

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	<b>Department</b> School of Public Administration  <b>College</b> Dorothy F. Schmidt College of Arts and Letters	Confirmed _____ Banner _____ Catalog _____
<b>Current Course Prefix and Number</b> PAD 6260		<b>Current Course Title</b> Financial Management for Nonprofit Managers
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> None (no prerequisite)  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.
<b>Effective Term/Year for Changes:</b> Spring 2021		<b>Terminate course? Effective Term/Year for Termination:</b>
<b>Faculty Contact/Email/Phone</b> Leslie Leip lleip@fau.edu 954-924-8818		
<b>Approved by</b> Department Chair <u>Alka Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Eric Berlatsky</u> UGPC Chair <u>Christopher Beetle</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>Robert W. Stackman Jr.</u> <small>Robert W. Stackman Jr. (Dec 18, 2020 22:16 EST)</small> UFS President _____ Provost _____		<b>Date</b> _____ 10/28/2020 _____ 11/17/2020 _____ 11/18/2020 _____ Dec 18, 2020 _____ Dec 18, 2020 _____ Dec 18, 2020 _____ _____

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**Florida Atlantic University**  
**School of Public Administration**  
**PAD 6260: Financial Management for Nonprofit Managers**  
*Spring 2021*  
*3 Credit Hours*

**Instructor:**  
**Class Location:**  
**Class Time:** Wednesdays, 6:30-9:20 pm  
**Office Location:**  
**Office Hours:**  
**Email:**  
**Phone:**

**Course Prerequisites:** None  
**Placement in Program:** This is a core course for the MNM degree

**Time Commitment per Credit Hour:** This course has 3 credit hours. For traditionally delivered courses, not less than (1) hour of classroom or direct faculty instruction each week for fifteen weeks (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for summer semesters, which may be offered over a shortened time frame. E-Learning, hybrid, shortened, intensive format courses and other non-traditional modes of delivery will demonstrate equivalent time and effort.

**Required Text:**

- Weikart, L.A., Chen, G. G., & Sermier, E. (2013). *Budgeting and Financial Management for Nonprofit Organizations: Using money to drive mission success*. CQ Press. ISBN 978-1-60871-693-7

**Suggested (optional) Materials:** Supplemental materials will be provided on blackboard

**Course Description:** This course covers accounting standards and principles for state and local governments and nonprofit organizations, including fund structure and accounting process.

**Course Objectives:** Upon successful completion of this course, students will be able to:

- 1) Identify unique features of the NP sector and specific types of NP organizations (as compared to for-profit and government) that have implications for both budgeting and financial management
- 2) Recognize the effects of the U.S. tax code. laws and regulations on NP operations, budgets, and financial planning
- 3) Explain budget concepts as well as the purpose for and mechanics of budgeting and financial management for NP organizations
- 4) Identify budget actors and be able to compare and contrast their respective roles
- 5) Explain sources of NP revenues and the importance of a NP organization's revenue mix

- 6) Differentiate activities involved in various stages of the budget cycle and different types of budget formats
- 7) Recognize the difference between various financial reports. Calculate financial ratios, Interpret financial reports, and Communicate findings
- 8) Differentiate and relate operational and capital budgets
- 9) Recognize and Formulate a different types of budgets
- 10) Identity costs. evaluate cash flow strategies, and perform cost analyses, cash flow analyses, cost-benefit analysis, and financial analyses
- II) Recognize various accounting principles, accounting methods, reporting requirements, and financial reports
- 12) Differentiate between various types of performance measures and their uses
- 13) Link performance measures to budget & outcomes; formulate performance measures in order to evaluate an organization's use of resources
- 14) Compare and contrast various investment strategies
- 15) Assess the root causes of common types of financial mismanagement and fi-aud
- 16) Discuss various types of financial policies and internal controls and link them to the problems they are designed to prevent
- 17) Draw connections between budgeting. financial management & mission success

Your final grade will be based on the following weighted distribution:

<i>Analysis: NPs in the News</i>	20%
<i>Textbook Questions &amp; Corrections</i>	30%
<i>Semester Project</i>	30%
<i>Test I (Chapter J-8)</i>	10%
<i>Test 2 (Chapter 9-15)</i>	10%

