

SOCW 6363-001: Budgeting and Financial Management Summer 2011

Instructor: Bob Hawley

Office Number:

Office Phone:

Email Address:

Class meets: on-line

Office Hours: By appointment only

## **EPAS STATEMENT**

### 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

## **COURSE DESCRIPTION**

*From the Graduate Catalog*

Basic overview of financial management applied specifically to human service agencies; emphasizes on basic concepts and skill building in budgeting and fund raising; accounting principles, financial statements, and computerized financial information systems also covered. Prerequisite: SOCW 6371 or concurrent enrollment.

### *Additional Description*

This course examines the procedures and skills essential for the procurement, allocation and management of fiscal resources in human service organizations. Understanding these matters are important for operating in an organizational context, even if students do not intend to move directly into staff positions concerned with fiscal matters. We will look at many different ways of fundraising except that we will not cover material on grantwriting, which has been introduced in other CAP courses and has a complete CAP elective devoted to it.

## **EDUCATIONAL OBJECTIVES ADDRESSED**

**SOCW 6363 addresses the following MSSW CAP educational objectives (numbers refer to Concentration Objectives):**

- i. By graduation, students specializing in Community and Administrative Practice will achieve the foundation objectives and the following advanced concentration objectives:**
  - a. (1) Build on generalist skills in community assessment to design an intervention strategy Including mission, goals, objectives, budget, logic model, and evaluation.
  - b. (2) Identify, critically evaluate, and apply appropriate, evidence-informed intervention at the agency or community level.

- c. (4) Demonstrate skills in ethical and empowerment-based social work practice, taking into account the impact of race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics in organizations, and communities.
- d. (5) Design practice evaluation activities to improve human service interventions in organizations and communities.
- e. (7) Prepare to engage in life-long learning and activities to update and improve professional knowledge and skills.

**This course relates to and advances the program objectives by requiring students to demonstrate advanced skill in budgeting, financial management, and the application of an analytical framework to understand an organization's current and possible future budgetary and financial situation.**

### **COURSE OBJECTIVES**

By the end of the course, students will:

1. Define the role of budgeting as it relates to program mission, goals, objectives and evaluation;
2. Develop understandings of the varieties and sources of revenues and the means for procuring funds for program support;
3. Acquire knowledge and competence in basic budgeting;
4. Describe management procedures used in the control of and accountability for fiscal resources;
5. Analyze linkages of fiscal procedures with other areas of agency practice and administration;
6. Demonstrate skills in ethical and empowerment-based social work practice, taking into account the impact of race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics in budgeting in organizations and communities.

### **LIBERAL ARTS FOUNDATION FOR THE COURSE**

This course builds upon the liberal arts foundation of a bachelor's degree in any field, including social work. Students are assumed to have a working knowledge of the American human services sector. Students are also expected to be competent (written and oral) communicators in English. Basic computer skills in word processing are assumed. This course also builds upon a liberal arts undergraduate degree by expecting basic competency in math and critical thinking.

### **HOW THIS COURSE BUILDS UPON THE FOUNDATION SOCIAL WORK MASTERS CURRICULUM**

This course is part of the Community and Administrative Practice sequence. It builds on material you have learned in the Foundation CAP courses. At the same time, important knowledge and skills from direct practice, research and human behavior courses are also used.

This course assumes knowledge of social policy history, and the mission and philosophy of the social work profession, including the past and current extent of individual and collective social justice and institutionalized forms of oppression. Students are also expected to be familiar with social work values and ethics as well as the importance of social policy for proper social work practice.

This course also builds upon the skills of listening, reflecting and other “direct practice” skills that are necessary when understanding views that may differ from one’s own. Knowledge of human behavior, including information on race, ethnicity and gender, is very useful when planning fundraising efforts. Research skills are vital in understanding what is happening and what can be done to improve the situations that need to be changed.

