Washington University- University College

Financial Management of Non-Profit Organizations

Spring 2019 – Course U76 525 01

Course Instructor: Betsy D. Foy, EdD, CHES

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Availability to students: Email or phone. Appointments on request.

This course is in an online format; there are no class sessions on campus.

The first week of class (January 14th – January 20th 2019) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me to arrange a time if you would like an introductory phone call.

Course work will be completed between January 14th and April 21st, 2019. All coursework is completed on Canvas, our electronic classroom.

***NOTE CANVAS is the new online system all Washington University courses will use as of Fall 2019. Some courses are using it this semester. This replaces Blackboard.

Course Description:

The goal of the course is to give students a background in guiding the financial aspects of a non-profit either as an executive director or as a board member. Students will examine the importance of financial and accounting principles and techniques. Course content is designed to help students understand financial and accounting concepts and procedures, to oversee the recordkeeping function, to make effective financial decisions, and to report financial information to key constituents.

This class is designed so that every student whether they have no financial experience/training or has working financial knowledge can build their knowledge of financial concepts and strengthen their financial analysis skills and skills necessary to communicate financial information to others.

Course Objectives:

- Students will have familiarity and working knowledge of key financial documents
- Students will know how to read and interpret key financial documents
- Students will be able to explain key financial documents to stakeholders
Course Resources and References:

ISBN 978-0-9971089  
REQUIRED TEXT

ISBN 978-1-119-28006-4

Books should be available at the bookstore and online. The ISBN numbers are for paperback but if you prefer e-books they are available for both texts.

***There will be several articles and documents provided on Canvas that are also required reading but you do not need to purchase them, they are provided.

Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:
• **Chat with a Canvas Support Agent** (accessible by clicking “Help” in lower left corner of the classroom)
• Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” statement on Internet communication.

• Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
• Write in complete sentences and check spelling before you post anything in class.
• DON’T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
• Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
• No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

**Expectations for student attendance** Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

• You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. You can work ahead in this class as well if needed. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.
• ****Note:** For a 3-credit class, you should expect to spend a total of 36 “contact hours” in the virtual classroom. For this course that would average three (3) hours each week. This time includes posting your weekly discussion comments; posting two articles you have located with a brief critique; and reading the articles posted by other students and writing comments. This constitutes our “classroom
interaction.” You can do it any time, day or night as long as you get it done within the two week period before the next topic begins. Outside of these “contact hours,” like any other class, you will spend time on the assigned readings, researching the articles you plan to post, and completing 3 projects.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students’ own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy.

All students are expected to abide by proper citation and attribution techniques.

Academic Support

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone**: Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center**: The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing**: Arts & Sciences Computing operates two labs that are open to students, faculty, and staff.

- **Library**: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.
Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise. documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind.

Inclusive Learning Environment Statement

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other
academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Guidelines for weekly discussion comments**

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Be sure to take your time and write meaningful weekly discussion comments. Your ideas and content are important, and issues such as grammar, spelling, vocabulary, and sentence structure count as well.
4. Finally, the discussion forums are meant to be **fun**! Check in often to communicate with me and your classmates.
Course Activities

All work is due Sundays at 11:59PM

If you will be late on any assignment you MUST get prior approval
No prior approval for late work = Zero Points (this includes all assignments and all weekly discussion comments)

This course is offered in an on-line format. Students will participate in the course by logging on to the class Canvas page. Every two weeks, students will be expected to complete the following:

1. Read assigned texts and articles on topic. Instructor will post lectures every 2 weeks related to the topic and the readings.

2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor and reading classmates’ responses or on the articles posted (see #4 below). I expect at least 4 thoughtful discussion comments from each student during each 2 week period, the first two discussion comments are due the first Sunday night of each 2 week period. While 4 comments are the bare minimum for each 2 week period, I would truly hope for more than that from all of you.

3. Twice during the course each student will post an article.

   Find a newspaper, magazine or journal article that discusses some aspect of accounting or financial management in a nonprofit organization. Post the article in the Discussion Board Article Folder and comment about this article. Your comments should include:
   - Why you selected the article
   - What you learned from the article
   - Does it relate to anything in our readings thus far
   - Criticisms or comments about the article,
   - Questions you have after reading the article

   Due dates for the articles are:

   Feb 17th, 2019 Article 1
   March 3rd, 2019 Article 2

4. Budget Project: Students will prepare a sample written Budget. Project guidelines will be provided on Canvas.

   Due Date: March 24th, 2019
5. Form 990 Project: Student will analyze an IRS Form 990 previously completed by a local nonprofit organization. Project guidelines will be provided on Canvas.

Due Date: April 7th, 2019

6. Final Project: A financial analysis of 2 local nonprofit organizations. Students will use all information available to complete a thorough analysis of 2 local nonprofit organizations. Project guidelines will be provided on Canvas.

Due Date: April 21st, 2019

*** For the Form 990 Project and the Final Project you are to select local nonprofit organizations from the following list to use in your projects. To “work smarter not harder” I would strongly suggest that the NPO you use on your Form 990 project is one of the NPO’s you select for analysis in your Final Project.

