TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF NURSING AND HEALTH SCIENCE
HCAD 5325/NURS 5360
Fall 2013 Syllabus

Facilitator: Yolanda Keys DHA, MSN, RN, NE-BC
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Office Hours: By appointment

Credits: 3

Prerequisites: Core Courses / No prerequisites for HCAD students.

Course Descriptions:

NURS 5360: Overview of concepts, principles and uses of basic accounting and budgeting information for the health care manager. Focuses on providing the nurse administrator with a basis for understanding the fiscal status of a health care organization.

HCAD 5325: Survey of basic financial management techniques used in health care administration. Provides an understanding of cost analysis, strategic planning and forecasting techniques.

Class Time:

HCAD 5325 and NURS 5360 are cross-listed in the Texas A&M University Corpus Christi Graduate Catalog. Students may take either course to fulfill the Health Care Administration option in the Masters of Public Administration or Masters in Business Administration or in the Leadership in Nursing Systems specialty area of study for the Masters of Science in Nursing program. This section of NURS 5360/HCAD 5325 is web-based and the principles of distance learning apply for all students. Students with limited experience in web-based learning should inform your instructor immediately. Web-based courses do not reduce the amount of time individuals are likely to spend completing course requirements. Rather, the time spent in the course is set by every student’s personal learning style, not a lecture schedule.
COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES:

The following objectives will support knowledge acquisition of topics designated for NURS 5360 and HCAD 5325.

COURSE OBJECTIVES WITH SPECIFIC LEARNING OUTCOMES:

1. Explains selected components of the economic aspects of planning
   1.1. Describes the costs and revenue sources of health care
   1.2. Explains the financial structure of health care institutions
   1.3. Interprets basic fiscal theory and principles
   1.4. Describes the purposes of journals and ledgers to identify and compute operating costs
   1.5. Describes the purpose and interprets financial statements (balance sheet and income statements)
2. Interprets selected components of the economic aspects of an organization
   2.1. Defines basic fiscal and accounting terminology and principles
   2.2. Describes the purposes, advantages, and disadvantages of the case and accrual bases of accounting
   2.3. Explains budgeting concepts, the specific elements of a budget and the budget cycle
   2.4. Describes the use and effect of strategic planning and forecasting as part of the budgeting process
   2.5. Summarizes current research findings pertinent to organizations
3. Applies selected components of the economic aspects of staffing
   3.1. Examines the development of personnel financial plans
   3.2. Analyzes and explains variances to an operating budget
   3.3. Examines methodologies for projecting the cost of patient care
   3.4. Generates human resource management strategies to manage costs related to recruitment, retention, turnover and absenteeism
   3.5. Applies research findings to validate financial management of human resources
4. Analyzes selected components of the economic aspects of control
   4.1. Identifies the department or nurse manager’s role in the capital budgeting process
   4.2. Selects appropriate fiscal decision making strategies
   4.3. Describes basic marketing concepts, including market segmentation, customer behavior, market share and market research
   4.4. Describes research processes available to examine financial management of the delivery of nursing care

LEARNING EXPERIENCES AND TEACHING METHODS

Discussion, group projects, independent reading and study are used to stimulate student understanding of theory, process and principles of healthcare financial management. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.
Web Class Specifics:

- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course.
- Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
- Those of you with limited experience in Web-based learning should inform Dr. Keys immediately.
- Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies.

REQUIRED TEXTS


RECOMMENDED TEXTS


EXPECTATIONS for STUDENT BEHAVIOR

1. All students must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. The online week for this course starts on Tuesday and ends on Sunday (Monday may be considered a day off). The Fall semester begins on a Wednesday so the first week is a short one. The due dates for all assignments are on Sunday of the week specified in the course schedule.

2. Evidence of preparation for weekly class discussion is determined by participation. Because every student’s presentation grade will be based in part on the ability to engage classmates in discussion, it is imperative that students prepare for each class. The success of a group project depends on each group member’s contribution. Students should have completed the required readings related to the topic designated for a week by the designated Tuesday – before the week begins. This framework is similar to the expectation that students arrive
at a lecture having completed the readings that support the lecture and allows students the week to complete the learning activities or ask questions related to the topic. Students should contact the course instructor to clarify assignment schedule if necessary.

3. All email communication should occur through the BlackBoard structure. Students should review email at least every 48 hours.