While it may not be obvious, a course on budgeting is a course on applied values. At least two sections of the NASW Code of Ethics have particular relevance to this course. Section 3.07(a) indicates that “Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.” Section 3.07(b) states: “Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.”

The expression, “Put your money where your mouth is” applies to a great extent. If we, as social workers, say that we believe in diversity and that we believe in social and economic justice, we must be willing to apply our organization’s financial resources to back up these words. This class provides you with information on how to apply resources to run programs in a responsible way. Without skillful application of such knowledge, an agency will not exist long.

### **Required Competency in Excel**

*This course presumes a basic knowledge of Microsoft Excel. If you do not already have a basic knowledge, then you MUST acquire it on your own. The actual skills needed are listed on the last page of this syllabus.*

***YOU CANNOT DO WELL IN THIS COURSE WITHOUT THESE SKILLS. YOU WILL NEED THEM DURING THE FIRST PART OF THE COURSE.***

### **Required Texts and Other Materials**

Martin, L. (2001). *Financial management for human service administrators*. Boston: Allyn & Bacon.

Lindahl, W. (2010). *Principles of fundraising*. New York: Jones and Bartlett.

There may also be readings on that you must access.

**Course Outline/ Topics and Readings** (\* indicates that the reading is not in one of the texts)

## Note on Timelines and Due Dates

- All weeks begin on **Monday**; thus
- All weeks end on **Sunday**.
- All assignments, unless otherwise noted, are due **by midnight Sunday** of that week — the day before the next week begins. The important exception to this is the last week of the semester, when your posting must be done by midnight Wednesday, August 10 to be counted.

SOCW 6363 Course Outline and Summer 2011 Weekly Schedule					
WEEK	Dates	Lesson	Topics	Readings	Assignments
1	June 6-12	1	<ul style="list-style-type: none"> <li>• Introduction to Budgeting</li> <li>• Principles of Fundraising: Theory and Practice</li> <li>• History of Fundraising</li> <li>• Theories of Fundraising</li> </ul>	Martin, Chapter 1 Lindahl, Chapters 1, 4 and 5	Post a self-introduction to the discussion board before midnight June 12 (5 pts.)  Choose an agency to do your final paper on. Do this EARLY in the semester.
2	June 13-19	2	<ul style="list-style-type: none"> <li>• Program Structures</li> </ul>	Martin, Chapter 2	In Martin, Exercise 2.1 due before midnight June 19 (20 pts.)
3	June 20-26	3	<ul style="list-style-type: none"> <li>• Performance Measures</li> <li>• Budgeting and Budgeting Systems</li> <li>• Cost-Analysis</li> </ul>	Martin, Chapters 6, 7 and 8	In Martin, Exercise 8.1 due before midnight June 26 (10 pts.)
4	June 27-July	4	<ul style="list-style-type: none"> <li>• Understanding Financial</li> </ul>	Martin, Chapter 3	Find a copy of a financial document

	3		Statements		online. Post it or provide a link and describe what the statement tells you. Due before midnight July 3 (25 pts.).
5	July 4-10	5	<ul style="list-style-type: none"> <li>Basics of Accounting and Financial Analysis</li> </ul>	Martin, Chapters 4 and 5	<p>In Martin, Exercises 4.4 (20 pts) and 5.1 (10 pts)</p> <p>Create these as separate files and upload separately)</p> <p>Due before midnight July 10</p>
6	July 11-17	6	<ul style="list-style-type: none"> <li>Forecasting</li> <li>Differential Cost Accounting</li> </ul>	Martin, Chapters 9 and 10	<p>In Martin, Exercises 9.3 (20 pts.) and 10.1 (10 pts). Create and upload these as separate documents. Due before midnight, July 17</p>
7	July 18-24	7	<ul style="list-style-type: none"> <li>Setting Fees</li> </ul>	Martin, Chapter 11	<p>In Martin, Exercise 11.1 (20 pts.) due before midnight July 24</p>
8	July 25-31	8	<ul style="list-style-type: none"> <li>Individual Donor Motivation</li> <li>Corporate and Foundation Fundraising</li> <li>The Fundraising Process</li> </ul>	Lindahl, Chapters 2, 3 and 7	Nothing turned in this week.
9	August 1-7	9	<ul style="list-style-type: none"> <li>Government Regulations of Fundraising</li> <li>Boards and Fundraising</li> <li>Fundraising Among</li> </ul>	Lindahl, Chapters 6, 8 10 and 11	Final Paper due to instructor (300 pts.) and 10-15 slide PowerPoint or 4-6 minute Executive

