This course syllabus, while a comprehensive plan for the semester’s work, may change as needed.

**Goals of the Course**
The course is for students whose career path is the nonprofit world and who aspire to hold senior level positions in nonprofit management. We provide the tools for an executive to understand and control the budgeting and financial functions in a nonprofit. It is not a difficult course as long as you do the homework. This course will not prepare you for a chief financial officer’s position; it prepares you to supervise the chief financial officer. You will study strategies to manage resources in a nonprofit. You will analyze the finances of a nonprofit and explore cost accounting techniques useful to nonprofit organizations.

**Requirements**
Knowing how to use a computerized spreadsheet (Excel, Lotus, etc.) is a must.

Since this is a online course, please note that I need you to respond on a weekly basis.

1. Exercises: You will be assigned weekly exercises. They must be turned in on time which is **12 midnight on Sunday night** (55% of grade). Exact dates are in the syllabus.

2. Team Paper: You will choose a team of 2 or 3 students who are the Executive Director, Deputy Director, Chief Financial Officer, and Development Director of a nonprofit. The team is conducting a financial analysis of its nonprofit. This financial analysis is a tool you will learn in this program. **You must be able to get at least three (3) years of audited financial statements from your organization.** There are audited financial statements on the internet; however, it is preferable that you know the nonprofit and can get interviews with the executive director and finance officer. Team members can get different grades than other teammates depending upon their level of participation and complaints of lack of cooperation from team members (35% of grade).

3. Participation: Please respond on a weekly basis, do the work and participate in Blackboard discussions. Each week there is a discussion board about the reading
and the assignment. You are required to participate **at least two times** for each assignment. You do not need to respond to each problem. If the discussion board gets too busy with so many students, I will divide the discussion board in half and let you know.

The weekly exercises are worth 5 or 10 points. To earn a 5 or 10, students must do their best work in terms of accuracy and depth of response as well as quality of expression. To earn a 4.5 or 9.5 means the student did very well but not all expectations were met. To earn a 4 or 9 indicates that while accurate and adequate in depth, the exercise could be significantly approved. Anything less than that is that student has not met expectations for graduate work.

Late papers and exercises are not appreciated. Any late exercise or paper will be marked down by one point.

**Writing Expectations**

All written work should comply with the guidelines in the APA style manual. Citations should be fully compliant with these guidelines. Quality of written expression is considered in grading assignments. For guidelines regarding citation of original sources, see any version of the APA style guide. APA style guides are also available in the library and at most bookstores, and can be found at

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

**Plan of the Course**

The course is divided into several sections: introduction, building blocks of nonprofit finance, using accounting to make your decisions, and your presentations. In financial analysis, there are several case studies that require in-depth examination. The course is designed with the assumption that you an interested student of nonprofits; hence, there is a lot of homework and very active participation on the part of students. Students are required to complete all of the assigned reading before joining the discussion board on Blackboard in which the reading is covered and the problems discussed on the discussion boards.

**Course website**

The course website can be found on Blackboard. Throughout the semester, I will post course materials and lecture slides. I may communicate with you concerning course logistics using the Blackboard e-mail lists. Be sure to check your email regularly.

**Academic Honesty**

Students are encouraged to work with other students to learn how to do the assignments. I ask that your spreadsheets be your own work. Students submitting work completed in groups must have participated in the group activities. In all papers, quotations and
significant paraphrases should be properly cited. Work not reflecting appropriate citation will receive a lower grade regardless of content.

**Students with Disabilities**
Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully in courses. To establish the accommodations appropriate for each student, please email me.

**Required Readings**

2. Please purchase this case from the Harvard website: 1595.0 Higher Education Harvest
   You can download it from the Harvard website for $3.45 each. Just type in the case reference number and the abstract will pop up. You do not need to register at the site in order to download a case.

   Go to [www.harvard.edu](http://www.harvard.edu). Click on schools, Click on government (it is a school). Then click on Research and Publications. Then click on the Case Program. You are there and can order a case on the left hand side of the screen.