4. All assignments are due on the scheduled date unless other arrangements have been made with the course instructor ahead of the due date. **Points will be deducted from the final grade of the assignment** for each day that the assignment is late. Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of your syllabus as a reference.

5. All information disclosed through course discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

6. Students should notify the faculty if they drop from the course and should not attempt to access course materials once they have withdrawn. If, after consultation with the instructor, dropping a course is determined the best course of action when events interfere with your participation, you must initiate the process through the Registrar’s office. Just stopping attendance and participation will not automatically result in your official drop from the course. If you do not conclude the drop process you may receive an F for the course rather than the W for withdrawal.

7. The nature of the content of this course may promote debate during class discussion. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

8. Unless otherwise stated in an assignment’s instructions, assignments should represent each student’s independent work. Work completed through unauthorized consultation or review of unauthorized materials could be judged as cheating or plagiarism.

**EXPECTATIONS for FACULTY BEHAVIOR**

1. The course faculty will monitor BlackBoard email and discussion comments regularly. Students can expect a response to email messages or discussion comments within 48 hours of the posting unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends.

2. Students will receive feedback on assignments within 10 days of assignment due dates unless notified by the course faculty.

3. The course faculty is available for meetings with individual students through email, telephone, or face-to-face encounters. Students are encouraged to make appointments when extensive content must be covered.
4. Students in the non-nursing Health Care Administration specialty track will be supported in a manner similar to nursing students enrolled in the course.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the course faculty in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students must adhere to the APA Publication Manual, 6th Edition guidelines for formatting and organizing written assignments. Review format before writing papers AND before submitting completed assignments.

Finance and financial management has a specific language. Students should use appropriate terminology when describing, discussing, or reporting financial information. Students should refer to their texts when completing assignments to insure their documents adhere to accounting and financial management principles.

ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Refer to APA Manual Chapter 6 for the proper way to use and cite quoted material.

By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an exam will be given the most severe penalty possible, most likely an "F" for the course, but may include more severe punishments.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation 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 Corpus Christi Hall # 116.

If you are a veteran and are experiencing cognitive and/or physical access issues to this course or on campus, please contact the Disability Services Office for assistance.
DROPPING THIS COURSE

Events may occur during the semester that require a student drop this course. Students should be aware that a dropped course will change their degree plan and should consult the appropriate Academic Advisor (CONHS 361-825-5893) and course faculty before initiating the drop course process. Once it is determined that the drop is necessary, a student must personally initiate the drop process through the Registrar’s office. No one other than the student can complete and submit the drop course form on the student’s behalf. Stopping attendance and participation WILL NOT automatically result in a course drop. It may however result in an F on your transcript if the appropriate documents are not submitted to the Registrar.

ACADEMIC ADVISING

The TAMUCC Graduate Studies department and the College of Nursing and Health Sciences requires that students consult with an academic advisor regarding their degree plan and/or changes to their plan. The Graduate Academic Advisor will set up a degree plan with each student and indicate the plan is active when a student has signed the plan. Once the plan is completed it is filed in a student’s record. The Academic Advisor can be contacted at CONHSGradAdvisor@tamucc.edu or 361-825-5893. Students are responsible for assuring they have met the pre-requisites for this course before starting course work. Students in the Master of Public Administration or Master of Business Administration programs should consult their program administrator for guidance in designing their degree plans.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes s/he has an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process. This process includes discussing your concerns about a grade first with your instructor.

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.
PLAGIARISM
The highest standards of academic honesty are expected from the student. Faculty adheres to the University policy regarding academic honesty as published in the University Catalog. “You must cite the work of those individuals whose ideas, theories, or research have directly influenced your work” – APA 6th ed – p. 169.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! -- Wilson, H. (1985). Research in Nursing. Menlo Park, Ca., Addison Wesley

COURSE GRADE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BlackBoard and Intro Assignments</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Team Agreement</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Learning Activities (3)</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Questions (3)</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

No extra credit assignments are provided in this course. Students should work closely with the instructor to assure successful completion of course work.

The grading scale for the course is:

A = 90 -100
B = 83-- 89
C = 75 – 82
D = 67 – 74
F = below 67
CLASS SCHEDULE

The material in this syllabus and dates identified in the class schedule are subject to change. Students will be notified of changes in a timely manner. Please see the Course Schedule for specific information.