			Diverse Populations • Ethics in Fundraising		summary video of paper (40 pts.) uploaded to discussion area before midnight August 7
10	August 8-10	10	• Review fellow students' PowerPoint Presentations and videos		Comment on at least 2 submissions before midnight August 10 (20 pts.)  NOTE: This is due Wednesday, August 10, NOT Sunday

## ASSIGNMENTS

In order to complete the assignments for the class, you will need contact with an agency that will provide you information about their budget and their internal workings.

### 1. FINAL PAPER

**Analyzing an agency's finances and fundraising (300 points).** (Objectives 1-6). (due before midnight August 7.) This paper must be completed on your own. For this assignment, you need to use a **nonprofit** agency (not a government body) and look at its budgeting processes and sources of revenue. After you analyze all sources of revenue, you will make recommendations for improvements. In other words, think of yourself as a highly paid consultant brought in to help the agency understand better what it is doing well and what could be improved, particularly in light of the trends in funding for the arena within which that agency operates. Use APA style in writing this paper. **The general outline for this paper must be followed and looks like this:**

- 1) **Introduction to Paper:** Tells the purpose of the paper, provides an overview and presents the key recommendations you are making
- 2) **Short Description of Agency** Agency is described well enough that reader knows what problem(s) it is trying to solve, what it does, what its goals and objectives are, what the responsibility centers are, etc. An organizational chart is a helpful visual aid. Include what at least one client outcome is, and define at least one unit of service that can be used for cost analysis purposes.
- 3) **Description of Current Agency Budgeting Practices:** The agency's current budgeting practices are described, including, if available, a budget creation calendar, who does what, who raises money, etc.
- 4) **What Agency is Currently Doing in Terms of Funding** (including trends for last 3-5 years) (Form 990s are helpful here.)
  - a) Describe the agency's "theory of fundraising" if any

- b) **Summary of Agency's Current Financial Position** (using financial ratios learned in class)
- c) *Agency use of fees* (if applicable) and how much funding this provides: How are fees determined?
- d) *Public or Foundation Funding* (if applicable)
  - i) Agency use of Grants and how much funding this provides (if applicable)
  - ii) Agency use of Contracts and how much funding this provides (if applicable)
- e) *Agency use of Donations* and how much funding this provides (if applicable)
- f) *Agency use of Special Events* and how much funding this provides (if applicable)
- g) *Other types of fundraising efforts*, if any such as resell shops, rentals, etc.
- 5) **Analyze costs of achieving units of service and outcomes.** Use correct techniques in analyzing cost of units of service and outcomes and in forecasting at least two things that could be of use to the agency to know.
- 6) **Predictions of Funding Environment for Next Five Years for your agency:** Be sure to “personalize” your information
- 7) **Recommendations for Improving Current Practices.** (including Dealing with the Funding Environment for the Next Five Years, use of forecasts or information on setting fees, and so on. Be creative.)
- 8) **Conclusion**

In addition to writing this paper, you are required to create either a PowerPoint presentation of at least 15 slides or a 4-6 minute video that can be used as an Executive Summary of your final paper. This is to be posted to the appropriate discussion board within Blackboard for your fellow students to see and comment on. This is due before midnight on August 7.

