

Social Work 707

Section 67017

Financial Management for Social Change

3 Units

Summer 2022

Instructor	Rick Newmyer, MSW
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Office Hours	By arrangement (flexible)
Course Day	Tuesday
Course Time	5:00 to 7:00 p.m. Pacific Time
Course Location	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

Students entering this course will have completed SOWK 704, 706, 705, 721, 720 and 711. Some prior exposure to nonprofit or government budgeting and/or financial management is helpful.

Catalogue Description

Course covers senior financial management and planning in human service organizations, emphasizing fiscal approaches that focus on strategy, maximize revenue, control costs, allocate resources, improve decision-making, and support successful social programs and disruptive social change.

Course Description

This course is intended to provide students with deepened knowledge, theoretical frameworks, and critical techniques for working with financial management and budget planning tools in the production and direction of effective social programs. While emphasis rests on nonprofit and public organizations, attention is also given to potential connections with the for-profit sector, especially in the area of social innovation. Principles of program design are treated as the building blocks for projection and review of resource needs. While technical elements in budget analysis are considered, especially as important to budget control, the place of human relationships—both political and personal—in the financial process is also stressed. Interdisciplinary perspectives from business, accounting, psychology, sociology, economics, and social work are combined to achieve deeper understanding of the forces at work in finance and budget planning. Specialized topics—such as financial reporting, management of funding cutbacks, financial ethics, and budget negotiation—are also addressed. The Harvard case method

is used extensively to explore practical application of ideas and strengthen problem-solving skills in complex organizations. Students will be expected to apply course concepts to the draft of a financial plan, annual budgets, and formal financial presentations for social programs or policies intended to impact one of the Grand Challenges for Social Work.

Course Objectives

1. Provide students with deepened knowledge, theoretical frameworks, and critical techniques for using financial management and budgeting tools to create and successfully direct new and innovative social programs designed to address Social Work's Grand Challenges. (DSW 1, 6, 8, 9)
2. Within the realm of finance, develop and further refine students' strategic management, decision-making, and key communication skills by providing them with opportunities to present, support, debate, and negotiate financial plans and budgets for a variety of different social service organizations. (DSW 2, 3, 6, 8)
3. Discuss, test, confirm, refute, and revise theoretical frameworks, best and worst financial management practices, traditional and innovative fund-raising strategies, and existing financial leadership and control models by implementing the Harvard case study method. (DSW 3, 6–8)
4. Increase students' fluency—across a wide range of public and private sectors, social problems, and organizational structures—in areas such as program design, financial management, budget auspices, management control systems, revenue development, scaling, asset management, cost controls, budget reductions, and financial reporting and ethics. (DSW 4–8)
5. From both a general and financial management perspective, the course will develop and refine student's knowledge, skills, and attitudes related to both creating and managing financial plans and budgets, as well as leading and motivating diverse workforces in innovative, rapidly changing human/social services work environments. (DSW 3, 6, 7, 9)

Course Format / Instructional Methods

Course format will consist of class discussions derived from readings and asynchronous content, analyses of specific budget and financial management problems using the Harvard case method, guest presentations, and collaboration around development of solutions aimed at addressing Grand Challenges. Because exchange of ideas is an integral part of the learning process, students are required to come to class ready to discuss assigned readings and case materials.

Student Learning Outcomes

Through their participation in the assignments, readings, case exercises, and discussion, students will be able to demonstrate the following enhanced strengths and abilities by the end of the course:

1	Understand and evaluate the connection between social program design, financial management, and the financial planning/budget process. (DSW 3–9)
2	Use critical principles of resource planning, specifically related to both revenue and costs, to create financial plans and budgets for, and subsequently manage programs that address the Grand Challenges for Social Work. (DSW 1, 3, 5–9)
3	Demonstrate problem-solving skills in case analysis that can be applied to real-life situations, related to financial management, revenue generation, and budget planning for different types of complex human service programs and organizations. (DSW 1, 3, 4, 6, 8, 9)
4	Understand and use specific techniques and approaches for effectively communicating and reporting financial information related to social programs and organizations, and to a variety of different audiences, both internal and external. (DSW 2, 6, 8)
5	Recognize how psychological, political, technical, and institutional forces affect financial management, budget development, and resource allocation in social programs. (DSW 1, 3, 8)
6	Consider alternative strategies and disciplinary perspectives in confronting financial management issues, such as budget retrenchment, scaling, accountability and ethics, and budget negotiation. (DSW 6–9)

See **Appendix A** for an expanded table, which details the DSW Program Goals and Competencies, and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Assignment 1: Financial Assessment	June 21, 2022	35%
Assignment 2: Financial Plan and Budget	July 26, 2022	35%
Assignment 3: Fundraising Presentation	July 26 & August 2, 2022	15%
Assignment 4: Class Participation	All Weeks	15%

Each of the major assignments is described below.

Assignment 1: Financial Assessment

Due: 6/21/22, by 11:59pm PT

Assignment 1 asks students to conduct a financial assessment of an organization that focuses its work on solving one of the Grand Challenges for Social Work. The analysis will include a review of the financial statements, calculation of the financial ratios and a discussion of the

financial health of the organization. Students will receive more detailed assignment instructions from their faculty.

Grading for Assignment 1: This assignment is worth 35% of the total course grade.

This assignment relates to course objectives 1, 4 and DSW program competencies 3, 6.

Assignment 2: Financial Plan & Budget

Due: 7/26/22, by 11:59pm PT

The purpose of Assignment 2 is to build a financial plan and budget for an organization. The plan will include recommendations for the organization, detailed budgets, a narrative to justify the projected numbers and a breakeven analysis. Students will receive more detailed assignment instructions from their faculty. Grading for Assignment 2: This assignment is worth 35% of the total course grade.

This assignment relates to course objectives 3, 4, 5 and DSW program competencies 5, 8, 9.

Assignment 3: Fundraising Presentation

Due: 7/26 & 8/2, in live session, as assigned by faculty

During one of the last two live sessions of the course, you will be asked to make a brief fundraising pitch. Students will receive detailed assignment instructions from their faculty on what should be included in the presentation.

Grading for Assignment 3: This assignment is worth 15% of the total course grade.

This assignment relates to course objectives 2, 5 and DSW program competencies 8, 9.

Assignment 4: Class Participation (15% of Course Grade)

All Weeks

One of the goals of the DSW program and the 707 course is to develop future leaders who can effectively communicate verbally, on a real-time basis, in a variety of organizational and other public settings.

To support this goal, students in this course are expected to demonstrate critical thinking, grasp of key concepts, and ability to integrate multiple sources of information through:

- questions and comments in class,
- as part of the case study discussions,
- during individual and small-group exercises (including the role plays and breakout sessions) that are aligned with subject matter explored during specific course sessions,

- and work with the asynchronous materials (including answering questions / prompts) prior to the live session.

Students will receive detailed information on case studies and role plays from their faculty.

Grading for Assignment 4: This assignment is worth 15% of the total course grade.

This assignment relates to course objectives 2, 5 and DSW program competencies 8, 9.

Class grades will be based on the following:

Grade Points		Letter Grades	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

“A” grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C+” or “C”: **Adequate Participation:** Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-” or “D”: **Inadequate Participation:** Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: **Nonparticipant/Unsatisfactory Participation:** Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Required Instructional Materials and Resources

Required Textbooks

No required textbook. All readings are available through ARES by searching under SOWK 707 (Course Lead – Cassandra Fatouros).

Case Studies: Harvard case studies need to be purchased online (each case individually). Information about accessing and purchasing these cases will be shared by faculty. Other non-Harvard case studies are also available as PDF files and will be provided by faculty.

Course Reader

All readings are available through ARES by searching under SOWK 707 (Course Lead – Cassandra Fatouros).

