



## O'Neill School of Public and Environmental Affairs

SPCN-F 526 Financial Management for Nonprofit Organizations  
Fall 2024, 2<sup>nd</sup> 8 weeks | Online asynchronous

---

### Instructor

Kellie McGiverin-Bohan - MPA PhD – [kmcgiver@iu.edu](mailto:kmcgiver@iu.edu)

Contact me: *Canvas messaging* is the most effective method.

Office hours: *Let's find a time to meet that fits your schedule.* Because we are all working asynchronously, I structure my office hours around student availability

---

### Course Description

*This course emphasizes a thorough understanding of the language and key concepts of nonprofit financial management. A working knowledge of the basic analytical tools used in financial decision making for nonprofit organizations will be examined through the use of computer software.*

---

### Learning Outcomes

By the end of this term, you should be able to:

- Define the nonprofit sector and financial management
- Understand key financial management functions, concepts, and principles
- Assess and strengthen a nonprofit's financial health
- Plan financial activities, like budgeting, according to nonprofit principles
- Maintain ethical standards and meet regulatory requirements
- Analyze financial statements and make recommendations
- Discuss finance effectively with internal and external stakeholders
- Identify and manage risk in changing times

*Overview of how we reach these outcomes.* We survey several financial management topics: budgeting decisions, cash flows, cost estimation, revenue structures, accounting basics, financial statements, financial analysis, performance measurement, cost-benefit analysis, internal controls, and risk management.

---

Our learning exercises include priming “ready to learn” quizzes, substantive discussions, case studies and simulations, financial analysis of an organization you choose (within certain parameters), reflections, and a final exam/project. Participation is also critical. Communication is the most essential financial management skill, so we learn best when we learn with our colleagues.

The materials we use include a combination of readings, videos, podcasts, graphics, etc. When possible, I offer alternatives because all of us learn in different ways. I also encourage us to make mind maps and other learning strategies.

Continue to read the syllabus for additional details.

---

## Policies and procedures

### **O’Neill School expectations for civility and professional conduct**

Our goal is to foster a learning culture – e.g., free inquiry and expression, embracing intellectual and cultural diversity. Policies help us cultivate that environment. The following text is an excerpt. *Be sure to read the [entire O’Neill Code](#).* Not that some of these bullet points do not apply to online courses.

*The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.*

*O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom.*

- *Students are expected to attend class regularly and to be prepared for class.*
- *Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering*

*in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.*

- *Students must abide by the course policy regarding use of electronic devices in the classroom.*
- *Students must responsibly participate in class activities and during team meetings.*
- *Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.*
- *Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.*
- *Students must not destroy or deface classroom property nor leave litter in the classroom.*

Also review the [IU Code for Student Conduct](#)

### **Classroom communication**

The Canvas system is how we communicate. Messaging me in Canvas is more effective than email. I'll respond within 48 hours.

We also use a “water cooler” discussion board for class-wide topics – e.g., changes in due dates, assignment clarifications, updates to policy, finding study partners, etc.

In all communications:

- Remember we live across different time zones and have many other obligations – e.g., work, family, recreation, and other personal time commitments. If you're working closely with someone, coordinate your schedules. Don't expect immediate response to last minute messages unless you have coordinated your schedules ahead of time.
- Keep actively engaged. Check Canvas regularly throughout the week for announcements, messages, and discussions.
- Be constructive. Follow general workplace/classroom etiquette. Be inclusive of different communication patterns – e.g., generational, industry, etc.

### ***AI policy and academic integrity at IU***

We do use AI in this course. IU recommends using Microsoft CoPilot (approved for university data) or Adobe Firefly.

Review [Acceptable uses of General AI services at IU](#) and [AI at IU](#).

Some ways to interact with the AI:

- Chat with it when you need to talk out our thoughts just like you would with a friend who doesn't know much about nonprofit finance. As a class we discuss how useful it is
- Ask it to proofread your work.
- Complete assignments where the instructions require you to use generative AI. For those, you must cite the AI.

*Contact me before you use AI for any other tasks.* This is a new frontier for all of us. We will discuss how to use generative AI ethically and effectively.

**You must cite AI if you use it. Do not plagiarize the AI.** If you do, you are subject to penalties in this class and sanctions by Indiana University. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless it is common knowledge. See <https://studentcode.iu.edu/responsibilities/academic-misconduct.html> Don't risk it!

### ***Working as teams and acknowledging teammates***

I strongly encourage you to work as a team, so you will be assigned to small study groups. Communicating effectively is the most important skill in nonprofit financial management. By working together, you practice the language of finance. *Be sure to produce your own work!* Be sure to acknowledge your teammates' names like you would in a published paper.

