

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

**Course Number:** SWN393T29

**Unique Number:** 87665

**Semester:** Summer 2020

**Meeting Time:** Tues/Thurs 5:30-8:00pm

**& Place:** On-line\*

**Instructor:** Robert Ambrosino, Ph.D.

**Email:** Robert.ambrosino@utexas.edu

**Office:** On-line (see hours below)

**Office Phone:** (210) 268-9043

**Office Hours:** T/TH 11am –12:30pm  
and by appointment via Zoom

\*This class will be conducted using asynchronous (non-face to face) on-line format, with the exception of the 1<sup>st</sup> and last classes and three lab days, all of which will be held using Zoom.

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**FINANCIAL MANAGEMENT IN HUMAN SERVICES**

**I. STANDARDIZED COURSE DESCRIPTION**

This advanced management course will cover the knowledge and skills necessary to guide nonprofit organizations through a variety of important financial decisions. Students will learn how to create budgets, analyze financial statements, record common financial transactions through basic accounting, manage cash flow, analyze costs, and support key financial decisions in a nonprofit at executive or management levels. The course will examine how financial management is used in social work practice with case studies and exercises that will be directly applicable when beginning in a new nonprofit organization. Hands-on experience will include the opportunity to create one's own non-profit program budget, practice basic accounting, interview an Executive Director to better understand how finances are dealt with in practice, create a financial analysis and sustainability plan on a nonprofit of one's choosing, analyze cost structures and recommend revenues for a nonprofit case, and hear from practitioners in the field. Through readings, exercises, videos, and guest speakers, students will come away with a toolbox for applying the latest in financial management theories to human service organizations. Students will learn to define and practice financial management topics to become a social worker with financial literacy.

**II. STANDARDIZED COURSE OBJECTIVES**

By the end of this course, students will be able to:

1. Critically examine and apply theories of financial management to non-profit human service organizations.
2. Explain common financial management concepts and terminology to effectively communicate with organizational stakeholders.
3. Construct and analyze different types of budgets and understand the budgeting process in nonprofit and public entities.
4. Analyze value dilemmas, ethical issues, and social justice issues in the financial management of human service organizations.

5. Explain basic accounting principles, how to record common financial transactions, and software that supports this accounting.
6. Understand how to manage cash flow in an organization and the importance of monitoring cash budgets to support financial stability.
7. Understand different costs in a nonprofit organization and how to conduct a cost analysis to develop cost-effective programming.
8. Analyze financial statements of nonprofit organizations and provide constructive feedback on their financial conditions, financial performance, and fiscal vulnerabilities.
9. Describe the multiple revenue streams that finance nonprofits and the advantages and disadvantages of different funding sources.
10. Utilize differential cost-benefit analysis in making executive-level organization and policy decisions (e.g., make or buy, keep or stop, expand or reduce, fund or reject).
11. Understand internal controls and the importance of audits in supporting the overall financial health of an organization.
12. Apply financial knowledge to starting a non-profit business in social work.

### **III. TEACHING METHODS**

The class will use a form of blended learning in which students learn content both in synchronous and asynchronous on-line formats. Specially-designated lab days will serve as protected time for students to work on class assignments as well as a means for the course instructor to check-in with students.

Several of the course assignments will involve the use of Microsoft Excel or Google Sheets. Students will need to be comfortable with using this software for the course. Students are expected to complete assigned readings *prior* to each class period and actively participate in the class through on-line communication.

Canvas will be used as the learning platform for this course instructor, including communication between students and the course instructor. The course Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions.

### **IV. REQUIRED TEXTS AND MATERIALS**

Zeitlow, J., Hankin, J., Seidner, A., & O'Brien, T. (2018). *Financial management for nonprofit organizations: Policies and Practices* (3<sup>rd</sup> edition). Hoboken, NJ: Wiley.

Note that the 3<sup>rd</sup> edition of this text is required.

Additional reading material will be posted on the course Canvas site throughout the semester.