WEEK 1

Guidelines & Criteria for the Team Agreement

By identifying and agreeing upon ground rules at the beginning of the course, teams minimize the risk of conflict and facilitate task completion. Ground rules may pertain to reaching agreement about meeting times, meeting protocol, team roles (e.g., agenda building, meeting facilitation, record-keeping, etc.), notifications, assignment responsibilities, and other task and maintenance issues. Members are also encouraged to discuss the best ways to contact one another and limits on contact.

Please use the following criteria to describe how your team will function. The form should be submitted to the instructor for review by the due date. Revisions may be necessary to promote smooth team functioning:

CRITERIA
1. Identify each member’s role taking into account the person’s strengths and weaknesses:
   a. Will the team have a leader and if so, who this will be, or will this role be rotated?
   b. How will work be distributed? Who is the designated backup?
   c. Who will post team assignments?

2. Ground rules:
   a. Are there any known problems or problematic dates/times that need to be considered?
   b. When and how will the team “meet” or communicate with each other? How often?
   c. How will different versions of an assignment be handled?

3. Conflict management strategies:
   a. How will team members provide constructive feedback to each other?
   b. How will team members handle work that is sub par, incomplete, or not done?

The final document should contain the TEAM’s name. The filename should also include the TEAM’s name. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using email in the BlackBoard shell on the due date indicated in the course schedule.
Guidelines for Student On-line Discussion – worth 10 points

In order to demonstrate understanding of material – discussion forums will be used. For each discussion Each Group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This Initial post should be posted on the date indicated in the course schedule.

For the initial posting each GROUP should:

1. Review the question and corresponding assigned readings.
2. Work with group members to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.
4. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

<table>
<thead>
<tr>
<th>Criterion</th>
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<tbody>
<tr>
<td>Narrative is substantive, comprehensive and reflects application</td>
<td>2</td>
</tr>
<tr>
<td>of theoretical principles or empirical evidence</td>
<td></td>
</tr>
<tr>
<td>Narrative contains evidence that students understand topic under</td>
<td>1</td>
</tr>
<tr>
<td>discussion</td>
<td></td>
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<tr>
<td>Articles/researchers/authors of the literature that provides the basis</td>
<td>2</td>
</tr>
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<td>of the narrative are cited</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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In response, each STUDENT should:

1. Identify a point made in the narrative or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

4. **TWO responses on topics other than your group’s** are required to be eligible for full credit.

**Grading Criteria for Discussion Response**

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<td>Response demonstrates student’s unique ideas about content</td>
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**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. **DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.**

**WEEK 4 & 5**

**Guidelines for Weekly Learning Activities**

The purpose of these assignments is to provide students an opportunity to assess their knowledge of the content covered in required readings. The activities were adapted from the required textbooks. Weekly assignments must be completed by Sunday at 11:55pm of the respective week. Additional instructions can be found under each ‘Unit’.

**Grading criteria for Weekly Learning Activities**

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<td>Answers are correct based on the principles covered in the required readings.</td>
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Guidelines for Student On-line Discussion – worth 10 points

In order to demonstrate understanding of material – discussion forums will be used. For each discussion Each Group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This Initial post should be posted on the date indicated in the course schedule.

For the initial posting each GROUP should:

5. Review the question and corresponding assigned readings.
6. Work with group members to develop a comprehensive narrative response.
7. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.
8. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

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5. Identify a point made in the narrative or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
6. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.
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**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. *DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.*

**WEEK 8 & 9**

**Guidelines for Weekly Learning Activities**

The purpose of these assignments is to provide students an opportunity to assess their knowledge of the content covered in required readings. The activities were adapted from the required textbooks. Weekly assignments must be completed by Sunday at 11:55pm of the respective week. Additional instructions can be found under each ‘Unit’.

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WEEK 10 & 11

Guidelines for Weekly Learning Activities

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WEEK 12 & 13

Guidelines for Student On-line Discussion – worth 10 points

In order to demonstrate understanding of material – discussion forums will be used. For each discussion Each Group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This Initial post should be posted on the date indicated in the course schedule.

For the initial posting each GROUP should:

9. Review the question and corresponding assigned readings.
10. Work with group members to develop a comprehensive narrative response.
11. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.
12. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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10. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. Replied such as “I agree” or “You are right” are not considered quality responses.

11. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

12. TWO responses on topics other than your group’s are required to be eligible for full credit.

Grading Criteria for Discussion Response

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Note: You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. **DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.**
This assignment provides students with an opportunity to examine a potential real-life situation and to work within a group to develop recommendations to deal with the situation in a manner that supports a healthcare organization’s operations. Students will work in small groups to complete the assignment. All students are expected to participate actively and contribute to the case analyses.

Work with your group to identify a proposed initiative or potential investment that your facility is considering. Feel free to consult your CNO, CFO or Finance department for ideas that address one of the following areas:

- **Expanding the business without increasing risk.** This is the age-old dilemma of all successful companies. Expansion could boost revenue and profit. But it also could lead to higher expenses, great forecasting uncertainty, and other risks.

- **Choosing IT solutions that make, or save, money.** We all have heard the horror stories of the incredibly expensive, but nonfunctional, hardware upgrade, or the horrific cost overruns in software conversion projects. But we also have seen once-prosperous, cutting-edge companies lose huge chunks of their business when they fall behind technologically. Making decisions on when, and how, to upgrade can be a challenge.

Once your team has chosen a topic – you will write a narrative that addresses the following:

1. Summarize the information surrounding your proposed initiative or potential investment.
   a. Delineate additional information other than financial information that is necessary for the analysis but is not readily available at this time.
   b. Identify potential sources of the information you are missing that would strengthen your recommendations.
2. Create a thorough list of items to consider in generating an estimate of the various costs associated with this project.
   a. Include any relevant assumptions in your financial assessment
   b. Include any relevant cost information
   c. Classify costs as fixed or variable
   d. Explain how this information is used for analysis
3. Outline the financial management principles you would use to determine whether the investment will be worth the cost.
4. Summarize your group’s position on this project – should the organization move forward in the initiative/investment or not? Provide rationale.
5. Peer reviewed articles and online information should be used to gather data on your chosen topic and should be referenced appropriately using APA 6th Edition
6. Please submit using the appropriate Assignment Link

From: [http://www.cpa2biz.com/Content/media/PRODUCER_CONTENT/Newsletters/Articles_2013/CPA/Apr/10IssuesCFOs.jsp](http://www.cpa2biz.com/Content/media/PRODUCER_CONTENT/Newsletters/Articles_2013/CPA/Apr/10IssuesCFOs.jsp)
PEER EVALUATION

The purpose of this assignment is to provide students with an opportunity to critically evaluate his or her personal contribution to team work. The ultimate measure of team effectiveness is the outcome produced by the combined effort of ALL team member. Group performance will also be evaluated by the instructor.

To complete this assignment, the student should evaluate his or her performance as a member of the group used to complete course assignments. After reviewing references on group or team work and team processes, students should analyze the group process that occurred and the quality of the outcomes produced. The group process analysis should be written as an essay, using complete sentences.

<table>
<thead>
<tr>
<th>GRADING CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies own functional role in group</td>
</tr>
<tr>
<td>Describes strategies used by the group to achieve goals</td>
</tr>
<tr>
<td>Describes the areas of conflict that arose during group work</td>
</tr>
<tr>
<td>Describes strategies used within group to resolve conflict</td>
</tr>
<tr>
<td>Peer Assessment (Use table below – rate the performance of each team member and total)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate yourself and each team member in each of the categories indicated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total the scores and include in your Team Evaluation.</td>
</tr>
<tr>
<td>(1) Attention to coursework</td>
</tr>
<tr>
<td>1 Points</td>
</tr>
</tbody>
</table>

At the end of your Team Evaluation post – include the name of each team member (including) yourself and their total as follows:

EXAMPLE:
Yolanda Keys: (1) 2; (2) 2; (3) 2; (4) 2 = Total 8
Lil Wayne: (1) 1; (2) 2; (3) 2; (4) 1.5 = Total 6.5
Taylor Swift: (1) 1; (2) 1; (3) 2; (4) 2 = Total 6

SUBMISSION INSTRUCTIONS:
- This assignment should be submitted as A POST through the appropriate BlackBoard Assignment Link.
- Students should complete the assignment in Microsoft Word and then cut and past their entry into the assignment link text box.
- Do not stress about APA formatting here but DO make sure to use correct grammar.