3. Other materials will be posted on Blackboard.

**Introduction**

**Week 1, Week of August 27th: Introduction**
- Overview of Course
- Nonprofits and For-Profits
- Fund Accounting
- Chart of Accounts

**Reading for today**
Weikart, Chapter 1, Introduction

**Assignment 1:**
Case – Higher Education Harvest is the first two assignments. In the first assignment, you will create a spreadsheet in which you carefully list all the 1998 revenues listing the source, dates and amounts and total them. Underneath list all the 1998 expenses with their purpose, dates and amounts and total expenses. Then state the difference between the revenue and expenses. Then decide what you project for 1999 the same way. **See the attached spreadsheet on blackboard. Do not use the format attached to the Higher Education case.**

**Assignment 1 due** – Submit the spreadsheet with fiscal years 1998 & 1999 next week, September 2nd, Sunday, by midnight.
What do students learn this week?
   An introduction to financial management of nonprofits.

Week 2, Week of September 3rd: Projecting your Budget

Readings
Weikart, Chapter 2, Budgeting

Team Choices due. Please submit a list of team members and the nonprofit chosen for the analysis. It is your responsibility to find team members. Please use the discussion board; there is a Blackboard forum for those looking for team members. Please contact me if you have trouble finding team members.

At least three years of Financial Statements from each team must be gathered and let me know what you have gotten so that I can check them.

Read the following:
Tax information from the IRS for charities and nonprofits: 

Political campaign intervention for churches, charities and educational institutions: 

A quick reference guide to tax law and procedures for churches and nonprofits: 

Assignments
Assignment 1 due, Higher Education Harvest Case, spreadsheet due Sunday, September 2nd, by midnight.

Assignment 2: For Higher Education Harvest, create a spreadsheet for fiscal year 2000. Write a two page memo from you as the ED to the Board explaining your findings and attach your spreadsheet. How much revenue did the nonprofit take in? What were the expenses? What is your conclusion about the fiscal health of this nonprofit? What are your recommendations for FY2000? See the end of the syllabus for a memo format. Due Sunday, September 9th, by midnight.

What do students learn this week?
   Understanding and projecting budgets.

Week 3, Week of September 10th: Budgeting and Planning
   - Budgeting as a planning, management and communications tool
   - The structure of Budgets

Assignment 3: Exercises at the end of chapter 2. Class exercise 2.1 Creating a Projected Budget for a New Program and Assignment 2.2 Serving Seniors. Due Sunday, September 16th, at midnight.

What do students learn this week?
  More about budgeting.

Week 4, Week of September 17th: Liquidity and Managing Cash Flow
  - Discussion of Higher Education Harvest
  - Importance of Liquidity
  - Law and Nonprofits

Reading
Weikart, Chapter 3: Liquidity

Assignments
Assignment 3 due, Exercises from Chapter 2, due Sunday, September 9th, by midnight.

Assignment 4: Exercises at the end of chapter 3, Assignment 3.1, 3.2 and 3.3. Due Sunday, September 23rd, at midnight.

What do students learn this week?
  Beginnings of effective financial management

The Building Blocks of Nonprofit Financial Management

Week 5, Week of September 24th: Analyzing Costs
  Direct and Indirect Costs
  - Fixed, variable and step costs

Readings
Chapter 4: Costs

Assignments
Assignment 4 due, Exercises from Chapter 3, due Sunday, September 23rd, by Midnight.

Assignment 5: Exercises at the end of chapter 4, Class Exercise 4.1. Assessing Fixed and Variable Costs, Class Exercise, 4.2 Considering Program Expansion with Marginal Analysis, Assignment 4.2 Determining the Break-Even Point and Assignment 4.3 Identifying types of Cost. Due Sunday, September 30th at midnight
What do students learn this week?
Understanding costs.

Week 6: Week of October 1st: Principles of Accounting
The Financial Statements
- The Accounting Equation
- Assets, Liabilities, and Net Assets (Fund Balances)

Readings:
Chapter 5: Principles of Accounting

Assignments
Assignment 5 due. Exercises at the end of Chapter 4 due Sunday, September 30th at midnight.

