



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course title:	Budgeting and Fiscal Management	
Course #/term:	661 01 Winter 2021	
Time and place:	Wednesdays 9:00am ONLINE	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	Katie Doyle	
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Table of Contents (hyperlinked for easy navigation)

- 1. **The Online Classroom**2
- 2. **Teaching philosophy**1
- 3. **Classroom Climate**1
- 4. **Inclusive Language**2
- 5. **Land Acknowledgment**2
- 6. **Course Statement**2
 - a. Course description2
 - b. Course objectives and competencies.....3
 - c. Course design3
 - d. Intensive focus on PODS3
- 7. **Class Requirements**4
 - a. Text and class materials4
 - b. Technology requirements4
 - c. Class schedule4
 - d. Assignments7
 - e. Course Engagement8
 - f. Grading8
 - g. Late Assignments8
 - h. Grade Dispute Process8
 - i. Class Recording and Course Materials.....9
- 8. **Additional Resources**9

1. The Online Classroom

Definitions

Online Synchronous = “Same time-different place”

We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = “Different time-different place” or “On-demand”

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more **interactive and engaged** we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but **I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.**

We will meet for roughly 2 hours in an online synchronous session. The class is designed, however, for three hours of instructional time + homework time. There are multiple resources, mostly video resources, that you will engage with asynchronously to “make up” that third hour of instructional time. I have chosen every resource intentionally to aid your learning, and help us achieve the course objectives listed above.

2. Teaching philosophy

My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

3. Classroom Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “moving back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “moving up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.

- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples' intent, not just the impact of others' communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don't contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

4. Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

5. Land Acknowledgment

The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

I am grateful to have the opportunity to work on this land.

6. Course Statement

a. Course description

This course will present the fundamental knowledge and skills needed to develop and manage the budget and finances of a social impact organization and its programs. Students will learn to use the techniques necessary to: 1) Plan, develop, display, revise, monitor, and evaluate a program budget using different kinds of budget formats; 2) Evaluate past financial performance; 3) Evaluate and propose financial changes for the future; 4) Monitor and evaluate the cost-efficiency and cost-effectiveness of social impact programs and organizations. 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 understand cost analysis, and 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, allocation methods, and issues of continuation funding will be discussed. Students will learn to develop an annual 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 this course, students will be able to:

1. Develop an organizational and program budget.
2. Express a clear, written justification for proposed budget items.
3. Develop and interpret financial reports that monitor revenues, expenses, and the overall financial status of an organization.
4. Critically examine budgeting and fiscal management and their connection to service provision and relevant social work ethics and values.
5. Demonstrate knowledge of standard accounting concepts, principles, and systems, and their application in organizations.
6. Identify the strategic choices associated with various revenue generation strategies, including their connections to sustainability.
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.

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, exercises, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises.

d. Intensive focus on PODS

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.

7. Class Requirements

a. Text and class materials

There are no textbooks required for this course.

All of the materials you need for this course are on canvas, including links to some readings through the U-M Library.

In some weeks, there are “Optional” or “Optional: Level Up” resources. You are not required to engage with them, but if you want more information, you can choose the “Optional” resources. If you find that the required resources are review for you, you can choose the “Optional: Level Up” resources. In the case of the budget assignment, there is an “Optional: Level Up” assignment if you are familiar with creating budgets and are looking for more challenging content.

b. Technology requirements

While it may not always be possible for you to access a laptop/desktop during synchronous class meetings, you do need access to a computer in order to complete the assignments.

In addition to using Canvas, Google Docs, Google Slides and Google Drive, you will **absolutely need to know how to use Microsoft Excel or Google Sheets**. There are multiple tutorials to help you get started, and you if you need access to tutorials, please contact the U-M Library or email me and I can connect you to resources. We will not complete complex formulas or data analysis, but you will need to know basic components of spreadsheet functionality.

c. Class schedule

Below is a schedule of the course. All of the materials are found on Canvas; each session has a module with links and attachments. Sometimes I add—or take away!—a reading or a video.

Therefore, if there is a discrepancy between the syllabus and the modules on Canvas, follow the modules. I will alert you through announcements on Canvas if I make a change.

Date	Topic	Asynchronous Work before class	Assignments to <u>turn in</u> before class
1/20	Session 1: Introduction		<ul style="list-style-type: none"> At end of class... “Everyone Deserves a Fair Slice” post
1/27	Session 2: Terms	<ul style="list-style-type: none"> Nonprofit Management 101 Chapter 12 The Myth of “I’m bad at math” Video What is an organization? 12 Golden Rules of Nonprofit Finance How to talk about finances OPTIONAL: StreetSmart, chap 1 OPTIONAL Level Up: Looking Glass World 	<ul style="list-style-type: none"> Discussion Your Orientation to \$ Quiz: check for understanding