Grade Scale:

*If the instructor opts to implement a unique course grading scale or curve, it must be stated in the syllabus.*

Total Points	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60
Grade	A	A-	B+	B	B-	C+	<b>C</b>	C-	D+	<b>D</b>	D-	F

Assessment breakdown by points

1. Analysis Nonprofits in the News (discussion board post) : 20% (200 points/1,000 total) ): 20%
2. Textbook Chapter Questions, Assignments & Exercises: 30% (300 points/1,000 total)
3. Semester Project: 30% (300 points/1,000 total)
4. Test I Chapters 1-8: 10% (100points/1,000 total)

5. Test 2 Chapters 9-15: 10% (100 points/1,000 total)

Assessment Description and Details:

I. Discussion Board: Analyses of Nonprofits in the News (4 posts per student= 200):

**Introduction:** The first week you will introduce yourself to the class, tell us what program you are in and how far along, what experience you have in the nonprofit sector, and what experience you have with finance and/or financial management. Also explain your comfort level with finance as a subject and in your own life.

**Analysis of Nonprofits in the News:** You will find a news story involving a NP in the spotlight as a result of financial mismanagement or wrongdoing or innovative financial strategies (i.e., profit-making social enterprises). What happened? Why did it happen and how could it have been prevented? Was this a case involving mismanagement, negligence or outright fraud? What, specifically was the source of the problem and needs to be addressed (and how) --in terms of financial policies, internal controls, management process and monitoring, and/or auditing. If a positive story, what inspired the nonprofit to be innovative? How did the organization "scale up"? Your analyses must be based on and supported by information in weekly-required readings & supplemental materials. You are expected to summarize what happened, explain the root of the issue and offer conclusions/solutions/lessons learned.

Resources:

Philanthropy News Digest: (Foundation Center's online newspaper) <http://philanthropynewsdigest.org/>  
Nonprofit quarterly: <https://nonprofitquarterly.org>  
Chronicle of Philanthropy: <https://www.philanthropy.com/>  
The Nonprofit Times: <http://www.thenonprofittimes.com/>

Also, try google searches using keywords like nonprofits; nonprofit closures; nonprofit mismanagement; nonprofit entrepreneurship, social enterprise, etc. Some nonprofits in the news (good and bad), recently include Red Cross, Wounded Warrior Project, Hull House, charter school closures/mismanagement in Florida. Older stories (but with great lessons) include United Way (under Bill Aromony), the Central Asia Institute (Greg Mortensen) and the New York City Opera.

II. Textbook Questions, Exercises, and Assignments: (15 weeks x 20 = 300): Each week there are short answer questions and exercises to reinforce weekly topics and apply lessons in weekly topics. Weekly questions require 2 steps. For full credit, you will need to complete both steps. First, submit this assignment. Solutions will be available at the appointed time on the due date. Then grade your paper making corrections directly on your word doc using red font, and save as Chapter XX corrections. If no corrections are necessary write, "no corrections required" in red on the top of the page. In other words, original work and edits must be visible on your document. Resubmit in the same drop box. The assignment drop box will show me your original work and your corrections. Each week you will apply what you learn and check your work for clarifications. You must make both submissions to get weekly credit.

III. Semester Project: (300 points) There are four steps to this project. Consult instructions on Canvas and syllabus appendix.

1. Post Subject for Sem. Project: (25pts)
2. Submit Project Work Plan & Outline: (75pts)
3. Present a Video/Powerpoint Presentation of Project (in-class): (100pts)
4. Submit Final Draft of Project: (100pts)

IV. 2 Tests: (100 points each) These are online tests that will be available on Bb. Test 1 will review required textbook readings, questions, and exercises for Chapters 1-8. Test 2 will review required textbook readings, questions, and exercises for Chapters 9-15.

Course Delivery Mode:

- This is a hybrid course with online course accessible only through FAU's learning management system--Canvas. Please note in-class meetings on the schedule.
- The course is organized into weekly modules with dates provided for each unit. The course begins with a START HERE module that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

Spring 2021 Schedule: There are 16 modules in this core course. Each Monday marks the beginning of a new week. All readings, videos, and assignments are due no later than 11:59 pm Friday and/or Sunday. The Course Schedule provides a detailed account of readings, videos, and assignments for each unit. Assignments will not be accepted late without prior permission by the professor. Dates in yellow are in-class meetings.

