



Syllabus
 HPM 958: Financial Leadership
 Fall 2018
 3 Credits | On-Line

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Course Overview

Course Description

Healthcare professionals, whether in public health agencies, commercial entities, nonprofit organizations, or academic settings need to be able to read, understand and analyze financial information. This course will teach budgeting concepts, as well as financial statement analysis, and goes beyond the creation of budgets and financial statements to the analysis of the entity's financial health as a whole. To adequately understand how to read, understand and analyze financial statements, students must understand how information is accumulated and presented. Therefore, this course also covers cost and managerial accounting concepts that are fundamental to that understanding.

In addition, in order to have confidence in financial information, an entity must have an appropriate level of internal controls to prevent, detect and correct misstatement of financial reports and statements. When effective, internal controls start at the top with management and the board of directors/trustees and become inculcated in the culture of the entity. This course will teach the importance to financial controls and garner you with an understanding of common "red flags" to look for in establishing an appropriate control environment.

The Form 990 is the informational tax return required annually of all Non-Profit organizations in the U.S. The form discloses financial, governance, compensation, and grant information that can be essential in evaluating the financial health of a U.S. Non-Profit. The form is publicly available and this course will teach you how to interpret the form and identify risk factors of a Non-Profit organization.

Gone are the days when leaders, even those without financial backgrounds, could delegate the full responsibility for accurate financial reporting to others. Those charged with governance as well as the entity's management are expected to be more involved. They are ultimately accountable for the financial aspects as well as operational and compliance aspects of their respective departments or organizations, and they need to be equipped for that level of financial understanding.

This course will explore financial leadership from the standpoint of management as well as those charged with governance and prepare leaders to look at their entities through the lens of financial accountability and transparency.

Prerequisites

Excel

You are expected to have a basic proficiency in Excel. Though your proficiency will not be assessed at the beginning of the course, you will be assessed on the tools and techniques we cover in class. There are numerous books and Internet sites teaching these programs if you need additional help. I strongly suggest you use Google (*learn Excel*) to find one that fits your learning style and time.

Instructor	Anne M. McGeorge, MS, CPA Adjunct Faculty-UNC Gillings School of Global Public Health Phone: (704) 604-1560 Email: amcgeorg@ad.unc.edu
Teaching Assistant (shared)	Maggie Holly (shared)
Course Website	https://sakai.unc.edu/portal/site/1ae6b6a9-cb78-4277-9b8b-318b3efd9f2d/page/4a06bc32-2487-476f-b03f-a907ee3be67a
Class Days, Times, Location	This course is a fully online course that meets twice in live sessions on campus and 12 times in an on-line format, on Wednesdays from 5:35-7:00 pm. See Fall 2018, Cohort 13 Schedule
Office Hours	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.
Course Texts	Required: <i>Financial Management for Public, Health, and Not-for-Profit Organizations</i> , Finkler, Smith, Calabrese, and Purtell; Fifth Edition, available on Amazon. There are student resources that accompany the text book available at https://study.sagepub.com/Finkler5e2/student-resources Articles The instructor may distribute certain articles during the semester. They can be found in the folder for the week on the Sakai website.
Course Format	Students are required to attend scheduled classes including all Adobe Connect sessions which will be held online on Wednesday afternoon/evening according to the DrPH schedule (below and on the DrPH Sakai site). Pre-work by students (individual) 1. Review the topic for the week by doing the following (note that you are required to prepare in advance): <ul style="list-style-type: none">○ Read the chapter○ Work the assigned problems in the book. This is an important step in understanding the material. (answers will be posted on Sakai, but work the problems first, then check your answers to the answer key)○ Prepare for any in-class activity by doing any additional assigned reading or problems (see schedule)○ The class will generally consist of a short lecture, just covering the highlights of the Chapter (15-20 mins), followed by a discussion of the homework, presented by teams of two (the team groupings will be

posted to Sakai and given out on the first day of class). The teams have been put together to group the more financially experienced students with the less financially experienced (Please, no substitutions).