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Week	Date	Topics	Async	Assignments
1	5/17/22	Course Introduction Syllabus Review Case Study Methodology Program Design Connection to Financial Management <i>Case Study: Pine Street Inn</i>	Unit 1 Unit 2	
2	5/24/22	Financial Theory Financial Planning Management Systems <i>Case Study: American Red Cross</i>	Unit 3	
3	5/31/22	Sector Comparisons Structure and Auspices Stakeholder Analysis Other Structures <i>Case Study: Washington State Department</i>	Unit 4	
4	6/7/22	Financial Tools Accounting Fiscal Management Practices <i>Case Study: Jane Addams</i>	Unit 5	
5	6/14/22	Budget Process and Cycles Budget Models and Formats Financial Ratios Working with Financial Tools	Unit 6	
6	6/21/22	Cost Elements Part 1 Theory Components Cost Elements Part 2 Units of Service Measuring and Analyzing Costs Break Even Analysis	Unit 7 Unit 8	Assignment 1 Due
7	6/28/22	Revenue Elements Theory Sources and Types Managing Revenue and Scaling <i>Case Study: Youth Villages</i>	Unit 9	
8	7/5/22	Revenue Elements Fund Development Fundraising / Grant Writing Financial Presentations	Unit 10	
9	7/12/22	Budgets and Resource Allocation Bargaining and Negotiation <i>Case Study and Role Play: Multimode, Inc</i>	Unit 11	

10	7/19/22	Financial Change Managing Financial Change Budget Reduction <i>Case Study: Dodge Clinic</i> Accountability and Ethics Financial Reporting Accountability and Ethics <i>Case Study: Distech, Inc</i>	Unit 12 Unit 13	
11	7/26/22	Financial Presentations	None	Assignment 2 Due Assignment 3 as assigned by faculty
12	8/2/22	Financial Presentations	None	Assignment 3 as assigned by faculty

Course Schedule—Detailed Description

May 17, 2022 (Units 1 & 2)

Unit 1

Topics – Course Introduction

- Course Introduction
- Syllabus Review
- Case Studies
- Consider Organizations to Research

This unit relates to course objective(s) 1.

Required Readings

- In class, research organizations to evaluate over the semester

Recommended Readings

- None

Unit 2

Topics – Program Design and Connection to Financial Management

- Program Design
- Financial Management
- Case Studies

This unit relates to course objective(s) 1, 2, 3, 4.

Required Readings

- Funnell, S. C., & Rogers, P. J. (2011.) *Purposeful program theory: Effective use of theories of change and logic models*. San Francisco, CA: Wiley. Pages 2–13, 30–33, 42–52, 135–141
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). *Designing and managing programs: An effectiveness-based approach* (5th ed.). Thousand Oaks, CA: Sage. Pages 2–17, 23–47
- **Case Study: Budget Woes and Worse Ahead... Pine Street Inn, Boston's Iconic Homeless Shelter, Re-Thinks its Strategy**

Recommended Readings

- None

May 24, 2022 (Unit 3)

Unit 3

Topics – Financial Theory, Planning and Management Systems

- Sound Financial Practices
- Financial Theory
- Financial Planning, Budgeting, and Management Control Systems
- Case Study

This unit relates to course objective(s) 1, 2, 3.

Required Readings

- Covaleski, M. A., Evans, J. H., III, Luft, J. L., & Shields, M. D. (2003). Budgeting research: Three theoretical perspectives and criteria for selective integration. *Journal of Management Accounting Research*, 15(1), 3–49. Skim for major ideas.
- **Case Study: American Red Cross Blood Services: Northeast Region**

Recommended Readings

- Hillman, A., Withers, M., & Collins, B. (2009). Resource dependence theory: A review. *Journal of Management*, 35, 1404–1423.

May 31, 2022 (Unit 4)

Unit 4

Topics – Sector Comparisons, Structure and Auspices, and Stakeholder Analysis

- Sectors
- Private Nonprofits and For Profits
- Public/Governmental Agencies
- Other Structures
- Fiscal Sponsorships / Incubators
- Financial Auspices
- Stakeholders
- Case Study

This unit relates to course objective(s) 1, 2, 3, 4.