## V. COURSE REQUIREMENTS

The grade in the course will be comprised of the following:

### **Assignment #1** - Creating a Non-Profit Program Budget (15% of course grade)

For this assignment, students will create a small nonprofit organization with a specific mission and objectives, select *one* program provided by the organization, and create a revenue and expense budget for that program.

The following information is to be provided as part of this assignment:

- Agency mission (no more than 5 sentences)
- Agency objectives (2 - 3 short, one-sentence objectives)
- Brief description of *one* program that is provided by the organization (no more than one paragraph)
- 12-month calendar or fiscal year budget for the program, with revenues to support the program *and* expenses that demonstrate how the funds will be used (a spreadsheet template will be posted to the Templates folder on the course Canvas site to capture this information)
- Variance report for the first three months of program operation (a spreadsheet template will be posted to the Templates folder on the course Canvas site to capture this information)

This assignment is due on **June 25**.

### **Assignment #2** - Creating a Cash Flow Budget Report (15% of course grade)

Using the program budget identified above, students will create a cash flow management report for the next year. The budget should include both cash receipts and cash payments, showing the ending cash balance for each month (a spreadsheet template will be posted to the Templates folder on the course Canvas site to capture this information).

This assignment is due on **July 9**.

### **Assignment #3** - Understanding Non-Profit Audits (15% of course grade)

Non-profit financial audits combine the basic financial statements with notes on the organization and other aspects of operations. Nonprofit executives need to be well versed in the terminology of audits and be able to understand how the statements and notes combine to paint the overall picture of the agency.

Two sample audits will be posted on the course Canvas site. Each sample includes a set of questions designed to help students delve deeper into the audit. Students will choose ONE of the two audits and respond to the set of questions presented for that audit.

This assignment is due on **July 23**.

**Assignment #4** – Discussion assignments (15% of course grade)

Each student will complete three (3) discussion assignments posted on the course Canvas site. Instructions for completing these assignments will be included in each posting.

**Assignment #5** - Agency/Organization Financial Analysis & Sustainability Plan (40% of course grade)

Students will work in teams of three to four members each to complete this assignment each (team membership to be determined by the course instructor). The selected nonprofit must have an annual operating budget of *at least \$500,000* and have been in existence for *at least three years*. The non-profit agency selected can be one that a member of the team interacts with directly as a volunteer, employee, or field placement, or one that members of the team would like to learn more about. In either case, teams must be able to access sufficient programmatic and financial information for a *full calendar or fiscal year* (sometimes, these are the same) to complete the assignment.

Each team will prepare a 6 to 8 page written report (excluding attachments) about the organization based on a review of financial statements and budget documents, and interviews with key leaders within the organization such as the Chief Executive Officer or Executive Director, Chief Financial Officer or Financial Manager, Chief Program Officer or Program Director, and Chief Operating Officer or Operations Director.

The report is to include the following information:

- Brief description of the organization (2 pages)
  - Mission and overview of organization (size, age, field of activity, location)
  - Overview of main programs
  - Overview of key agency officials
  - Sources of revenue
  - How financial matters are communicated within the organization
- Current calendar or fiscal year financial position (2 to 3 pages)
  - Liquidity (how much unrestricted cash is on hand)
  - Statement of Financial Position (Balance Sheet)
    - Are unrestricted current assets greater than unrestricted current liabilities? By how much?

- Are there unrestricted long-term investment assets that could be used as needed?
- What is the unrestricted net asset position (cumulative impact of each annual surplus or deficit since the organization started)?
- Statement of Activities (Income Statement)
  - Is there an annual deficit?
  - Are revenue streams diversified?
  - Are management costs reasonable compared to total annual costs?
- Financial condition of the non-profit (use two of the following ratios in your response: liquidity, solvency, efficiency, profitability)
- Recommendations for sustained or improved finances (2 - 3 pages)
  - Steps agency could take to explore new revenue streams
  - Strategies that agency could deploy to reduce costs while not jeopardizing agency operations
  - Ways that agency could improve communication of agency finances (internal and external)
  - Internal controls used within the organization (accountability and transparency)
- Copies of organization documents reviewed as part of the assignment.