Date	Topic	Asynchronous Work before class	Assignments to <u>turn in</u> before class
		of Nonprofit Money	
2/3	Session 3: Roles	<ul style="list-style-type: none"> • An Executive Director’s Guide to Financial Leadership • Financial Leadership and the Nonprofit Board of Directors • Beyond Financial Oversight Expanding the Boards Role in the Pursuit of Sustainability. • StreetSmart, chapter 4 • GLOBAL: https://knowhow.ncvo.org.uk/studyzone/private-content/trustee-training-pack/the-essentials-of-charity-finance/the-essentials-of-charity-finance-part-one • OPTIONAL Level Up: Financial Responsibilities of Nonprofit Boards • OPTIONAL Level Up: 7 lessons learned from nonprofit leaders • OPTIONAL Level Up: The Board’s Financial Leadership 	<ul style="list-style-type: none"> • Discussion Find and Post a budget
2/10	Session 4: Budgeting Overview	<ul style="list-style-type: none"> • Read and/or Watch: 5-Step guide to Budget Development • Budgeting-Building Book for Nonprofits - SECOND Edition - Ch. 2 • Budgeting-Building Book for Nonprofits - SECOND Edition - Ch. 6 • Budgeting Practices • Video: Fundamentals of Nonprofit Budgeting • OPTIONAL Level Up: Budgeting Manual Compass Point 	<ul style="list-style-type: none"> • Quiz: check for understanding
2/17	Session 5: Budgeting-Expenses	<ul style="list-style-type: none"> • Video: Cost Allocation Primer • BSH Video: Activity Based Costing • Video: Overhead Myth • Video: The Way We Think About Charity is Dead Wrong • Program-specific expense budget template • Revenue Analysis Worksheet • OPTIONAL Level Up: Art of Scenario Thinking 	
2/24	NO CLASS	Wellbeing Break	

Date	Topic	Asynchronous Work before class	Assignments to <u>turn in</u> before class
3/3	Session 6: Budgeting- Income	<ul style="list-style-type: none"> • Program-based budget Overview • Video: Program-based budget builder demonstration • Program-based budget FAQ • Video: Why funding overhead is not the real issue: Case to Cover Full Costs • OPTIONAL: Pay What It Takes Philanthropy 	<ul style="list-style-type: none"> • Personal Finances Tracking Assignment Due
3/10	Session 7: Balance Sheet & Income Statement	<ul style="list-style-type: none"> • Ten Nonprofit Funding Models • Interpreting Financial Statements • Financial Management of Nonprofit Organizations <ul style="list-style-type: none"> ○ Chapter 1 (1.2-1.8) ○ Chapter 6 (6.4-6.4d) • Cash Flow in Nonprofit Business Model: A Question of Whats and Whens • OPTIONAL Level Up: When Looking at Financial Statements, Don't Do What Seems Most Obvious • OPTIONAL Level Up: Video: Cash Flow Primer/Cash Flow Projections Template 	<ul style="list-style-type: none"> • Discussion: nonprofit funding models
3/17	Session 8: Financial Statements and 990	<ul style="list-style-type: none"> • BSH Video: End of Year Financial Statements • BSH Video: Form 990s • Models and Components of a Great Nonprofit Dashboard • OPTIONAL Video: Audited Financial Statements • OPTIONAL Video: Understanding Form 990 	<ul style="list-style-type: none"> • Budget Due • Discussion 990 EOY Financials
3/24	Session 9: Business and Strategic Planning	<ul style="list-style-type: none"> • Video: Matrix Map • The Matrix Map • KPI Dashboard Template • Business Planning for Nonprofits • Social Enterprise Business Plan • GLOBAL: Hands in the Pockets of Mercurial Donors 	
3/31	Session 10: Human Resources	<ul style="list-style-type: none"> • Video: Creating High-Functioning Nonprofits: Who Should Have What Financial Information? • Finance-Development Self-Assessment Checklist 	<ul style="list-style-type: none"> • Discussion: Conflict

Date	Topic	Asynchronous Work before class	Assignments to <u>turn in</u> before class
4/7	Session 11: Financial Health	<ul style="list-style-type: none"> • Best Practices for Nonprofit Financial Health • Key to Long-Term Financial Health: LUNA • OPTIONAL Level Up: Financial Health Analysis Tool 	
4/14	Session 12: Risk Management	<ul style="list-style-type: none"> • Financial Management for Nonprofit Organizations: Chapter 14 • Nonprofit Starvation cycle • Nonprofit Trust Factor Ebook • BSH Video: Risk Management 	
4/21	Session 13: Debt and Investing Synthesis/Exam Prep	<ul style="list-style-type: none"> • Price of Nonprofit Debt • BSH Video: Debt & Investing 	<ul style="list-style-type: none"> • At end of class... "Everyone Deserves a Fair Slice" post
Week of 4/26	Exam		

d. Assignments

These assignments are described in detail on Canvas, where you will submit them

Assignment	Due date	Percent of overall grade
Course Engagement	Due: each week Includes: ungraded quizzes, discussion posts, engagement in classroom activities, etc.	30%
Tracking Personal Finances	March 3 9:00am **NOTE: you have to start this 4+ weeks earlier than the due date!	15%
Budget Development	March 17 9:00am In groups or pairs	25%
Final exam	Week of 4/26 This is on Canvas, timed exam	30%

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e. Course Engagement

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged in the class. Class attendance in synchronous sessions is imperative for both your own learning and the learning of your peers, and certainly for my learning. If you cannot get to a synchronous session, I expect you to watch the recording. I expect students to engage with the material, including readings, videos, etc. There will be a series of ungraded quizzes, discussion prompts, and in class group work to help you take in the content; honest attempts at the all of these will be factored in to the engagement grade. There are analytics on Canvas that show me whether and how you have engaged with the content.

f. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

g. Late Assignments

Assignments are due at or before the dates/times listed on the syllabus and on Canvas.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter.

I am not inclined to waive this policy, though I do understand there may be exceptional circumstances. **Please communicate with me about your circumstances and I will be as flexible as possible.** In this class, if you get behind, it will be really difficult to catch up, because the materials builds on previous material in the course. I truly appreciate that circumstances beyond your control create barriers to submitting work on time; however, this is not the type of course in which it is possible to wait until the end of the term to finish up the assignments.

h. Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

i. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

j. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community.

Although this course is fully online, your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

k. Health-Related Class Absences

Please evaluate your own health status regularly and seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. **Please notify me by email about your absence as soon as practical**, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

8. Additional Resources

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*