Course Outline

Required materials:
2. Course packet from RHAPS
3. Two 3 1/2 inch computer diskettes (provided by computer lab)

Course Description:
Management approaches to budget and finance in recreation and park agencies and businesses; budget preparations, forecasting, accounting techniques, and capital acquisition. Review of revenue options, capital funding, and revenue sources included. (Two hours discussion and two hours computer laboratory per week).

Course Teaching Methods:
1. Instructor classroom presentations with student participation in budget preparation and financial statements development.
2. Instructor computer laboratory presentations with student computer applications in budget preparation and financial statements development.
3. Instructor guided individual student development of an in-depth program budget prospectus.
4. Student-to-student defense and review of program budget prospectus.
5. Text readings and quizzes
6. Examinations

Course Core Content and Objectives:
Text readings, quizzes and discussions to provide context for course exercises.

Introductions, discussion, practice and testing of:
1. The principles of fund accounting in relation to creation of funds; fund categories; and budgeting in recreation and park agencies and businesses to facilitate an understanding and development of budgeting skills.
2. The purpose, recording, objectives and presentation of accounting data in recreation and park agencies and businesses to develop skills in tracking financial transactions.
3. The use of sources and uses of funds information and financial ratios to facilitate an understanding and develop skills in financial analysis of the health of an organization.
4. Proforma financial statements to develop an understanding of the predictive applications of past financial information.
5. 12-month cash budgets to provide an understanding of short-term financial planning and control in recreation and park agencies and businesses.

To enhance learning, students are expected to read the assigned course material prior to coming to class and to be prepared to discuss concepts and ideas. Failure to prepare for the class by reading assigned material will reduce student learning in the course, which will be reflected in the course grade.

Policy on Class Absences, Late Assignments and Make-up Exams:

Under unusual circumstances, class absences may be excused by the instructor. The merits of absences will be considered on a case-by-case basis by the instructor. All assignments must be turned in to pass the course. Late assignments will only be accepted for graded credit in situations involving difficult and unusual circumstances. When accepted for credit, late work loses 20% of the points per school day. An appointment to turn in late work will be made in advance of the original due date with the professor. Late work is NOT to be turned in at the department office. Make-up exams/quizzes will only be given for university approved absences such as illness or required field trips. Make up quizzes will not be given for the first missed quiz since the lowest quiz is dropped.
"Examinations as 'Gates'"

Each examination serves as a gate to the following examination. You must obtain a minimum score of 70% on each examination before being eligible to take the next examination. If you receive a score below 70% you may retake the examination as many times as you need to reach 70%. The points toward your grade on the original and make-up examinations will be the greater of:

1st original = 100% of the score you obtain
1st retake = 70%
2nd retake = 65% *70% score minimum required to be eligible for the next level exam in course.
3rd retake = 60%
4th retake = 50%
5th retake = 40%
6th retake = 30%
7th retake = 20%

Course Evaluation and Grading

Course grades will be based on the following requirements:

10 of 11 quizzes on the text (10 @ 10.0 pts) 100 pts
Three (3) hourly examinations (100.0 pts. each) 300 pts
Program budget prospectus (introduction / justification)- 25 pts
(detailed budget)- 175 pts
(budget on computer) - 100 pts 300 pts
Program budget prospectus presentation to student board,
(50 present, 50 review) 100 pts
Exams on computer (4 @ 25) 100 pts
Final examination: 100 pts

Total points: 1000 pts

Copying other's work and presenting it as your own will result in failure for the entire course. All items listed above for point credit must be completed to pass the course, even if the item is turned in or accomplished late and thus eligible for no credit.

Grades will be assigned on the following basis:

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<th>Range</th>
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<tr>
<td>94 - 100%</td>
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<td>59 or below</td>
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February 18 is the LAST day to add or drop classes without special permission of the instructor, the department chair AND the associate dean. Students WILL need a 'serious and compelling' reason (see catalog) after this date and must use the COP process.
Course Calendar, Assignment Dates and Objectives:

**Mondays and Wednesdays:** Lecture meets in THMA 116 ------: Lab meets in THMA 132B

1-24        Course introduction (Computer Labs will meet)

1-26        Introduction to the Term Project. (It is due in 5 Weeks.)

