1. Course Statement

a. Course description

This course will present the basic knowledge and skills required for planning, managing and understanding the finances of a social impact organization and its programs. The course will include exercises to develop and manage a budget for a program in an organization, along with a review of relevant policies and procedures in these organizations. Students will learn to calculate income and expense estimates. The pros and cons of using various types of budgets will be compared. Students will receive an introduction to the process of overall organizational financial planning and auditing, including such topics as the role of Boards of Directors and consultants in financial management, planning, and evaluation. Calculation of indirect (overhead) costs will be discussed. Students will learn to develop a budget. Development of a budget will include estimating and allocating all costs, including that of personnel, which is the major expense in human service programs. Students will learn how basic financial transactions are reported through standard accounting procedures, how revenues and expenses are monitored and how all the finances of the agency are consolidated into typical financial statements. Additional topics are introduced to highlight contemporary issues affecting financial stability and sustainability.
b. Course objectives and competencies

Upon completion of the course, students will be able to:

1. Develop an organizational and program budget. (EPAS 5, 6, 7)
2. Express clear, written justifications for proposed budget items. (EPAS 1, 5, 6, 7)
3. Develop and interpret financial reports that monitor revenues, expenses, and the overall financial status of an organization. (EPAS 1, 6, 8, 9)
4. Critically examine budgeting and fiscal management and their connection to service provision and relevant social work ethics and values. (EPAS 1, 2, 6, 7, 8)
5. Demonstrate knowledge of standard accounting concepts, principles, and systems, and their application in organizations. (EPAS 1, 6)
6. Identity the strategic choices associated with various revenue generation strategies, including their connections to sustainability. (EPAS 1, 2, 5, 6)
7. Analyze how key identity dimensions such as ability, age, class, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, impact fiscal decision making. (EPAS 1, 2, 7, 8)

c. Course design

This course will use multiple methods including but not limited to lectures, demonstrations, readings, discussions, assignments, individual and group exercises. The primary pedagogy will be experiential, with hands on applications of real world situations arising in the field. The course will be graded satisfactory/unsatisfactory.

d. Course Relationship to P.O.D.S.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

The course will include instruction about how institutional biases and oppression manifest in the area of fiscal management, both internally (within the organization) and externally (external factors that impact the organization). Students will identify how inequities are manifested, maintained and reinforced in systems and identify systemic policies and practices and resist marginalizing and disempowering dynamics. Students will learn from those with different voices, values, and experiences. This course will focus on processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics.
2. Class Requirements

a. Text and class materials

**REQUIRED READINGS**
All required readings are uploaded to Canvas. Readings must be done prior to that class session, as noted in Canvas.

*To be read prior to class #1:


*To be read prior to class #2:

Deloitte. (2017, June). Data Visualization: why a picture can be worth a thousand clicks. CFO Insights.

**RECOMMENDED READINGS**


b. Class schedule

This class is totally online. The class is designed in two parts:
1. A small amount of “pre-work” to be completed prior to day one.
2. Two full days of course work. These two full days will consist of a combination of live synchronous sessions, and pre-recorded lectures, discussion posts, readings, videos and activities. Live sessions will be held:
   - Friday, July 10th from 1 pm - 4 pm
   - Saturday, July 11th from 11 am - 2 pm
Please refer to Canvas for the most updated class schedule, including all required readings, videos, activities etc. It is recommended that you use the "Modules" tab on the left and move through the modules in order. This will help ensure that you haven't missed any of the required course components and that you have completed necessary work prior to the synchronous sessions. All of the components of the course are released in advance. That means you can engage with them early, but you can't do them late (they are set to close when the class is done).

c. Assignments

**Assignment #1: Expense Tracking**
Due: July 10, 2020 by 9:00 am
Begin tracking: No later than June 17, 2020

One way to gain the most accurate projection of future costs is to fully understand past and current spending behavior. Organizations, like individuals, often spend money that we don't fully consider. Community benefit and nonprofit organizations have an even higher level of responsibility because we are spending the community’s dollars. The expectation of the donors is that the money is being spent judiciously.

In this assignment, you will monitor your own spending behavior for a period of three (3) weeks, prior to the start of class. The intent is not to adjust your behavior, but rather, to monitor it. You will:

1. **Track all of your personal expenditures for a period of three (3) weeks.**
   You can track using an app or website like Mint, or you can develop a simple Excel spreadsheet. You must track everything. No cup of coffee, trip to the grocery store or night out (if we can have nights out!) can be left off of the tracking sheet. You should note the item and the amount you spent. An optional, description column can also be used to help you remember the expenditure since we will be using this data in an in-class budgeting assignment. For example:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Description (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>$3.50</td>
<td></td>
</tr>
<tr>
<td>Groceries</td>
<td>$73.75</td>
<td>Kroger, one week</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>$24.00</td>
<td>personal</td>
</tr>
</tbody>
</table>

Please feel free to use a generic “item” heading for items you deem too personal to disclose (as I did above with “pharmacy”). In the event that you cannot think of a broad category that provides you with the level of privacy you desire, please use a category called “Miscellaneous.”
2. **Submit your data through Canvas in an Excel format.**
   
   It is advisable to use a tracking vehicle that can be easily downloaded into Excel (or as a CSV file and then to Excel).

   A report of your tracking will be due the day before the first class session. Please also bring a copy of the data to class, as it will be used as the basis for class work.

**Assignment #2: Create a Budget**

Due: July 26, 2020 by 11:59 pm

This is a group assignment. You will develop a comprehensive budget based on a sample grant proposal provided in class. There will be several grant proposals from which to choose. There is a 2 page maximum for your budget.

You will include a justification section as appropriate. Your budget should include all revenue and expenses. You will combine what you are learning in class with some outside the classroom effort to estimate expenses and revenues. It is important that a clear link is made between the grant proposal provided and the budget you develop, so consider questions like:

- How much time will the project take for development and implementation for each involved person?
- What supplies, resources, equipment, etc are needed?
- What training might be required?
- Where will the money come from?

Note, this list is just to get you started, it is not meant to be exhaustive.

d. **Attendance and class participation**

   Students must arrive on time, engage in all course materials, and attend both synchronous class sessions for the mini-course. It is expected that students participate actively and equally in class discussion, class assignments, and group activities - both online and in live sessions. Failure to do so could result in a non-passing grade.

e. **Grading**

   This course is offered as Satisfactory/Unsatisfactory. In order to pass this class (Satisfactory), you must fully attend both sessions, participate and engage in large and small group discussions, and submit both class assignments (of satisfactory quality). The relative weighing of each course element is as follows:

   - Readings: 20%
   - Spending Tracking: 10%
   - Budget Development: 50%
   - In-Class Assignments (includes online discussions): 20%
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism