Introduction
This course is an overview of financial management issues, principles and tools for government and nonprofit organizations. The course involves discussion, theoretical understanding, and practical applications of basic financial management. Understanding basic financial management issues is important for analyzing the current and future financial health of an organization or agency, leading to more informed managerial decision-making. For all managers of public or nonprofit organizations, understanding the basic concepts of funding streams, budgeting and financial statement analysis is essential to building and maintaining a strong organization. This course is required for completion of the Graduate Certificate in Nonprofit Management and the Master of Nonprofit Management.
This is not a government or nonprofit accounting class, but the development of some ability to understand accounting practices is part of the course. Topics in this course include ongoing and special project budgeting, capital project budgeting, cost concepts, endowment stewardship, financial reporting and analysis, and internal control systems. The focus will be on preparing students to be skilled consumers and analysts of financial information. Good formatting skills in MS Excel, as well as basic concepts in algebra, will be important when we cover the analytic components of the material. There is no prerequisite for the course, however.

**Competencies**

By completing this course, students will be able to:

- Construct a program budget
- Design a reserves, endowment, or budget stabilization policy (building, investing, and payout of the funds)
- Evaluate financial reports to analyze the financial condition of a nonprofit or government agency and suggest areas of concern and suggestions for improvement
- Present financial information in a sensible and visually clear format that aids mid-year and annual decision making.
- Know standard techniques for enhancing internal control of financial resources.

**Class Format**

This course will have lecture material provided online. You’ll read both the assigned readings plus the “Irvin” lecture notes outside of class. Come to class prepared, because we will build on the readings and lecture notes by cutting straight to examples (with numbers) and exercises that allow you to build your skills with the material. Thus, there will be very few Powerpoint slides and a lot of step by step instructions and opportunities to master the concepts each week. It will look quite retro at times with a fair amount of chalkboard use – be sure to get a seat near the front of the room if you anticipate having difficulty seeing the board.

Because this is a brand new format for the course, the timing of lectures will be uneven – we may fall behind the syllabus at times, but will catch up at other times. The order of lecture contents will still be the same, however, so please do the readings in the order presented in the syllabus.

We may not use the full class time (due to the online lecture content), but I would like to caution you against assuming that the class time will be reduced on a consistent basis.

**General Requirements and Information**

Students are encouraged to read nonprofit- and government-related publications to keep on top of current developments in the field. In addition, students should read a daily newspaper to keep abreast of current events in the community of your choice. Assignments should be written carefully to convey a professional tone and elicit confidence in your work.

If you are unable to make it to class on the day an assignment is due, you may email your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. Once the answer key is posted to the website, however, no late homework assignments are accepted (no credit). If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available. **Caution: Some topics covered in class are not covered well in the literature, so being present in the classroom is important.**

The School of Architecture and Allied Arts, PPPM’s home, is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and
academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

In addition, we are also committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender based stalking. If this happens to you or a student you know, I will counsel you/and or the student to seek confidential assistance at the University Health Center and the University Counseling Center. I am required by the University to report this to the PPPM Department Head and the Office of Affirmative Action and Equal Opportunity so that the incident can be investigated and appropriate action taken.

Please let me know if you notice that I am using a gender pronoun for you that is inappropriate. I once got this wrong, and have been bothered by my error ever since; I don’t want to make the same mistake again.

**Documented Disabilities**

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements with me as soon as possible. I’m happy to accommodate requests – just let me know with enough lead time. Please note that I allow students as much time as they need for completing the in-class quizzes and the final. You should never feel rushed when completing an in-class exam.

**Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students or other authors and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from me. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

**Graded Requirements:**

Homework assignments will count for 30% of the grade.
The in-class micro-quizzes will count for 30% of the course grade. These are short, easy quizzes based on both the readings assigned for that day (not the prior week’s readings) plus the lecture notes I've posted online.
The financial review and dashboard assignment will count for 20% of the grade
The final examination will count for 20% of the class grade.

**Required Readings:**


If any posted readings are optional, I will clearly indicate that. You can assume that all other readings are required.

Other Readings of Interest


Course Schedule (subject to change)

Week 1, March 29: Introductions, conventions in formatting financial information, data sources, Excel basics. Read Irvin Week 1.


Week 4, April 19: Looking back – analyzing the financial health of an organization. Trends, ratios. Prior to class, read Coe chapter 5 pages 86-end, Irvin Week 4, and Finkler et al. ch. 15. Microquiz #3.

Week 5, April 26: Creative timeout – constructing dashboards. Internal Control and Financial Risk Management
Prior to class, read Irvin Week 5 and Coe chapter 3 plus pages 73, 137-140, and 220. Homework #1 due in class. Homework #2 assigned.

Week 6, April 26: Looking forward --introduction to budgeting. Forms of budgeting. Forecasting, mid-year reporting.

Week 7, May 3: Business plans, plus cash flow budgeting, endowment, reserves, stabilization, and carryforward.


Microquiz #5. Homework #2 due in class. Homework #3 assigned.

**Week 8, May 10:** Infrastructure planning and finance, capital budgeting & decision making. User fees and pricing of services and programs. Investment practices.

Prior to class, read Irvin Week 8 and Elmer & Liegland Chapters 11, 12, and 13 if you are primarily interested in government finance. Read Fry, chapters 8 & 9 if you are primarily interested in nonprofit finance. Or read it all. Microquiz #6.

**Week 9 May 17:** Topic day! Students present their synopses on the financial health of the organizations you studied. Financial review and dashboard assignment due.

**Week 10, May 22:** Review and catch-up day.

Homework #3 due.

**Week 11, Final exam** – in our regular classroom at the time & day listed in the UO final examination schedule.