---

## **Learning materials and policies**

### **Texts and additional materials**

- Weikart, L. A., & Chen, G.G. (2022). *Budgeting and financial management for nonprofit organizations: Using money to drive mission success* (2nd ed.). Waveland Press. ISBN - 1478646195. (Included as course E-Text)
- McLaughlin, T. A. (2016). *Streetsmart financial basics for nonprofit managers*. Fourth Edition. Hoboken, New Jersey: John Wiley & Sons, Inc. ISBN - 9781119061274 ([Access through IU Library](#)[Links to an external site.](#))
- Each module includes links and full citations to additional required materials (e.g., articles, podcasts). The university encourages us to use links instead of attachments to respect intellectual property.

Note: I'll provide optional materials in each module. If you're new to the nonprofit sector, let me know. I can provide background material and/or meet to discuss your questions.

### **Technical requirements**

To participate in this course, you need:

- Desktop or laptop computer
- Reliable Internet connection
- Webcam
- External microphone or headset with built-in microphone
- Some way to make and post a simple video (e.g., using a webcam, or a smartphone)
- Access to Canvas using a supported web browser
- Use IUware to access the programs you need

If you have a technical problem, consult [University Information Technology Services \(UITS\)](#) (human support) or [IU Knowledge Base \(IUKB\)](#)

For Canvas, see their help menu <https://kb.iu.edu/d/bexp>

### **Useful learning resources**

Writing Tutorial Services (<https://wts.indiana.edu>) offers free one-on-one appointments with their consultants and tutors. Use this resource! It's for everyone from novices to experts.

Learning.IU (<https://learning.iu.edu/index.html>) includes advice and tools for reading, writing, note taking, etc. There's an art to effectively and efficiently reading a textbook.

---

## **Course content, assessments, exercises, and schedule**

### **Exercises, assignments, and weights**

#### *Module exercises (35% of total grade)*

- Priming exercises – Get your bearings before you learn new a new topic. They prepare you to synthesize the material.
- Discussions – Communication is key to good financial management. Each module has its own discussion forum. You'll receive points for making posts and encouraging discourse.

#### *Simulations / case studies – 2 x 15% (30% of total grade)*

- Apply what you have learned to a real-world scenario. You'll have options to choose from. Points include the final deliverable and peer review.

#### *Financial analysis (15%)*

- Choose an organization at the start of the term (within parameters).
- Apply financial analysis tool and interpret findings into "commonsense" language as if presenting to the board.

#### *Final projects / exercises (10%)*

- Reflective exam and discussions,

- May be adjusted depending on class size and interests,

### *Participation (10%)*

- This can include watercooler discussions, working in study groups, quick check reflection exercises on course materials, checking in with me, developing mind maps, accessing Canvas every 2-3 days, etc. You'll assess your own participation.
- Your self-assessment is important, so take notes.

### **Grading**

Please see specific assignments as they are posted for grading rubrics. Because learning together produces better outcomes, you grade yourself and your colleagues. I assign the final grade.

We're using a standard grading scale. Course grades are calculated using a standard range: A+ (97–100), A (93–96), A- (90–92), B+ (87–89), B (83–86), B- (80–82), C+ (77–79), C (73–76), C- (70–72), D+ (67–69), D (65–66), D- (below 65). Each assignment has a rubric.

I don't curve grades. If the class is struggling with a particular concept, I offer (optional) learning exercises and additional instruction that help students better master the topic. These help you recover points for a particular exercise (i.e., extra credit).

*How do you know how you're doing in this course?* Grades are posted to the Canvas gradebook, which can calculate your current grade in the course. If you have a question, please reach out.

### **Schedule**

*All dates are subject to change based on class needs and extenuating circumstances.*

### **Modules**

Generally, our week runs from **Wednesday through Tuesday**. New content is posted by Wednesday. **Most assignments are due on Tuesday at midnight**. There are exceptions. Check the course calendar and exercise description for additional information.

This is our general schedule and textbook readings. Don't be intimidated by the number of chapters in McLaughlin; they are short. *All modules include additional learning materials. See the module for more details. Materials may be adjusted based on class interests, publications released during the term, etc.* The world of nonprofit financial management continues to evolve.