- Participate in any team break-out sessions (when they are a part of class) as well as class discussions

It is important that you take responsibility for your learning. This is **NOT** a reading course. In order to have a good grasp of the material you will need to do the homework, i.e. answer and understand the questions and work and understand the problems. There will be several assigned from each chapter, but you should work as many as you need to in order to get a good understanding of the material. I am here to help you so please reach out if you need help. You will have three (4) Assignments on the material, (2) will be individual and (2) will be group assignments. On the individual assignments, you may consult the book but you may not consult anyone else. You will electronically sign your submission, which will include signing the honor statement.

Please have the following available during class:

- Your text
- Downloaded materials relevant to the session
- Your homework problems, complete. We will discuss the homework during class and, although each team will be responsible for one class, you may be called on to participate in the explanation, so please be prepared.

Since Sakai is the primary course management and communication system, you are expected to be comfortable with the following functions: accessing files, downloading files, depositing files. Adobe Connect will be used for weekly sessions. You can access the URL for the online sessions from Sakai. You should be able to use these tools: listen, talk and share.

YOU ARE RESPONSIBLE FOR CHECKING THE SAKAI SITE FOR UPDATES. THEY WILL BE POSTED UNDER ANNOUNCEMENTS.

Words to the Wise (from previous students):

Due to the cumulative nature of much of the material, it is very difficult to catch up once you get behind. Approach the material like you would a language course. You must practice and work problems in order to learn the material.

Remember, for most people, healthcare financial leadership is not a course where you can just read the material and succeed.

Discussion Forums: Discussion forums will be developed as needed.

Course Policies and Resources

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their

need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

Instructor Expectations

Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.

Discussion Board and Announcements	The instructor will be an active reader and will occasionally post throughout the semester. The group Announcement and Discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.
Feedback	All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
Grading	Assignments, projects and discussion board postings will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.
Syllabus Changes	The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
Telephone Messages	The instructor will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

Student Expectations

Appropriate Use of Course Resources:	The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials or information without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students. Students will be required to sign their adherence to the Honor Code on each assignment submission.
Assignments	Submit all assignments through Sakai or by e-mail. Either is acceptable. Some students prefer to send assignments by email, as well as posting them to Sakai. As long as the submission is timely, either one works. If an assignment is submitted early, it may be changed and resubmitted as long as it is received before the due date. If questions are received by the instructor and answered, an announcement will be made to all students of the question and the answer.
Attendance/ Participation	Your attendance and active participation are an integral part of your learning experience in this course and are considered in your final grade for the course.

If you are unavoidably absent, please notify the course instructor **before** the class begins (and Teaching Assistant if one is assigned).

- Communication** You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.
- Contributions** You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.
- Discussion Board** You are encouraged to participate in the course Group Discussion Board. You are also encouraged to reply to student peers' postings per discussion board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.
- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
- Email** All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.
- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>
- Late Work** Late, missed, or rescheduled work:
Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a reduced grade. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless received prior to the due date. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.
- Readings and Homework** Readings and homework for a particular class should be completed before the class session.
- Technical support** The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

Competencies, Learning Objectives, and Assessment

Competencies

DrPH 12. Promote human, fiscal, and other resources to achieve strategic goal.

DrPH 13. Cultivate new resources and revenue streams to achieve a strategic goal.

DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.

Learning objectives

L1. Understand how to create a budget, as well as organizational budgeting concepts and how to analyze and benchmark costs.

L2. Understand basic financial statements and be able to read an entity’s financial statements and challenge their contents.

L3. Understand how to perform ratio and other financial analyses and compare the results against benchmarks.

L4. Understand costing concepts, including cost measurement and allocation, and how to perform basic analysis on purchasing decisions.

L5. Understand the risks of fraudulent financial reporting and misappropriations of assets. Be able to identify such risks from public documents.