Each team will prepare a PowerPoint presentation to be delivered during the last class via Zoom that contains an overview of their findings, including recommendations for sustainability. The order of presentations will be determined by the course instructor. Each team will have 20 minutes to make its presentation, plus 5 - 10 minutes to respond to questions posed by the course instructor and other classmates at the end of the presentation. Class presentations are scheduled for **July 28**.

The *written* portion of this assignment is also due on **July 28**.

A summary of course assignments can be found in the following table.

Assignment		Due Date	% Grade
1	Creating a nonprofit program budget	6/25	15%
2	Creating a cash flow budget report	7/9	15%
3	Understanding nonprofit agency audits	7/23	15%
4	Discussion postings	Various	15%
5	Financial analysis and sustainability plan	↓	40%
	Written report	7/28	25%
	Class presentation	7/28	15%
		Total	100%

## VI. GRADES

The following distribution will be used to assign grades in this course:

94.0 - 99.999	A	74.0 - 76.999	C
90.0 - 93.999	A-	70.0 - 73.999	C-
87.0 - 89.999	B+	67.0 - 69.999	D+
84.0 - 86.999	B	64.0 - 66.999	D
80.0 - 83.999	B-	60.0 - 63.999	D-
77.0 - 79.999	C+	Below 60	F

**VII. CLASS POLICIES** (Some policies have been modified to reflect the fact that the class is being conducted on-line)

**Conduct and Civility:** Social work students adhere to the Student Standards for Professional Conduct of the *NASW Code of Ethics* and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

**Readings and Preparatory Assignments:** Students are expected to be active participants in the learning process by completing all assigned readings and viewing all Power Point presentations and related videos.

**Professional Communication and Interactions:** Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks toward others, and covert acts, such as excluding class members from completing assigned tasks.

**Class Attendance Policy:** All students are expected to participate in all synchronous on-line class sessions (classes presented using Zoom).

**Assignments and Grades:** Assignments should be turned in via Canvas on the date they are due barring serious, unforeseen medical illness or family emergencies. Penalties for late assignments will factor into the grade achieved for the assignment.

**Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during on-line class sessions, unless otherwise required for the class.

**Writing Style:** *The Publication Manual of the American Psychological Association Sixth Edition* (APA) is the style manual to be used by all students in this course.

**Use of Canvas:** The professor will use Canvas Web-based course management /collective workspace for this class. An orientation will be given to the course Canvas site on the first day of class.

**Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule, assignment due dates, and links to documents and videos available through the Internet. Should any modifications be made, students will be notified both in class and by email and the modifications will be posted to Canvas.

## VIII. UNIVERSITY POLICIES

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations

no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way.



Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a

religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Highlighted dates signify that class will be held via Zoom.