Assignment 6: Exercises in chapter 5. Class Exercise 5.1 Identifying Financial Terms, Assignment 5.2 Identifying Cash and Accrual Accounting, Assignment 5.4 Reconciling Surplus and Deficit in Wisconsin’s Budget. Due Sunday, October 7th, at midnight.

What do students learn this week?
Fundamentals of Financial Statements

Week 7, Week of October 8th: Understanding Financial Statements
- The four financial statements

Readings:
Chapter 6: Financial Statements

What do students learn this week?
How to analyze financial statements.

Assignment 6 due, Exercises from chapter 5 due Sunday, October 7th, at midnight.

Assignment 7: Exercises at the end of chapter 6. Class Exercise 6.1 Recording and Categorizing Transactions, Assignment 6.1 Recording Transactions, and Assignment 6.2 Determining Marketable Securities. Due Sunday, October 14th, by midnight.

Week 8, Week of October 15th: Financial Analysis and Control
- Ratio Analysis

Readings
Chapter 7: Financial Analysis

What do students learn this week?
– how to analyze a case.

Assignments
Assignment 7 due. Due Sunday, October 14th, at midnight.

Assignment 8: Do the MLK case which you will find under Course Content, Week 8. Answer the questions at the beginning of the case. Due Sunday, October 21st, by Midnight.

Understanding Revenues and Performance
Week 9, Week of October 22nd: Understanding Revenues
- Sources of Revenue
- Funding models

Readings
Read Chapter 9, Revenues and read

Assignments
Assignment 8 due: MLK due Sunday, October 21st, by Midnight.
Assignment 9: Do assignments 9.1 through 9.4 in chapter 9 due Sunday, October 28th, by Midnight.

What do students learn this week?
Types of revenue and need for internal controls

Week 10, Week of October 29th: Performance Measurement
- Ingredients to measuring program performance
- Development of systems

Readings:
Read Chapter 10: Performance measures

Assignments
Assignment 9 due Sunday, October 28th, by Midnight.


What do students learn this week?
Useful strategies for budgeting
Financing Your Dreams

Week 11, Week of November 5th: Investment Guideline;
- Investment Policy
- Endowments

Read Chapter 13: Investment Strategies

Assignment 10 due. Sunday, November 4th, by Midnight.

No assignment this week.

What do students learn this week?
Coping with the future through sound investment policies

Week 12, Week of November 12th: the Time Value of Money
- Time Value of Money

Readings:
Read Chapter 11: the Time Value of Money

Assignments
You must participate in an online discussion about the Time Value of Money. Due Sunday, November 5th, by midnight. There is no other homework.

What do students learn this week?
Understanding how time changes the worth of money.

Week 13, Week of November 26th
Chapter 14: Internal Controls

Assignment 11: Submit one case of nonprofit corruption that you find in the news and your views of how such corruption could have been avoided. Limit 3 pages. Due Sunday, December 2nd, by midnight.

What do students learn this week?
Understanding corruption in nonprofits

Week 14, Week of December 3rd. Team Papers due by Sunday, December 9th, by midnight.

Assignment 11 due: Submit case of nonprofit corruption, Sunday, December 2nd, by Midnight.

Team papers due by Saturday, December 9th, by Midnight.
How to Write a One- or Two-Page Memo (Lynne Weikart)
Standard memos are divided into sections to organize the information and to help achieve
the writer's purpose.

1. Heading
The heading follows this general format:
TO: (readers' names and job titles)
FROM: (your name and job title)
DATE: (complete and current date)
SUBJECT: (what the memo is about, highlighted in some way)
Make sure you address the reader by his or her correct name and job title. Be specific and
concise in your subject line. For example, Current and Proposed Budget for Higher
Education Harvest could be a subject line.