Required Readings

- Vinter, R., & Kish, R. (1984). *Budgeting for not-for-profit organizations*. New York, NY: Free Press. Pages 11–28
- Lee, R. D., Johnson, R. W., & Joyce, P. (2013). *Public budgeting systems* (9th ed.). Burlington, MA: Jones & Bartlett Learning. Pages 1–21, skim pp. 117–131

- Mission alignment key to fiscal sponsorship arrangements, experts say. (2019). Nonprofit Business Advisor, 2019(354), 6–8. <https://doi.org/10.1002/nba.30566>
- Nicolopoulou, K. (2017). An incubation perspective on social innovation: the London Hub – a social incubator. R & D Management, 47(3), 368–384. <https://doi.org/10.1111/radm.12179>
- **Case Study: Managing Cutbacks at the Washington State Department of Social and Health Services (3 parts)**

Recommended Readings

- Explore these websites:
 - <https://goodhere.org/>
 - <https://nonprofitquarterly.org/fiscal-sponsorship-a-balanced-overview/>
 - <https://communitypartners.org/>

June 7, 2022 (Unit 5)

Unit 5

Topics – Financial Tools, Accounting and Fiscal Management Practices

- “Accounting 101”
- Revenue Management
- Expense Management
- Overall Fiscal Management
- Case Study

This unit relates to course objective(s) 2, 3, 4, 5.

Required Readings

- Weikart, L. A., Chen, G. G., & Sermier, E. (2013). *Budgeting and financial management for nonprofit organizations: Using money to drive mission success*. Los Angeles, CA: Sage. Financial tools for decision making,” pp. 152–175
- Updated Accounting Standards: <https://www.councilofnonprofits.org/thought-leadership/what-are-the-new-significant-changes-required-fasb-nonprofit-financial-statements>
- **Case Study: The Demise of the Jane Addams Hull House Association: Internal or External Factors to Blame?**

Recommended Readings

- None

June 14, 2022 (Unit 6)

Unit 6

Topics – Budget Models, Financial Statements and Working with Financial Tools

- Budget Process and Cycles
- Budget Models and Formats
- Financial Statements/Budgets as Working Tools
- Financial Ratios
- Financial Statements Exercise

This unit relates to course objective(s) 4, 5.

Required Readings

- Vinter, R., & Kish, R. (1984). *Budgeting for not-for-profit organizations*. New York, NY: Free Press. Pages 357–378

Recommended Readings

- None

June 21, 2022 (Units 7 & 8)

Unit 7

Topics – Cost Elements (Part 1): Theory, Components and Application

- Theory
- Cost Components
- Hands-on Application

This unit relates to course objective(s) 2, 4, 5.

Required Readings

- None

Recommended Readings

- None

Unit 8

Topics – Cost Elements (Part 2): Measuring and Analyzing Costs

- Theory and Purposes of Cost Analysis
- Units of Service
- Fixed/Variable Costs, Volume, and Pricing/Rates
- Break Even Analysis
- Issues and Opportunities

This unit relates to course objective(s) 1, 4, 5.

Required Readings

- Gall, A. (2014, July 2). A quick guide to breakeven analysis. *Harvard Business Review*.
- Bedsworth, W., Goggins, G. A., & Howard, D. (2008). *Non-profit overhead costs: Breaking the vicious cycle of misleading reporting, unrealistic expectations, and pressure to conform*. Boston, MA: Bridgespan Group. Pages 1–20

Recommended Readings

- None

June 28, 2022 (Unit 9)

Unit 9

Topics – Revenue Elements: Theory, Sources and Types

- Definition, Role and Importance
- Revenue Sources and Types
- Nonprofit Funding Models
- Nontraditional Strategies for Revenue Development
- Managing Revenue and Scaling
- Social Innovation as a Tool
- Case Study

This unit relates to course objective(s) 3, 4.