Date	Topic	Readings	Assignment(s)
June 4	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Review of course assignments</li> <li>▪ Financial challenges facing contemporary nonprofit organizations</li> <li>▪ Leadership maxims for nonprofit financial managers</li> <li>▪ Paradigms</li> </ul>	<p><u>Canvas</u> (Supplemental Materials folder)</p> <ul style="list-style-type: none"> <li>▪ Glossary of finance terms</li> </ul> <p><u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>▪ Financial challenges facing contemporary nonprofit organizations</li> <li>▪ Leadership maxims for nonprofit financial managers</li> <li>▪ Paradigms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete and post to Canvas a list of <i>at least five</i> attributes of the ideal nonprofit financial manager (<b>due Sunday, June 7</b>)</li> <li>▪ Complete and post to Canvas responses to survey of interests, management experience, and financial understanding (<b>due Sunday, June 7</b>)</li> </ul>
9	<ul style="list-style-type: none"> <li>▪ Understanding nonprofit organizations</li> <li>▪ Why some nonprofits fail in achieving their mission</li> <li>▪ Leadership challenges in nonprofit organizations</li> </ul>	<p><u>Chapter 1</u> of course text</p> <p><u>Canvas</u> (Supplemental Materials folder)</p> <ul style="list-style-type: none"> <li>▪ IRS classification of nonprofit agencies</li> <li>▪ Pay-what-it-takes philanthropy</li> <li>▪ Nonprofit starvation cycle</li> </ul> <p><u>Power Point Slides</u></p> <ul style="list-style-type: none"> <li>▪ Nonprofit organizations</li> <li>▪ Why small nonprofits fail in achieving their mission</li> <li>▪ Leadership challenges in nonprofit organizations</li> <li>▪ The independent sector</li> </ul> <p><u>Videos</u></p> <p><a href="http://www.youtube.com/watch?v=bfAzi6D5FpM">www.youtube.com/watch?v=bfAzi6D5FpM</a></p>	<ul style="list-style-type: none"> <li>▪ <b>Discussion #1</b> – Nonprofit starvation Cycle (Available 9/9 – 9/12)</li> </ul>
11	<ul style="list-style-type: none"> <li>▪ Managing mission, strategy, and financial leadership</li> </ul>	<p><u>Chapter 3</u> of course text</p> <p><u>Canvas</u> (Supplemental Materials folder)</p> <ul style="list-style-type: none"> <li>▪ Success by 6 Strategic Plan</li> <li>▪ AISD Strategic Plan</li> </ul> <p><u>Power Point slides</u></p> <ul style="list-style-type: none"> <li>▪ Strategic planning process</li> <li>▪ Financial policies</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Discussion #2</b> – Why nonprofits do not engage in strategic planning (available 6/11 – 6/14)</li> </ul>
16	<ul style="list-style-type: none"> <li>▪ Understanding the budgeting process</li> <li>▪ Different types of budgets</li> <li>▪ Developing financial reports</li> </ul>	<p><u>Chapter 7</u> (pp. 267 – 305) and <u>Chapter 8</u> (all) of course text</p> <p><u>Power Point slides</u></p> <ul style="list-style-type: none"> <li>▪ Financial reports and ratios</li> <li>▪ Developing operating and cash budgets</li> </ul>	

Date	Topic	Readings	Assignment(s)
18	<b>Lab Day</b>	Instructor check-in (Zoom), protected time to work on class assignments	
23	<ul style="list-style-type: none"> <li>▪ Understanding financial accounting basics and financial statements</li> </ul>	<u>Chapter 6 of course text</u> <u>Canvas</u> (Supplemental Materials folder) <ul style="list-style-type: none"> <li>▪ World Wildlife Fund consolidated financial statements</li> <li>▪ Wonders and Worries Form 990</li> <li>▪ Southwest Key Form 990</li> <li>▪ Meals on Wheels America financial statements</li> <li>▪ Meals on Wheels Central Texas financial statements</li> </ul> <u>Power Point Slides</u> <ul style="list-style-type: none"> <li>▪ Accounting basics</li> <li>▪ IRS Forms 990, 990-EZ, and 990-N</li> </ul>	<ul style="list-style-type: none"> <li>▪ If a Form 990 could talk – the case of Southwest Key Programs, Inc.</li> </ul>
25	<ul style="list-style-type: none"> <li>▪ Continuation of topics from June 23</li> </ul>	<u>See block immediately above</u>	<ul style="list-style-type: none"> <li>▪ <b>Creating a nonprofit budget</b></li> </ul>
30	<ul style="list-style-type: none"> <li>▪ Developing financial policies and procedures</li> </ul>	<u>Chapter 5</u> of course text	
July			
2	<ul style="list-style-type: none"> <li>▪ Managing structure, accountability, and ethics</li> </ul>	<u>Chapter 4</u> of course text	
7	<b>Lab Day</b>	Instructor check-in (Zoom), protected time to work on class assignments	
9	<ul style="list-style-type: none"> <li>▪ Managing risks and liabilities, legal issues, and human resources</li> </ul>	<u>Chapter 10</u> of course text <u>Canvas</u> (Supplemental Materials folder) <ul style="list-style-type: none"> <li>▪ Summary of Principles of Good Governance and Ethical Practice</li> <li>▪ Impact of failure to complete single agency audit</li> <li>▪ Farewell letter</li> </ul> <u>Power Point Slides</u> <ul style="list-style-type: none"> <li>▪ Audits</li> <li>▪ Fall from grace</li> </ul> <u>On-line resources</u> <a href="http://www.charitynavigator.org">www.charitynavigator.org</a> <a href="https://independentsector.org/programs/principles-for-good-governance-and-ethical-practice/">https://independentsector.org/programs/principles-for-good-governance-and-ethical-practice/</a>	<ul style="list-style-type: none"> <li>▪ <b>Creating a cash flow budget report</b></li> </ul>
14	Continuation of topics from July 9	See block immediately above	<ul style="list-style-type: none"> <li>▪ <b>Discussion #3</b> -Need for a nonprofit agency audit (available 7/14 – 7/17)</li> </ul>

