

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK**

**SCHOOL'S MISSION STATEMENT**

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

**19:910:537:90: Financial Management Online  
Spring 2021**

Instructor: **Chuck Goldstein, MSW**

Email: Please email me through Canvas

**CATALOG COURSE DESCRIPTION**

This course presents an overview of the fiscal responsibilities of nonprofit agency executives. The accounting process, financial statements, budgeting, internal controls, audits, tax compliance, and fund accounting are examined.

**COURSE OVERVIEW**

This course is designed to provide students with a working knowledge of the tools of financial management of nonprofit organizations. These include financial analysis, financial planning, budgeting, marketing, costing, and other processes as applied to human service organizations.

**PLACE OF COURSE IN PROGRAM**

This course is an Advanced Elective, with successful completion of the Foundation year as a pre-requisite. It is open to students in the Clinical and the Management and Policy concentrations.

**SCHOOL-WIDE LEARNING GOALS**

Our goal is to prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

Upon graduation, all students will be able to:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice; and
3. Engage, assess, and intervene with individuals, families, groups, organizations, and communities

**COURSE-SPECIFIC LEARNING GOALS**

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at [cswe.org](http://cswe.org) or by accessing the

link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. This course will assist students in developing the following competencies:

At the completion of this course students are expected to be able to:

*Competency 1: Demonstrate Ethical and Professional Behavior*

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

*Competency 5: Engage in Policy Practice*

- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services;

**REQUIRED TEXTS**

Sanchez Mayers, R. (2020). *Financial Management for Nonprofit Human Service Organizations*, 3rd edition, Springfield: Charles C. Thomas, Publisher. Draft chapters will be available in each Module, therefore, no book is needed to be purchased.

Sanchez Mayers, R. & Fulghum, F. H. (2020). *Cases, Readings, and Exercises in Financial Management for Nonprofit Human Service Organizations (Workbook)*. Excerpts from the Workbook will be available in the Modules.

Additional readings are listed below. They will be available on the course website, in the student workbook, or downloadable via the Rutgers Library System. Other readings may also be assigned or distributed during the semester. In addition, it is suggested that students attempt to regularly read and seek to understand financially-oriented publications, such as The Wall Street Journal, Financial Times, The Economist, and so forth. Class exercises and assignments will be from the Workbook.

**COURSE REQUIREMENTS**

There are specific requirements for each topic of the course, but in general the student is expected to:

1. Read assigned work and be prepared to discuss the readings

2. Participate in all class exercises;
3. Complete all written assignments.

### **FORMAT OF THE ONLINE COURSE**

This course uses Canvas and is asynchronous. This means that you can access the Modules of this course at a time of your choosing. The class will not “meet” during the semester although assignments will have specified due dates in Canvas. It is strongly suggested that you check the course website a few times a week to make sure you stay on schedule with readings and assignments, and also to check for any announcements.

Each class session will consist of **one or more** of the following:

- A video lecture for each chapter, these can be found under the Modules tab in Canvas;
- A class activity, exercise, team exercise, or quiz

No face-to-face meetings are required of students. However, the Instructor will be available frequently throughout the semester in the Canvas chat room and will respond to threaded discussion items regularly. Any questions should be submitted to the Virtual Office or the Student Lounge. Questions of a personal nature should be sent through Canvas email.

Assignments and short exercises will be posted in Canvas. Students will upload their completed assignments under the Assignment tab. When your assignment is graded, you will find Instructor comments on the Assignments page.

Under the course Modules, you will find all weekly video lectures plus additional materials such as the Workbook, extra readings, etc.

You can contribute to the development of a constructive learning environment in the online class by being a prepared and active learner through:

- Posting comments and answers to instructor questions on the threaded discussions.
- Supporting fellow students by responding to questions in the Student Lounge
- Using the course web site regularly in preparing for class
- Posting questions regarding the course to the instructor in the Virtual Office
- Using the course web site to obtain course materials and handouts
- Contacting the Canvas helpdesk with technical questions about the Internet, email, and Canvas
- Using the tools of Canvas, including the threaded discussions, to support your learning
- Observing proper netiquette with your fellow students and the instructor. In all of your interactions, remember there is a person behind the written post.

### ***Netiquette***

- Pause and reflect on a post that is uncomfortable before responding. Consider the root of

your emotional reaction.

- Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
- Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
- Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
- Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
- If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
- Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

## GRADING

Grades will be based upon:

1. Class exercises (each graded pass/fail)*	10%
2. Participation in discussions (graded pass/fail)**	10%
3. Budget assignment	20%
4. Internal control assignment	20%
5. Investment assignment	20%
6. Financial statement analysis	20%

NOTES: \* Class Exercises: You will need a calculator or Excel for some class exercises  
 \*\*Discussions: No credit will be given for late discussions

**The School of Social Work new grading scale is as follows:**

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

**Criteria for grading is as follows:**

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in online discussions and exercises.

## **COURSE EVALUATION**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

## **ACADEMIC INTEGRITY POLICY**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, lacurran@ssw.rutgers.edu.

The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this [examination or paper].***

## **DISABILITY ACCOMMODATION**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and [provide documentation](#).

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete [the Registration form on the ODS web site](#).

## **WRITING ASSISTANCE**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access

writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: <https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

### Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>.

Services are free and confidential and available 24 hrs/day, 7 days a week.


### COURSE SCHEDULE:

Activity	Description	Due
<b>Module 1: 1/19/21</b>	<b>Human Services Finance in Context</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 1: The Social Context of Human Services Funding Maharaj, S.R. & Paul, T.J. (2011). Ethical issues in healthcare financing. West Indian Medical Journal, 60, 4, 498-501	
<b>Lectures</b>	Video: Welcome to the course Module 1 lecture	
<b>Activity</b>	Introduce yourself to the class	<b>1/25/21</b>
<b>Discussion</b>	Think of a human service organization with which you may be familiar. What are the most important external forces in its environment at the moment?	<b>1/25/21</b>

Activity	Description	Due
<b>Module 2: 1/26/21</b>	<b>Management, Planning, and Budgeting</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 2: The Financial Management Process Workbook, <i>Reading 2-1: Managing Revenue</i> <i>Reading 2-2: 501(c)(3) Organizations</i> <i>Reading 2-3: A little Information about Charitable Registration</i>	
<b>Lectures</b>	Module 2 lecture	
<b>Discussion</b>	Sanchez Mayers & Fulghum Workbook, Reading 2-2, what are some benefits that accrue to charitable nonprofits as a result of their being accorded exempt status?	<b>2/1/21</b>
<b>Module 3: 2/2/21</b>	<b>Budgeting</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 3: The Role of Planning in Budgeting Campbell, K. & Haley, B. (2006). Business Planning for Nonprofits: What it is and Why it Matters. The Bridgespan Group. <a href="https://www.bridgespan.org/insights/library/strategy-development/business-planning-for-nonprofits-what-it-is-and-wh">https://www.bridgespan.org/insights/library/strategy-development/business-planning-for-nonprofits-what-it-is-and-wh</a>	
<b>Lectures</b>	Module 3 Lecture	
<b>Discussion</b>	In developing a planned budgeting structure, there are three main approaches: top-down, bottom-up, and goals down/plans up. What are the advantages and disadvantages of each approach?	<b>2/8/21</b>
<b>Assignment</b>	Exercise 3-2: Analyzing an Agency's Budget	<b>2/8/21</b>
<b>Module 4: 2/9/21</b>	<b>Budgeting (cont.)</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 4: Budgeting Workbook, <i>Reading 4-1: Allocate This!</i> Wing, K., Gordon, T., Hager, M., Pollak, T., Rooney, P. (2006). Functional expense reporting for nonprofits. <i>The CPA Journal</i> , 76, 8, 14-18.	
<b>Lectures</b>	Module 4 lecture	
<b>Discussion</b>	What are some key functions of the budget?	<b>2/15/21</b>
<b>Assignment</b>	Budget Assignment	<b>2/22/21</b>
<b>Module 5: 2/16/21</b>	<b>Marketing and Fundraising</b>	