L6. Understand the management’s responsibility for transparency and accurate financial reporting and be able to suggest ways to improve the transparency, accountability, and governance over financial matters of their entities.

L7. Understand how to apply financial concepts to common public health programs and how to utilize the financial analysis concepts for decision making.

Map

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

Competencies	Course Learning Objectives	Assessment Assignments with brief descriptions
DrPH 6. Integrate Knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health programs	L2, L3, L5, L6, L7.	Assignments 3-4
DrPH 12. Promote human, fiscal, and other resources to achieve strategic goal.	L1-L7	Assignments 1-4

DrPH 13. Cultivate new resources and revenue streams to achieve a strategic goal.	L1-L7	Assignments 1-4
DrPH 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis.	L2, L3, L5-L7	Assignments 2-4

Course Assignments and Assessments

This course will include graded assignments and/or exams.

Activity	% of Grade
Individual Assignment #1	20%
Individual Assignment #2	20%
Group Assignment and Presentation #3	20%
Group Assignment and Presentation #4 (Live class-January)	20%
Homework presentation	10%
Attendance/Participation and Peer Evaluation	10%
TOTAL	100%

Grading Scale:

H	92—100	High Pass: Clear excellence
P	75—91	Pass: Entirely satisfactory graduate work
L	60—74	Low Pass: Inadequate graduate work
F	Below 60	Fail

Other Important Schedule Notes

The syllabus and the course schedule may need to be updated during the semester to reflect the actual pace of the class, new materials/ speakers and to meet students’ preferences and learning needs. Any changes will be communicated to the class. They will be posted in announcements.

Be sure to read the announcements!

Assignment Descriptions

Descriptions of the assignments follow.

1. Assignment #1 Individual Assignment, Due Sept. 11, 2018 (by midnight) (20%)

Description: This Assignment will cover Budgeting and Understanding Costs. Chapters 1, 2, 4, and 5 in the Finkler textbook. Specifically, review the homework questions from the Chapters in the text and the assignment will test your understanding of the concepts contained therein, through multiple choice questions and case study problems:

The homework questions that cover concepts to be tested are as follows:

- Chapter 1: Reading only
- Chapter 2: 2-17, 2-22, 2-30, 2-32
- Chapter 4: 4-12, 4-15, 4-19, 4-35, 4-42
- Chapter 5: 5-14, 5-17, 5-22, 5-32, 5-36

2. Assignment #2 Individual Assignment, Due Oct. 9, 2018 (by midnight) (20%)

Description: This assignment will cover Financial Statements (the Balance Sheet, Income Statement and Cash Flow Statement) and Financial Statement Analysis. Chapters 9, 10, and 14 of the Finkler text. Specifically, review the homework questions and problems from the Chapters in the text and the assignment will test your understanding of the concepts contained therein, through multiple choice questions and case study problems:

The homework questions that cover concepts to be tested are as follows:

Chapter 9: 9-23, 9-24, 9-25, 9-26

Chapter 10: 10-15, 10-16, 10-17

Chapter 14: 14-10

3. Assignment #3 Group Assignment and Presentation on Form 990 and Applicability of Financial Concepts, Nov 7, 2018 (20%)

Description. This presentation will cover the Form 990 and its applicability to non-profit organizations, including identifying risk factors and red flags, as well as financial performance issues. Groups of two people will choose a US non-profit organization (preferably one that they are familiar with, either as an employee, a former employee, a board member, or a contributor. If neither of the team members has an association with a non-profit organization, one will be assigned). The presentation will discuss the identified risk factors of the Form 990 and their implications to stakeholders.

4. Assignment #4 Group Assignment and Presentation-Case Study (20%)

Description. This assignment will cover a case study to be distributed on or before the class on Nov. 28, 2018. The case will be discussed in class, and the details of the case will be communicated at that time. The case will involve a distressed hospital and the students will be required to analyze the financial performance of the hospital, including performing benchmark analysis and making comparisons to national averages. The students will then make recommendations regarding how to improve the financial performance of the hospital and any other strategies to consider in turning the organization around. The project will be due before our live class in January, 2019 and the groups will make a presentation of their findings and recommendations during class. Groups of (3).