Required Readings

- Weikart, L. A., Chen, G. G., & Sermier, E. (2013). *Budgeting and financial management for nonprofit organizations: Using money to drive mission success*. Los Angeles, CA: Sage. Understanding revenues, pp. 187–203; Adapting to turbulent times: Conventional and entrepreneurial strategies, pp. 302–320
- Foster, W. L., Kim, P., & Christiansen, B. (2009, spring). Ten nonprofit funding models. *Stanford Social Innovation Review*, 7, 32–39.
- Flynn, M. L. (2017). Science, innovation and social work: Clash or convergence? *Journal of Research on Social Work Practice*, 27(2), 123–128.
- **Case Study: Youth Villages**

Recommended Readings

- Miller, T., & Wesley, C. (2010, July). Assessing mission and resources for social change: An organizational identity perspective on social venture capitalists' decision criteria. *Entrepreneurship: Theory and Practice*, 705–733. doi:10.1111/j.1540-6520.2010.00388.x

July 5, 2022 (Unit 10)

Unit 10

Topics – Revenue Element: Fund Development, Fundraising / Grant Writing and Financial Presentations

- Introduction
- Government and Foundation Grants
- Individual Fund Development
- Fundraising Tools
- Case for Support

This unit relates to course objective(s) 3, 4.

Required Readings

- Lu, J. (2016, Summer). The philanthropic consequence of government grants to nonprofit organizations. *Nonprofit Management and Leadership*, 26(4), 381–400.
doi:10.1002/nml.21203

Recommended Readings

- None

July 12, 2022 (Unit 11)

Unit 11

Topics – Budget / Resource Allocation, Bargaining and Negotiation

- Budget / Resource Allocation
- Negotiation and Bargaining
- Case Study and Role Play: Multi-mode

This unit relates to course objective(s) 2, 3, 4.

Required Readings

- Araque, J. & Weiss, E. (2019). Leadership with Impact: Preparing Health and Human Service Practitioners in the Age of Innovation and Diversity. *In Leadership with Impact*. Oxford University Press, Incorporated, Chapter 12, pg 309 – 325
- Ashbaugh, S. (2003). *An elected official's guide to negotiating and costing labor contracts*. Chicago, IL: Government Finance Officers Association. Pages 21–52
- **Case Study: Multimode, Inc.**

Recommended Readings

- None

July 19, 2022 (Units 12 & 13)

Unit 12

Topics – Managing Financial Change; Budget Reduction

- Types of Changes
- Responses to Loss
- Layoffs and Downsizing
- Taking Charge
- Case Study

This unit relates to course objective(s) 1, 3, 4, 5.

Required Readings

- Datta, D. K., & Basuil, D. A. (2015, January). Does employee downsizing really work? *Human Resource Management Practices*, 197–221.
- **Case Study: Downsizing at the Dodge Clinic (3 parts)**

Recommended Readings

- None

Unit 13

Topics – Financial Reporting, Accountability and Ethics

- Accountability, Reporting and Audits
- Standards, Assumptions, Principles and Rules
- Fund Accounting
- Fraud, Misuse and Ethics
- Case Study

This unit relates to course objective(s) 2, 3, 4, 5.

Required Readings

- Frink, D., & Klimoski, R. (2004). Advancing accountability theory and practice: Introduction to human resource management review special edition. *Human Resource Management Review*, 14, 1–17.
- **Case Study: Disctech, Inc.**

Recommended Readings

- Soll, J. (2014). *The reckoning: Financial accountability and the rise and fall of nations*. New York, NY: Basic Books. Pages i–xvii

July 26, 2022

Unit 14

Topics – Financial Leadership and Presentations

- Financial Presentations during live session as assigned by faculty

This unit relates to course objective(s) 2.

Required Readings

- None

Recommended Readings

- None

August 2, 2022

Unit 15

Topics – Financial Leadership and Presentations

- Financial Presentations during live session as assigned by faculty

This unit relates to course objective(s) 2.