Dates	Topics	Learning materials
10/21 - 10/29	Intro to nonprofits Intro to financial management	WC – Ch 1, 14 M – Ch 1, 2

<b>10/30 - 11/5</b>	Budgeting decisions Cash flows	WC – Ch 2, 3 M – Ch 11, Appendix B
<b>11/6 - 11/12</b>	Cost estimation Revenue structures	WC – Ch 3, 8 M – Ch 17, 8
<b>11/13 – 11/19</b>	Accounting basics Financial statements	WC – Ch 5, 6 M – Ch 3, 5, 8, 9
<b>11/27 – 12/3</b>	Financial analysis Performance measurement	WC – Ch 7, Ch 9 M – Ch 6
<b>12/4 – 12/10</b>	Cost-benefit analysis Internal controls	WC – Ch 11, Ch 13 M – Ch 4, 22, 12
<b>12/11 – 12/17</b>	Planning for the future in turbulent times	TBD

### *Module cadence*

To maximize your learning outcomes, I recommend spreading work out over several days whenever possible. For example:

- Wednesday – Complete the priming exercise. Look through the learning materials. Plan how you'll read/watch/listen to them throughout the week. Look over the discussion questions and any other related assignments.
- Thursday-Friday – Think about any questions you have so far. Take a deeper dive into the required materials. Begin a mind map to find connections between the topics.
- Saturday-Sunday – Finish the learning materials. Continue to work on mind-map. Make your first discussion post (earlier is better to get full credit).
- Monday-Tuesday – Read though other discussion posts, make substantive replies, take notes the summarize the discussion. Look back at your priming exercise and reflect on what you've learned. Update your mind map.

### ***Other assignments/exercises***

Introduction exam (no points) – 10/29

#### Case study 1

- Draft version – 11/5
- Peer review – 11/8
- Final version – 11/12

#### Case study 2

- Draft version – 11/12
- Peer review – 11/15
- Final version – 11/19

#### Financial analysis

- Draft version – 12/3
- Peer review – 12/6
- Final version – 12/10

Final exam/project – 12/18

### ***Submitting assignments and late policies***

Submit assignments through Canvas by midnight on the due date. Double-check that Canvas accepted the submission. (Some exercises allow you to make multiple attempts, so you can upload a draft and overwrite it later with a newer version. Documenting your progress also helps if we need to discuss extensions if you can't get the final version in by the due date.)

Late submissions face grade penalties at my discretion. I rarely accept late work after I've graded submissions from the rest of the class. Grades are posted within a week of the due date. We all wear many hats and stuff happens (e.g., illness). Let me know asap if your work will be late. Contact me ASAP about any expected schedule conflicts and needed accommodations that will interfere with learning and participation.

### **Grading**

We're using a standard grading scale. Course grades are calculated using a standard range: A+ (97–100), A (93–96), A- (90–92), B+ (87–89), B (83–86), B- (80–82), C+ (77–79), C (73–76), C- (70–72), D+ (67–69), D (65–66), D- (below 65). Each assignment has a rubric.

I don't curve grades. If the class is struggling with a particular concept, I offer (optional) learning exercises and additional instruction that help students better master the topic. These help you recover points for a particular exercise (i.e., extra credit).

*How do you know how you're doing in this course?* Grades are posted to the Canvas gradebook, which can calculate your current grade in the course. If you have a question, please reach out.

### **Academic integrity and related university policies**

**Academic integrity:** Adhere to the IU code <https://studentcode.iu.edu/>

**Note selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.



**Materials reuse:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

### **Withdrawing from the course**

The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited. You need permission to withdraw and must meet requirements established by O'Neill. Please consult the Bulletin for further information and IU's Official Academic Calendar.

---

## **University resources and procedures**

### **Mental health wellness and emergency services**

#### ***Counseling and Psychological Services***

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>.

#### ***TimelyCare***

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare.

Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

### **Accessible Educational Services**

Securing accommodation for a student with disabilities is a responsibility shared by the student, the instructor and the AES Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

### **Religious observances and schedules**

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student.

Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

### **Title IX and sexual harassment**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

### **Commitment to Diversity: Find your home and community at IU**

#### **Asian Culture Center**

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: [acc@indiana.edu](mailto:acc@indiana.edu)

Website: <https://asianresource.indiana.edu/index.html>

#### **First Nations Educational & Cultural Center**

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: [fnecc@indiana.edu](mailto:fnecc@indiana.edu)

Website: <https://firstnations.indiana.edu/contact/index.html>

#### **Jewish Culture Center**

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

**LGBTQ+ Culture Center**

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: [glbtserve@indiana.edu](mailto:glbtserve@indiana.edu)

Website: <https://lgbtq.indiana.edu/contact/index.html>

**La Casa Latino Culture Center**

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu)

Website: <https://lacasa.indiana.edu/>

**Neal-Marshall Black Culture Center**

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)

Website: <https://blackculture.indiana.edu/index.html>