5. Homework Group Presentation (10%)

Description. Homework will be presented by one group (two people each) during each of the Adobe Connect sessions where homework is required. The groups will be determined and communicated prior to the live class on August 14, 2018. There will be two (2) classes where we will not have an Adobe Connect class, but where homework is assigned. This reading and homework is to be done individually and is important to your overall learning, even though we will not have a specific class to discuss the concepts. However, if you have questions about the reading or problems, please reach out to me for help. **None of the homework assignments are required to be turned in.**

Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

August 14, 2018 (Class 1): Introduction to Financial Leadership and the Course

Aug. 14, 2018 2:00-5:00 PM LIVE CLASS	CLASS 1: INTRODUCTION TO FINANCIAL LEADERSHIP AND THE COURSE
Competency Addressed	DrPH 12
Session Learning Objectives:	<ul style="list-style-type: none"> • Understand how the course is structured, what it will cover, and student assignments • Be able to describe the concept of financial leadership and why it is important to understand financial information in the context of your organization • Understand the concept of accountability and controls and why these concepts are important in the governance and management of an organization
Readings/ Class Discussion: Chapter 1, Finkler	<p>Review Discussion Questions at the end of Chapter 1</p> <p>In class, we will review the syllabus, discuss the structure of the class, the requirements, the grading process, and answer any questions you may have. We will also discuss specific concepts of importance and solicit feedback on concepts you would like to emphasize. We discuss Chapter 1 of the Finkler textbook and outline the importance of financial leadership. We will also discuss the learning process and the major concepts to be covered during the course and their relevance to your organization.</p>

August 22, 2018 (Class 2): Planning for Success - Budgeting

Aug. 22, 2018 5:35-7:00 pm	CLASS 2: PLANNING FOR SUCCESS: BUDGETING
Competency Addressed	DrPH 12
Session Learning Objectives:	<ul style="list-style-type: none"> • Define budgeting and explain how the budget provides the detailed plan for accomplishing the objectives in a long range business plan • Define and discuss different kinds of budgets, including special purpose, operating, capital, and cash budgets • Explain the budgeting process, including preparation, review and adoption, implementation, and evaluation of results.
Readings/Class Discussion: Chapter 2, Finkler	<p>Review Discussion Questions at end of chapter 2 Problems: 2-17, 2-22, 2-30, 2-32 (to be presented by Group #1)</p> <p><i>Optional Reading, Chapter 3, Additional Budgeting Concepts, Finkler</i></p>

August 29, 2018 (Class 3): Understanding Costs

Aug. 29, 2018 5:35-7:00 pm	CLASS 3: UNDERSTANDING COSTS
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Competency Addressed	DrPH 12
Session Learning Objectives:	<ul style="list-style-type: none"> • Define cost terms, including direct and indirect costs, average costs, fixed costs, variable costs, marginal costs, and mixed costs • Understand the behavior of costs, with a focus on the impact of changes in the volume of services provided • Explain break-even analysis and provide an example of the technique • Understand cost allocation and explain activity based costing.
Readings/ Class Discussion: Chapter 4, Finkler	Review Discussion Questions at end of chapter 4 Problems: 4-12, 4-15, 4-19, 4-35, 4-42. (To be presented by Group #2)

September 5, 2018 (Class 4): Capital Budgeting

Sept. 5, 2018	CLASS 4: CAPITAL BUDGETING
Competency Addressed	DrPH 12, DrPH 13
Session Learning Objectives:	<ul style="list-style-type: none"> • Understand why capital budgeting is necessary • Explain the time value of money concept and the basic tools to evaluate investments • Present the tools of investment analysis, including net present cost, annualized cost, net present value and internal rate of return
Readings/ Class Discussion: Chapter 5, Appendix 5-B, Finkler	Review Discussion Questions at end of chapter 5 Problems: 5-14, 5-17, 5-22, 5-32, 5-36 (To be presented by Group #3) <i>Optional reading: Finkler, Chapter 6, Long-Term Financing, Finkler</i>
Sept. 11, 2018	INDIVIDUAL ASSIGNMENT #1 DUE (by midnight)