1-26, 1-31, 2-2        To introduce and discuss the principles of fund accounting in relation to creation of funds; fund categories; and budgeting in recreation, park and leisure service organizations. To facilitate an understanding of budgeting skills through the introduction of practice budget balancing of a city recreation and park budget. (COA 7A.01, 8.21)

1-31        Quiz on Ch 1&2, Financial Management in Public, Private & Public Not-for-Profit, and commercial Sport, Tourism, and Leisure Service Organizations

2-7        Quiz on Ch 3&4, Financial Management in Sport Organizations and in Tourism and Commercial Recreation Organizations.

2-7, 2-9        To further develop budgeting skills through practice budget balancing both manually and on electronic spreadsheet. (Term project due in 3 weeks. You should have at least the shell on computer by now.)

2-14        Quiz on Ch 5&6, Organization Functions and Departmentalization Practice budget balancing examination

2-14        Disks on budget balancing practice examination due for grading.

2-16        Examination #1.

2-18        Last day to Add/Drop without a serious and compelling reason and the instructor’s, chair’s and associate dean’s signatures.

2-21        Quiz on Ch 7, Economic Principles Discussion of program budget prospectus. (COA 7A.01, 8.21) The prospectus is due in 9 days. To introduce the purpose, recording, objectives and presentation of accounting data in recreation and park organizations ("T" accounts). (COA 7A.01, 8.21)

2-23        Continue “T” accounts. The prospectus is due in 7 days.

2-28        Quiz on Ch 8, Revenue Sources Program budget prospectus work day. (COA 7A.01, 8.21) The prospectus is due in 2 days.
3-2 Prospectus (three paper copies) and prospectus on computer due.
(COA 7A.01)

One extra copy of introduction/justification due.

3-7 To analyze the tools of financial analysis of non-profit and for profit recreation and park organizations through an introduction to cash flow information and financial ratios both manually and on electronic spreadsheet. (COA 7A.01, 8.21)

3-7 Quiz on Ch 9, Pricing

3-9 California Park and Recreation Society Training Conference

3-21 Quiz on Ch 10, Grantseeking
3-21, 23, 28 Continue tools of financial analysis

3-28 Quiz on Ch 11&12, Philanthropy & Fundraising; Sponsorship

3-30 Disks on “T” accounts and financial ratios practice examination due for grading by the end of your lab period. Practice examination for “T” accounts and financial analysis.

4-4 Examination #2.

4-6 Student Budget Review boards
To develop program budget prospectus analytical skills through peer reviews. Ten type-written questions for each budget you review are due at the time of the oral review. A minimum of four of your questions for each budget reviewed must have research sources provided. (COA 8.21)

4-11 Quiz on Ch 13&14, Budget Basics; Budget Preparation

4-11, 4-13 To facilitate an understanding of the use of budgets in the planning process through the use of proforma financial statements both manually and on electronic spreadsheet. (COA 7A.01, 8.21)

4-18 Quiz on Ch 15, Budget Formats

4-20 Disks on proforma practice examination due for grading at end of lab. Practice Examination on Proforma Financial Statements.

4-25 Examination #3

5-2 Quiz on Ch 16, Capital Budgeting

4-27, 5-2 To provide an understanding of short-term financial planning and control through the introduction of 12-month cash budgets, both manually and on electronic spreadsheet. (COA 7A.01, 8.21)
5-9 Disks on practice 12-month cash budget examination due for grading at the end of the computer laboratory.

5-11 Practice Examination on 12-Month Cash Budget

5-16 Final Examination
   Section 1, 1000-1150 (Monday)

5-20 Final Examination
   Section 2, 1200-1350 (Friday)
ACADEMIC RIGOR AT CALIFORNIA STATE UNIVERSITY, CHICO

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University—teaching and learning, curriculum, evaluation of students and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching

Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Rigorous Learning

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.