Modules/topic	Module date (start)	Assignments due at the end of each week Sundays at 11:59 pm
Module I (START HERE) Course overview and Nonprofit Sector		
Module 2 : Budgeting		
Module 3: Cash Flow		
Module 4: Cost & Cost Analysis		
Module 5: Principles of Accountin		
Module 6: Understanding financial statements		
Module 7: Financial Analysis Bring your 990 to class		
Module 8: Financial tools for decision-making		
Module 9: Revenues & Investment Strategies		
Module 10: Performance Management		
Module II: Time Value of money/cost Benefit analysis		

Module 12: Capital Budget and Financing		
Module 13: Internal Controls		
Module 14: Paper presentations		
Module 15:		
Module 16:		

## Computer Requirements

### Operating System

- o A computer that can run Mac OSX or Win XP or higher

- Peripherals

- o A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

### Software

- o Once logged in to Blackboard, please visit the students located at the top of each Blackboard page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
- o Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Blackboard Collaborate sessions.

## Required Technical Skills

The following skills below should be adjusted per the needs and requirements of your course. For example, students in an Art course might need to know Photoshop skills and manipulating pictures or in a stats course students will need to know functions in SPSS software. These are skills that they should have come to the class with not the skills they will learn while in the class.

To be successful in this course you should be familiar with and be able to execute the following technological skills:

- Creating and posting to a discussion board, blog, or Wiki
- Taking a test through Blackboard
- Attaching documents
- Copy and paste functions
- Microsoft Office tools: Word, PowerPoint, Excel
- Searching the FAU library and websites

## Attendance, Makeup Test, Late Work, and Incomplete Policy

### Late Assignments Policy:

Late work is not accepted in this course without the advance approval of your instructor (only written excuses such as medical verification and proof of family emergency/illness/death are accepted). Students will not be penalized for absences due to participation in University -approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Reasonable

accommodation will be made for students participating in a religious observance. The safest approach is to alert your instructor in advance of your extenuating circumstances! .

**Make up Policy for Tests:** There will be no make-ups tests. There is plenty of advance notice for tests, which are on the course schedule at the beginning of the semester. Students must contact the professor in the case of an emergency or circumstances discuss the possibility of accommodations.

### **Online Attendance Policy**

Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

**Special Course Requirements:** There are no special course requirements above and beyond those stated in the syllabus.

### **Classroom Etiquette Policy/Netiquette**

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals-your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic. During in-class sessions, I require cell phones to be either off or on vibrate. Texting is not permitted during class sessions.

### **Communication Policy**

#### Announcements

- o You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.

#### Course-related Questions

- o Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.

#### Email Policy

- o Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the **course**.

#### Assignment Feedback Policy

- o Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to you by your instructor.

### **Technical Problem Resolution Procedure**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

**\*\*Most issues in Canvas can be resolved by clicking on the "Help" tab located on the menu bar. \*\***

By clicking the "Help" tab you will be able to:

- Report a Problem
- Search Canvas Guides

#### Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select "Canvas (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status.

#### Selected University and College Policies

##### Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations needed to properly execute coursework must register with the FAU Students Accessibility Services (SAS) located in Boca Raton, in Davie and in Jupiter campuses and follow all SAS procedures. <http://www.fau.edu/sas/>

##### Code of Academic Integrity Policy Statement

###### *Academic integrity policy*

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual



responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

#### Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

#### University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

#### Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

#### Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

#### Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- The procedures for a grade appeal may be found in Chapter 4 of the [University Regulations](#).

#### Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... *activities which interfere with the educational mission within classroom.* " Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

#### Support Services and Resources

Office of Information Technology Online Help Desk:	<a href="http://helQdesk.fau.edu">http://helQdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>

Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/ouri">http://www.fau.edu/ouri</a>
Office for Students with Disabilities Website:	<a href="http://www.fau.edu/sas/">http://www.fau.edu/sas/</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/ooabroad">www.fau.edu/ooabroad</a>
Freshman Academic Advising Services:	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>

#### Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.