September 12, 2018 (Class 5): Discussion of Individual Assignment #1

Sept. 12, 2018 5:35-7:00 pm	CLASS 5: Discussion of Individual Assignment #1
Competencies addressed	DrPH 12, DrPH 13
Learning objectives	<ul style="list-style-type: none"> • Understand how to create a budget, as well as organizational budgeting concepts and how to analyze and benchmark costs. • Understand costing concepts, including cost measurement and allocation, and how to perform basic analysis on purchasing decisions.

September 19, 2018 (Class 6): Financial Reporting-The Balance Sheet

Sept 19, 2018	CLASS 6: FINANCIAL REPORTING: THE BALANCE SHEET
Competency Addressed	DrPH 12, DrPH 16

Session Learning Objectives:	<ul style="list-style-type: none"> • Define financial reporting • Explain and discuss the accrual basis of accounting • Understand and discuss various asset categories, including cash, marketable securities, accounts receivable, inventory, pre-paid expenses, and fixed assets • Understand and discuss liability categories, such as accounts payable and long term debt • Understand net assets, including the categories of unrestricted and restricted • Discuss the process of recording financial information and creating a balance sheet
Readings/ Class Discussion: Chapter 9, Finkler	Review Discussion Questions at end of chapter 9 Problems: 9-23, 9-24, 9-25, 9-26 (To be presented by Group #4)

September 26, 2018 (Class 7): Financial Reporting- Statement of Activity and Cash Flows

Sept. 26, 2018 5:35-7:00 pm	CLASS 7: FINANCIAL REPORTING: THE STATEMENT OF ACTIVITY AND CASH FLOWS
Competency Addressed	DrPH 12, DrPH 16
Session Learning Objectives:	<ul style="list-style-type: none"> • Explain the purpose of the Statement of Activities and Statement of Cash Flows • Discuss the rules for recording revenue and expense transactions • Understand bad debt expense, depreciation expense, and inventory used expense • Discuss the Cash Flow statement and its purpose • Address the issue of interrelationship among the financial statements • Understand the importance of the footnotes and how to interpret them • Be able to understand how a set of basic financial statements is prepared from an organization's transaction data
Readings/ Class Discussion: Chapter 10, Finkler	Review Discussion Questions at end of chapter 10 Problems: 10-15, 10-16, 10-17 (To be presented by Group #5)

October 3, 2018 (Class 8): Financial Statement Analysis

Oct. 3, 2018 5:35-7:00 pm	CLASS 8: FINANCIAL STATEMENT ANALYSIS
Competency Addressed	DrPH 12, DrPH 16
Session Learning Objectives:	<ul style="list-style-type: none"> • Discuss the importance of financial statement analysis, including review of the financial statements, examination of the footnotes and calculation of ratios

	<ul style="list-style-type: none"> • Understand the importance of comparing the organization's own ratios over time, as well as comparing financial information and ratios to those of other similar organizations ("benchmarking") • Be able to obtain public information to compare one organization to another • Explain the importance of bringing all of the information together to make an educated assessment of the financial health of the organization
Readings/ Class Discussion: Chapter 14, Finkler	Review Discussion Questions at end of chapter 14 Problems: 14-10 (To be presented by Group #6)
Oct. 9, 2018	INDIVIDUAL ASSIGNMENT #2 DUE (by midnight)

October 10, 2018 (Class 9): Financial Statement Analysis (Cont'd)

Oct. 10, 2018 5:35-7:00 pm	CLASS 9: FINANCIAL STATEMENT ANALYSIS (CONT.)
Competency Addressed	DrPH 12, DrPH 16
Session Learning Objectives	<ul style="list-style-type: none"> • Discussion of Individual Assignment #2