List of Nonprofit Organizations for Projects (more will be added)

Beyond Housing
Boys and Girls Clubs of Greater St. Louis
Our Little Haven
Sheldon Arts Foundation
St. Patrick Center

Course Grading

Weightings toward final course grade are:

- Thoughtful online discussion (6 topics @ 5% each) 30 %
- Posting and discussion of articles (2 @ 10% each) 20 %
- Budget Project 10 %
- Form 990 Project 15 %
- Final Project: A financial analysis of 2 local nonprofit organizations. 25 %

Grades will be given on this scale:

- A/A- 100-91 points
- B/B- 90-81 points
- C: 80-71 points
- D: 70-61 points
- F 60-0 points
**Assigned Readings and Assignments**

**Introductory Week  (January 14th to January 20th)**

Readings:
- Intro Lecture
- Make a paper copy of your Syllabus. Carefully read it and highlight items and dates that you think are important.

Assignments:
- Introduce yourself in writing on the Discussion Board in the folder marked Introductions.
- Email Dr. Foy (betsy.foy@wustl.edu) if you would like to have a personal introductory phone call this week.
- Written Assignment 1. Write a brief description of any previous experience and/or education you have had related to Accounting or Financial Management. Conclude with what you hope to learn in this class.

**Topic 1  Financial Management in Nonprofit Organizations—The Big Picture  (January 21st to February 3rd)**

Reading
- Lecture 1
- Textbook *Nonprofit Kit* (Pages 1-63, 177-203, 353-360, 361-372)
  - Introduction
  - Chapters 1,2,3,4,5,
  - Chapter 11
  - Chapter 21
  - Appendices

Assignments
- Weekly Discussion Comments

**Topic 2  Nonprofit Accounting and Financial Statements**
(February 4th-February 17th)

Reading:
- Lecture 2
- Textbook Nonprofit Accounting & Financial Statements (Pages 207-222, 1-71)
  Chapters 21,22
  Addendum
  Chapters 1,2,3,4,5,6,7

Assignments:
- Weekly Discussion Comments
- Article 1
  Find a newspaper, magazine or journal article that discusses some aspect of accounting or financial management in a nonprofit organization. Post the article on the Discussion Board (in the Article 1 Folder) and comment about this article.

Topic 3 Planning, Budgeting, Reporting and Oversight
(February 18th- March 3rd)

Reading:
- Lecture 3
- Textbook Nonprofit Accounting & Financial Statements (Pages 169-197)
  Chapters 16,17,18,19,20

Assignments:
- Weekly Discussion Comments
- Article 2
  Find a newspaper, magazine or journal article that discusses accounting or financial management in a nonprofit organization. Post the article on the Discussion Board (in the Article 2 folder) and comment about this article (i.e. why you selected the article, what you learned from the article, questions you have after reading the article).

Topic 4 Mechanics of Nonprofit Accounting Part 1
(March 4th-March 24th)

SPRING BREAK March 11th-17th. This topic is 3 weeks long

Reading
• Lecture 4
• Textbook Nonprofit Accounting & Financial Statements (Pages 71-117)
  Chapters 8,9,10,11

Assignments:
• Weekly Discussion Comments
• Budget Project

**Topic 5  Mechanics of Nonprofit Accounting Part 2**
(March 25th -April 7th)

Reading:
• Lecture 5
• Textbook Nonprofit Accounting & Financial Statements (Pages 117-165)
  Chapters 12,13,14,15

Assignments:
• Form 990 Project Due
• Weekly Discussion Comments

**Topic 6  Bringing It All Together  (April 8th-April 21st)**

Reading
• Lecture 6
• Assigned Articles

Assignments
• Final Project Due
• Weekly Discussion Comments
• **Final Projects are due on SUNDAY April 21st at 11:59PM.**
Assignment Due Date Checklist

Check off each assignment as you turn it in.
If you will be late on an assignment you **MUST** get prior approval from the instructor.
**No prior approval for late work = Zero Points (this includes all assignments and all weekly discussion comments)**

1-20-19  Written Introduction ______  Written Assignment 1 ______
1-27-19  Weekly Discussion Comments_____
2-3-19  Weekly Discussion Comments_____
2-10-19  Weekly Discussion Comments_____
2-17-19  Weekly Discussion Comments_____ **Article 1_____**
2-24-19  Weekly Discussion Comments_____
3-3-19  Weekly Discussion Comments_____ **Article 2_____**
3-10-19  Weekly Discussion Comments_____
3-17-19  **No Assignment Spring Break**
3-24-19  Weekly Discussion Comments_____  **Budget Project______**
3-31-19  Weekly Discussion Comments_____
4-7-19  Weekly Discussion Comments_____  **Form 990 Project_____**
4-14-19  Weekly Discussion Comments_____
4-21-19  Weekly Discussion Comments_____  **Final Project_____**