2. Introductory Paragraph
The purpose of a memo is usually found in the opening paragraph and includes: the
purpose of the memo, the context and problem, and the specific assignment or task. It
can be one or two or three sentences. It need not be long but it orients the reader and if it
is your supervisor, reminds your supervisor why he asked you to write the memo in the
first place.

3. Body of the Memo
You may use a paragraph or a few sentences to establish the background and state the
problem. When you state the problem, you can use facts. If your spreadsheet has some
interesting numbers, use them in the memo to support your statement of the problem.
Don’t be afraid to be positive. Not all is doom and gloom. A sense of humor is essential
in the workplace. Then state what you think should be done to rectify the situation.

4. Conclusion
Always write a conclusion. It can be one or two sentences but it must state what has
happened and restate your recommendation such as: “Given the difficulties….., my
recommendation is….. End with something like this: “I am available to answer any
questions” or “Let me know if you want to talk about this.”

Warning: If your spelling and grammar are weak, ask someone else to read it and make
corrections.
Team Exercise

You are part of a team of 2 or 3 students that consists of the Executive Director, Chief Finance Officer, and Development Director of a nonprofit. The team will produce a financial analysis of this nonprofit. It is due the last week of class.

The team needs to obtain the official financial statements for three years from a nonprofit. Often the team uses the financial statements from a place of work. If a nonprofit representative is nervous about giving you the financial statements, assure him that this is only an in-class exercise and has no public life.

You will learn to conduct a financial analysis of this nonprofit, and you will learn as much as you can about their financial situation as possible. Often teams conduct in-depth interviews with the executive director and/or financial officer of the nonprofit.

The team will prepare a report discussing the mission and history of the agency, its current programs and the team’s financial analysis of the nonprofit. There is a limit of 3 students to a team except for students in the higher education program.

Your grade will reflect the written report. The written report is to be professional, thoughtful, free of grammatical errors, and well written. If there are a small number of students in the class, we will have presentations at the end of the semester. I will let you know after the class begins whether or not this will happen.

If students in a team do not get along, then I will require the students in the team to split up and conduct your own analysis. There is no blame attached to this; sometimes, people simply do not relate well to one another and we will work with that.

The financial analysis must consist of—
1. History of the Organization
2. Financial Analysis of the Organization’s Financial Statements
3. Budget vs. Expenditure in the Current Year, Projected if possible
4. Problems and Concerns
5. Recommendations

Questions to be answered:
Financial Statements

1. Are the organization’s goals consistent with the financial resources it needs to finance them?
2. Is the organization maintaining intergenerational equity?
3. Is there an appropriate match between the sources of resources and the uses to which they are put?
4. Are present resources sustainable?
Planning and Budgeting which can only be answered if planning and budgeting plans exist.

1. Does a plan exist?
2. Is there a satisfactory mission statement? Objectives statement?
3. Do budgets exist? If so:
   a. How many types and for what purpose?
   b. Are they consistent with the plan?
   c. Do they include all relevant financial items?
   d. Are they presented in an appropriate format?
4. Is there a well-deliberated planning and budgeting process? If so:
   a. Is it centralized or decentralized?
   b. Does it have a clear calendar?

Recommended Reading


**Websites**

http://www.managementhelp.org/np_progs/org_dev.htm
This is a free management library for those interested in managing nonprofits. Some of the material relates to the budgeting and financing of nonprofits.

This is the National Center for Charitable Statistics (NCCS), which is the national clearinghouse of data on the nonprofit sector including 990s.

The Nonprofit Finance Fund is a nonprofit organization that serves other nonprofits through loans and advisory services.

http://www.independentsector.org/edin/about_index.htm
The Electronic Data Initiative for Nonprofits (EDIN) was created to promote electronic filing of the 990s as a means to improve the quality and access to accurate, timely information on nonprofit organizations.

http://www.guidestar.org/
Guidestar is a large database useful for foundation and organization searches.

http://www.foundationcenter.org/
The Foundation Center's mission is to support and improve philanthropy by promoting public understanding of the field and helping grantseekers succeed.