October 17, 2018 (Class 10): Understanding Form 990

Oct. 17, 2018	CLASS 10: UNDERSTANDING FORM 990
Competency Addressed	DrPH 16
Session Learning Objectives:	<ul style="list-style-type: none"> • Understand the importance of Form 990 and who is required to file the form • Explain the elements of the form and how to interpret the financial information contained therein • Understand how to identify risk factors of an organization from their Form 990 • Interpret the disclosures on the form to be able to make an assessment regarding the governance of the organization
Readings/ Class Discussion: None	Download your organization's (or another non-profit organization's) Form 990 from www.guidestar.org. Review it and come to class with a basic understanding of the form.

October 24, 2018 (No Class): Homework on Managing Short-Term Financial Resources and Obligations

Oct. 24, 2018	NO CLASS
Competency Addressed	DrPH 12
Reading: Chapter 7, Finkler	MANAGING SHORT TERM RESOURCES AND OBLIGATIONS: Review Discussion Questions at end of chapter 7 Problems: 7-29, 7-30, 7-32 (To be done individually, not to be turned in)

October 31, 2018 (No Class): Homework on Accountability and Controls

Oct. 31, 2018 5:35-7:00 pm	NO CLASS
Competency Addressed	DrPH 16
Reading: Chapter 8, Finkler	ACCOUNTABILITY AND CONTROLS: Review Discussion Questions at end of chapter 8 Problems: 8-26, 8-29, 8-30 (To be done individually, not to be turned in)
Session Learning Objectives (Managing Short Term Obligations and Accountability and Controls)	<ul style="list-style-type: none"> • Define Working capital and describe its elements • Understand Cash Management, including cash budgets, concentration banking, maintaining security over cash, and liquidity management • Explain the role of variance analysis and the techniques for analyzing variances • Discuss safeguarding an organization's resources • Explain the elements of a control system • Discuss Sarbanes-Oxley and its impact on the management of public service

November 7, 2018 (Class 11): Group Presentations on Form 990

Nov 7, 2018	CLASS 11: Assignment #3 Group Presentations on Form 990
Competency Addressed	DrPH 16
Learning Objectives	

November 28, 2018 (Class 12): Putting it All Together

Nov. 28, 2018 5:35-7:00 pm	CLASS 12: PULLING IT ALL TOGETHER
Competency Addressed	DrPH 12, DrPH 13, DrPH 16
Session Learning Objectives:	<p>This is the culmination of the work that the students have done throughout the semester, and will allow the students to demonstrate their competency in financial analysis and reporting.</p> <p>We will discuss the case study and its implications on public health agencies, non-profits, and hospitals, and describe the assignment to be presented by groups of (3) during the live January class on campus.</p>
Guest Lecturer: Mr. Scott Davis and Mr. Brian Bonaviri, Grant Thornton	Mr. Davis and Mr. Bonaviri authored the case study we will discuss in class and present as groups in our live January class. Mr. Davis was part of the consulting project team that addressed the issues in the case. Background and context will be discussed in class to give the students helpful information in putting together their case presentations.

TBD (Class 13): Demonstrating Our Financial Competency

LIVE CLASS January, 2019	CLASS 13: DEMONSTRATING OUR FINANCIAL COMPETENCY
Competency Addressed	DrPH 12, DrPH 13, DrPH 16
Learning Objectives	<p>This is the culmination of the work that the students have done throughout the semester, and will allow the students to demonstrate their competency in financial analysis and reporting.</p> <p>We will discuss the case study and its implications on public health agencies, non-profits, and hospitals, and describe the assignment to be presented by groups of (3) during the live January class on campus.</p>
Readings/ Class Discussion:	CASE STUDY PRESENTATIONS: GROUPS OF 3—TO BE PRESENTED DURING LIVE CLASS