2. **Exercises and On-line Participation: (200 Points total).** Each student is expected to complete the assignments posted on the syllabus and upload them by midnight on the due date. This work is to be completed on one's own, not in collaboration with anyone else. No late submissions will be accepted—this will be enforced by the University Computer. Once midnight comes, nothing more will be accepted. Do not get into the habit of waiting until the last minute.

### Required Discussion Topics List

- **Introduce Yourself** (5 points) Due before midnight June 12.
  - After you read through the syllabus, please post a self introduction. This should include, but is not limited to, your name, past social work experience, what you most want to get from class, and what you perceive to be the most challenging aspect of the course. Try to provide a way for people to get to know you, even though we will all be on-line.

- **Financial Statements Examples: What Do They Mean?** (25 points) Due before midnight July 3.
  - Post examples from your agency or elsewhere to the discussions area, and talk about what they mean.
- **Substantive comments on at least two of your colleagues' PowerPoint presentations or videos** (10 points) Due before midnight, WEDNESDAY August 10.

#### Required Exercises

You have a number of exercises that come from the Martin book. These are listed in an earlier part of the syllabus.

Here are some important points about these exercises.

- They must be turned in on time, that is, BEFORE midnight of the date they are due.
- You must use formulas in Excel to calculate the numbers, EVEN WHEN numbers are in the book. For example, the book may provide a total of a column of figures for you, but you MUST use a formula to calculate it yourself. Think of this as a way to ensure that you understand how to create and use formulas in Excel. This should give you more confidence in your own work when it agrees with what is in the book.
- Another example: you MUST NOT calculate a number using your own math skills or calculator and then just insert the number in the Excel spreadsheet.
- When you save your file for uploading, be sure to use a file name something like this: YOURNAME\_EXERCISE4-2.xls

**LATE WORK** (Other than for valid medical reasons) WILL NOT BE ALLOWED

#### **INCOMPLETES/ MAKE UP WORK**

Incompletes will be given only for *extreme* situations that are discussed with the professor prior to the work being due (that is, not the day the work is supposed to be turned in). The summer semester is a tough one, especially for students who are also taking Integrative Seminar. You must budget your time carefully.

**GRADING POLICY**

Points will be given for each assignment, with a total of 450 points possible. Your final grade will be determined very strictly according to the following scale:

Grading Scale Used to Determine Your Final Grade		
Final Grade	Percent	Points
A	90.0% and up	405 — 450 points
B	80.0% to 89.99%	360 — 404 points
C	70.0% to 79.99%	315— 359 points
D	60.0% to 69.99%	270— 314 points
F	less than 60.0%	269 or fewer points

Note: The process of grading involves the application of both subjective and objective components. Quality is an issue that involves the professor's professional judgment regarding how well the assignment has been completed. It is not a matter that can, in and of itself, be appealed.

**CLASS ATTENDANCE POLICY**

Our time is limited and much will be expected every week. There are no class sessions, of course, as this is an on-line only course. Students are encouraged to post questions to the "Questions for the Instructor" discussion board. Students are expected to log into the BlackBoard course at least twice a week.

**DROP POLICY**

Please see the graduate catalog for information on dropping the course.

**AMERICANS WITH DISABILITIES ACT ACCOMMODATION POLICY**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112-The Rehabilitation Act of 1973, as amended. With the passage of the federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "*reasonable accommodation*" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.** *If you require an accommodation based on disability, I would like to meet with you in the privacy of my office, during the first week of the semester, to make sure you are appropriately accommodated.*

**ACADEMIC DISHONESTY**

It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.)

## **STUDENT SUPPORT SERVICES AND STUDENT RETENTION**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Librarian to Contact:** John Dillard is the Social Work Librarian. His office is on the first floor of the SSW building.

### **E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Make-up Exam Policy:** There is no make up exam. It is offered during the 24 hours listed in the syllabus. Students are expected to complete the test during that time.