Date	Topic	Readings	Assignment(s)
16	<ul style="list-style-type: none"> <li>▪ Sources of nonprofit revenues</li> <li>▪ Nonprofit revenue strategies</li> </ul>	<u>Canvas</u> (Supplemental Materials folder) <ul style="list-style-type: none"> <li>• Ten Nonprofit funding models</li> <li>• Nonprofits' many roads to revenue generation</li> </ul> <u>Power Point Slides</u> <ul style="list-style-type: none"> <li>▪ Understanding nonprofit revenues</li> <li>▪ Earned income myths</li> <li>▪ Operating reserve</li> </ul>	<ul style="list-style-type: none"> <li>▪ Non-profit revenue exercise</li> </ul>
21	<b>Lab Day</b>	Instructor check-in (Zoom), protected time to work on class assignments	
23	<ul style="list-style-type: none"> <li>▪ Special topic in NP financial management (to be announced)</li> </ul>	No readings	<ul style="list-style-type: none"> <li>▪ <b>Understanding nonprofit agency audits</b></li> </ul>
28	<ul style="list-style-type: none"> <li>▪ Last day of class</li> <li>▪ Nonprofit sector financial forecast</li> <li>▪ My biggest takeaway from this class</li> </ul>	<u>Power Point Slides</u> <ul style="list-style-type: none"> <li>▪ Nonprofit forecast</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Financial analysis and sustainability plan</b> (written report + supporting documents)</li> </ul>

## X. BIBLIOGRAPHY

### Additional readings

Alexander, J. (2018). *Financial planning & analysis and performance management*. Hoboken, NJ: Wiley.

Batts, M.E. (2017). *Nonprofit financial management oversight: The concise and complete guide for boards and finance committees*. Orlando, FL: Accountability Press in cooperation with Batts, Morrison, Wales, and Lee Certified Public Accountants.

Bragg, S.M. (2020). *Nonprofit accounting: A practitioner's guide* (3<sup>rd</sup> edition). Centennial, CO: Accounting Tools.

Bryson, J.M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening organizational achievement* (5<sup>th</sup> edition). Hoboken, NJ: Wiley.

Estrada, E. (2019). *Understanding nonprofit law and finance: Forty-eight principles for philanthropic leaders*. Lanham, MD: Rowman & Littlefield.

Freeman, R.J., Shoulders, G.D., McSwain, D.N. & Scott, R.B. (2017). *Governmental and nonprofit accounting* (11<sup>th</sup> edition). Upper Saddle River, NJ: Pearson.

Gross, M.J., McCarthy, J.H., & Shelmon, N.E. (2010). *Financial and accounting guide for not-for-profit organizations* (7<sup>th</sup> edition with 2010 cumulative updates). Hoboken, NJ: Wiley.

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