Activity	Description	Due
<b>Required Readings</b>  <b>Lectures</b> <b>Discussion</b> <b>Assignment</b>	Sanchez Mayers, Chapter 5: Marketing and Fundraising Workbook, <i>Reading 5-1: The World's Best Fundraisers</i> <i>Reading 5-2: New Jersey Division of Consumer Affairs Files Consumer Fraud Action Against Newark Organization that Allegedly Misled Charitable Donors</i>  Tinkleman, D. (2005). Nonprofit organizations' cost allocations. <i>The CPA Journal</i> , 75, 7, 50,52,54.  Taub, M. Hollander, D., Rodriguez, L. & Dyson, R.A. (2019). Applying the new accounting guidance for contributions. <i>The CPA Journal</i> , 89(4), 32-38.  Module 5 lecture Why are marketing concepts useful to nonprofits?  Due: Budget Assignment	          <b>2/22/21</b>  <b>2/22/21</b>
<b>Module 6:</b> <b>2/23/21</b>	<b>Grantwriting and Grants Management</b>	
<b>Required Readings</b>          <b>Lectures</b> <b>Discussion</b>	Sanchez Mayers, Chapter 6: Grantwriting and Grants Management Sanchez Mayers & Fulghum Workbook, <i>Reading 6-1: Reflections of a Proposal Reviewer</i>  Your project budget: Does the means support the methods? <i>The Nonprofit Times</i> , September 9, 2015. <a href="http://www.thenonprofittimes.com/management-tips/your-project-budget-does-the-means-support-the-methods/">http://www.thenonprofittimes.com/management-tips/your-project-budget-does-the-means-support-the-methods/</a>  Module 6 Lecture  When the agency grants team responds to an RFP, what types of data should the team seek, and from what sources?	                    <b>3/1/21</b>
<b>Module 7:</b> <b>3/2/21</b>	<b>Diverse Payer Sources</b>	
<b>Required Readings</b>          <b>Lecture</b>	Sanchez Mayers, Chapter 7: Purchase of Service Contracting, Fees for Service and Third-Party Payments  Never, B. & de Leon, E. (2014) The effect of government contracting on nonprofit human service organizations: Impacts of an evolving relationship, <i>Human Service Organizations: Management, Leadership &amp; Governance</i> , 38:3, 258-270, <a href="http://dx.doi.org/10.1080/23303131.2014.896300">http://dx.doi.org/10.1080/23303131.2014.896300</a>  Hrywna, M. (2014). Government doesn't pay. <i>The Nonprofit Times</i> , May 30, 2014. <a href="http://www.thenonprofittimes.com/news-articles/government-doesnt-pay/">http://www.thenonprofittimes.com/news-articles/government-doesnt-pay/</a>  Module 7 Lecture	

Activity	Description	Due
Discussion	According to the Hrywna article, what are some problems that nonprofits face in contracting with governmental agencies?	3/8/21
Assignment	Sanchez Mayers & Fulghum Workbook, Exercise 7-2	3/8/21
<b>Module 8: 3/9/21</b>		
<b>Internal Controls</b>		
Required Readings	Sanchez Mayers, Chapter 8: Internal Control D'Aquila, J.M. & Houmes, R. (2014). COSO's updated internal control and enterprise risk management frameworks. <i>The CPA Journal</i> , 84(5),54-59. Olson, C. (2010). Tips for internal controls for big and small. <i>The Nonprofit Times</i> , August 24, 2010. <a href="http://www.thenonproffitimes.com/news-articles/tips-for-internal-controls-for-big-and-small/">http://www.thenonproffitimes.com/news-articles/tips-for-internal-controls-for-big-and-small/</a>	
Lectures	Module 8 Lecture	
Discussion	What sections of the NASW Code of Ethics do you find most relevant to nonprofit financial management and why?	3/22/21
Assignment	Sanchez Mayers & Fulghum Workbook, Exercise 8-1: Internal Control Assignment	3/22/21
3/13/21- 3/21/21	***Spring Break **** 	
<b>Module 9: 3/23/21</b>		
<b>Investments</b>		
Required Readings	Sanchez Mayers, Chapter 9: Investments Sanchez Mayers & Fulghum Workbook, <i>Reading 9-1: How to read a stock market report</i> Haber, J. (2019). A primer on cause investing. <i>The CPA Journal</i> , 89(4), 46-54. Bruser, B. (2016). Five best-practice investing tips for nonprofits. First Republic, August 22, 2016. <a href="https://www.firstrepublic.com/articles-insights/life-money/support-your-community/five-best-practice-investing-tips-for-nonprofits">https://www.firstrepublic.com/articles-insights/life-money/support-your-community/five-best-practice-investing-tips-for-nonprofits</a> Daks, M. (2015). Sustainable investing: Maximizing earnings while minimizing risks. <i>The Nonprofit Times</i> , October 5, 2015. <a href="http://www.thenonproffitimes.com/news-articles/sustainable-investing/">http://www.thenonproffitimes.com/news-articles/sustainable-investing/</a>	
Lecture	Module 9 Lecture	
Discussion	What should be the major investment objective of the nonprofit human service agency? Why?	3/29/21
Assignment	Sanchez Mayers & Fulghum Workbook, Exercise 9-1	3/29/21