## **Bibliography**

- Dropkin, M. & LaTouche, B. (1998). *The budget-building book for nonprofits*. San Francisco: Jossey-Bass.
- Gross, M., Larkin, R., & McCarthy, J. (2000). *Financial and accounting guide for not-for-profit organizations (6<sup>th</sup> ed.)*. New York: John Wiley & Sons.
- Maddux, D. (2006). *Budgeting for not-for-profit organizations*. New York: John Wiley & Sons.
- Mayers, R. (2004). *Financial management for nonprofit human service organizations (2<sup>nd</sup> ed.)*. Springfield, IL: Charles C. Thomas.
- McLaughlin, T. (1995). *Streetsmart financial basics for nonprofit managers*. New York: John Wiley & Sons.
- Patterson, D. & Basham, R. (2006). *Data analysis with spreadsheets*. Boston: Allyn & Bacon.
- Peters, J. & Schaffer, E. (2005). *Financial leadership for nonprofit executives: Guiding your organization to long-term success*. Saint Paul, MN: CompassPoint-Wilder.

Student Name: \_\_\_\_\_

Grading for the Final Paper		
Aspect of the Paper	Possible Points	Points
<b>Introduction</b> Tells the purpose of the paper, provides an overview and presents the key recommendations you are making	10	
<b>Description of Agency.</b> Agency is described well enough that reader knows what problem(s) it is trying to solve, what it does, what its goals and objectives are, what the responsibility centers are, etc. An organizational chart is a helpful visual aid. Include what at least one client outcome is, and define at least one unit of service that can be used for cost analysis purposes.	25	
<b>Description of Current Agency Budgeting Practices.</b> The agency's current budgeting practices are described, including, if available, a budget creation calendar, who does what, who raises money, etc.	25	
<b>What Agency is Currently Doing in Terms of Funding.</b> (including trends for last 3-5 years) (Form 990s are helpful here.) It is clear what the agency is currently doing in terms of its funding: where is it coming from, where is it going. A set of financial ratios is calculated and analyzed to give a clear picture of where the agency stands now and how it got here (last 3-5 years) (See required paper outline for everything required in this section.)	120	
<b>Analyze costs of achieving units of service and outcomes.</b> You use correct techniques in analyzing cost of units of service and outcomes and in forecasting at least two things that could be of use to the agency.	30	
<b>Predictions of Funding Environment for Next Five Years for your agency.</b> You predict what the funding trends are going to be for agencies like yours. General trends are "personalized" to this particular agency.	40	
<b>Recommendations for Improving Current Practices.</b> Your recommendations are reasonable and feasible.	10	
<b>Conclusion.</b> Your conclusion summarizes key points and brings the paper to a nice close.	20	
Details of writing, grammar, spelling, APA etc. are correct	20	
Total	<b>300</b>	

Comments

SOCW 6363

Dr. Hoefler

Required Competencies in Microsoft Excel

If you do not already know how to perform these operations in Excel, you will be expected to learn on your own very quickly. Your exercises and take home test must be turned in having been completed, as much as possible, in Excel.

You should thus be able to:

- Define these terms:
  - Workbook
  - Worksheet
  - Cell
  - Cell address
  - Range
- Create a new workbook
- Create a new worksheet within a workbook
- Rename a worksheet
- Select a cell
- Select a range
- Enter and edit data
- Move, copy and delete cell content
- Enter and format dates
- Enter and format numbers
- Enter and format “strings” (words)
- Enter and copy simple formulas
- Enter and copy some functions (average, mean, median, sum)
- Formatting:
  - Adjust column width and row height
  - Insert rows and columns
  - Hide rows and columns
  - Unhide rows and columns
  - Wrap or shrink text
  - Create and modify borders and shading
  - Set headers and footers
- Charts
  - Create different types of charts (bar, line, pie, etc.)
  - Save charts within worksheet and as separate sheet
  - Copy chart to Word document