations with which particular organizations must comply. In this section we cover the three financial statements and various ways to report revenue and expense activity. Additionally, we assess the effects of this activity on the basic accounting equation.

Learning materials such as PowerPoint’s, video, links etc. will be posted under module content.

Reading: Chapters 9, 10, 11, 12, 13
Assignment 14: Problems 9-23 through 28
Assignment 15: Problems 10-14 through 17
Assignment 16: Problems 11-15 through 18
Assignment 17: Problem 12-4
Assignment 18: Participate in discussion questions posted

July 23

Module 5 Financial Analysis
The final module gives the student various analytical tools for making a financial statement analysis and analyzing financial condition.

Learning materials such as PowerPoint’s, video, links etc. will be posted under module content.

Reading: Chapters 14 & 15
Assignment 19: Major Medical Center 14-13 a, b, c, d, e
Assignment 20: Problems 15-10, 11, & 12

July 24

Exam 2 Chapters 9-15

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. 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.

3. **Contacting the Instructor.** The preferred way of contacting the instructor is through Blackboard 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.

4. **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.

5. **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.