Activity	Description	Due
	Investment Assignment: Exercise 9-2 or Exercise 9-3	5/7/21
<b>Module10: 3/30/21</b>	<b>Accounting</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 10: The Basics of Accounting <i>Suggested Reading:</i> Shortbridge, T. (2015). Understanding Accounting Without Falling Asleep. Amazon.com Services LLC	
<b>Lectures</b>	Module 10 Lecture	
<b>Discussion</b>	What are the basic differences between nonprofit accounting and for-profit accounting?	4/5/21
<b>Assignment</b>	Exercise 10-2	4/5/21
<b>Module 11 4/6/21</b>	<b>Nonprofit Accounting</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 11: Nonprofit Accounting Garven, J. (2015). The basics about nonprofits: A beginner's guide for CPAs. <i>CPA Journal</i> , 85 (6), 18-19	
<b>Lectures</b>	Module 11 Lecture	
<b>Assignment</b>	Exercise 11-1	4/12/21
<b>Module 12: 4/13/21</b>	<b>Financial Reporting</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 12: Financial Reporting Sanchez Mayers & Fulghum Workbook, <i>Reading 12-1: How to Read the Form 990</i> Nonprofit Times (2019). Accounting under regulatory scrutiny. January 22, 2019. Author. <a href="https://www.thenonprofittimes.com/accounting/accounting-under-regulatory-scrutiny/">https://www.thenonprofittimes.com/accounting/accounting-under-regulatory-scrutiny/</a>	
<b>Lecture</b>	Module 12 Lecture	
<b>Discussion</b>	Discussion question from Reading 12-1	4/19/21
<b>Assignment</b>	Exercise 12-1 or 12-2	4/26/21

Activity	Description	Due
<b>Module 13: 4/20/21</b>	<b>Financial Statement Analysis</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 13: Financial Statement Audits and Analysis Workbook, <i>Reading 13-1: What the Auditors Found</i> Tinkelman, D. & Donabedian, B. (2007). Street Lamps, Alleys, Ratio Analysis, and Nonprofit Organizations. <i>Nonprofit Management &amp; Leadership</i> , 18 (1), 5-18.	
<b>Lectures</b>	Module 13 Lecture	
<b>Discussion</b>	What are some benefits of an audit for an agency?	<b>4/26/21</b>
<b>Due</b>	Sanchez Mayers & Fulghum Workbook, Exercise 13-1: Ratios and Financial Statement Analysis	<b>4/26/21</b>
<b>Module 14: 4/27/21</b>	<b>Accounting Information Systems</b>	
<b>Required Readings</b>	Sanchez Mayers, Chapter 14: Accounting Information Systems Jones, R.A. (2000). Sizing up NPO Software. <i>Journal of Accountancy</i> , 190(5): 28-44. Meezan, W. & McBeath, B. (2011) Moving Toward Performance-Based, Managed Care Contracting in Child Welfare: Perspectives on Staffing, Financial Management, and Information Technology, <i>Administration in Social Work</i> , 35:2, 180-206. <a href="http://dx.doi.org/10.1080/03643107.2011.557596">http://dx.doi.org/10.1080/03643107.2011.557596</a> Rivas, D. (2015). Your check's not in the mail: Choosing software to manage nonprofit payroll. <i>The Nonprofit Times</i> , April 1. <a href="http://www.thenonproffitimes.com/news-articles/your-checks-not-in-the-mail-choosing-software-to-process-nonprofit-payroll/">http://www.thenonproffitimes.com/news-articles/your-checks-not-in-the-mail-choosing-software-to-process-nonprofit-payroll/</a> Best Accounting Software of 2019: <a href="https://www.capitalbusiness.net/best-nonprofit-accounting-software/">https://www.capitalbusiness.net/best-nonprofit-accounting-software/</a>	
<b>Lecture</b>	Module 14 Lecture	
<b>Module 15: 5/4/21</b>	<b>Final Paper Due</b>	
<b>Assignment</b>	Submit Investment Assignment	<b>5/7/21</b>

*Please Note: All items in this syllabus are subject to change with advance notice from the instructor to the students.*