Required Readings

- None

Recommended Readings

- None

List of Appendices

- A. Detailed Descriptions of DSW Program Goals and Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of DSW Core Competencies Highlighted in this Course

DSW PROGRAM GOALS AND COMPETENCIES

Goals

1. The foundation for the DSW curriculum and student academic products rests on three pillars: (1) problem definition within the Grand Challenges for Social Work; (2) innovative design; and (3) executive leadership in human service organizations and community contexts.
2. Student academic work will culminate in a substantive advance in practice or policy related to one of the Grand Challenges for Social Work.
3. Aligned with the goals for a science of social work, curricula will be multi- and interdisciplinary and reflect diverse public and private sector perspectives on social innovation and organizational problem-solving in complex systems.
4. Courses will emphasize bold action leading to scaling of programs, disruption, or other changes that promote social justice and human potential.
5. Graduates will emerge as effective leaders in social work or allied fields, prepared to excel in executive management roles.
6. Graduates will emerge as capable public intellectuals who exemplify the core values, ethical principles, and standards of the NASW Code of Ethics.

Program Competencies/Student Learning Outcome Objectives

1. Confront, evaluate, and use large ideas grounded in the Grand Challenges for Social Work as defined by the American Academy of Social Work and Social Welfare (AASWSW).
2. Leverage evidence from secondary sources in addition to primary data collection strategies to assess the existing social and practice landscape as a basis for designing new responses to complex social problems.
3. Apply relevant social work and social science theories of problem causation to develop ideas for change, program or policy implementation, and evaluation.
4. Master creative, expansive, and rigorous design principles that advance innovation and invention in social solutions.
5. Effectively lead others in future efforts to brainstorm, refine, and implement forward-thinking solutions to complex social problems across organizational boundaries.
6. Accurately map the organizational and policy environment affecting options for social change.
7. Use logic models to carefully plan for and maximize impact with proposed interventions.
8. Organize financial and program data for decision-making, communication, and evaluation to improve program and policy outcomes in human service organizations.
9. Confidently employ a variety of media and methods to influence and communicate with professional, political, academic, and general public audiences.
10. Create positive social impact in complex systems and at scale.

Competency	Objective(s)	Behavior(s)	Content
DSW Program Competencies 3, 6, 9	SOWK 707 Student Learning Objective (SLO) #1	Students will understand and evaluate the connection between social program design, financial management and the financial planning / budget process.	Units 1 – 11 Assignments 1, 2, 3, 4
DSW Program Competencies 1, 3, 5 and 9	SOWK 707 SLO #2	Students will use critical principles of resource planning, specifically related to both revenue and costs, to create financial plans and budget for, and subsequently manage innovation social programs that address the Grand Challenges for Social Work.	Units 4 – 9 Assignments 2, 3, 4
DSW Program Competencies # 1, 3, 4, 6, 8 9	SOWK 707 SLO #3	Students will demonstrate problem solving skills in case analysis that can be applied to real-life situations, related to financial management, revenue generation, and budget planning for different types of complex human service programs and organizations	Units 1, 2, 3, 4, 9, 11, 12, 13 Weekly case study discussions in live sessions.
DSW Program Competencies # 2, 6 and 8	SOWK 707 SLO #4	Students will understand and use specific techniques and approaches for effectively communicating and reporting financial information related to social programs and organizations, and to a variety of different audiences, both internal and external.	Unit 9 Financial Presentations In-class breakout sessions. Financial Negotiation Role-play
DSW Program Competencies #1, 3 and 8	SOWK 707 SLO #5	Students will recognize how psychological, political, technical, and institutional forces affect financial management, budget development and resource allocation in social programs.	Units 3, 12 and 13 In-class breakout sessions Weekly case study discussions in live sessions.
DSW Program Competencies # 6, 9	SOWK 707 SLO #6	Students will consider alternative strategies and disciplinary perspectives in confronting financial management issues, such as budget retrenchment, rapid scaling and innovation, accountability and ethics, and budget negotiation.	Units 8, 11, 12, 13 Assignment #3

Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
2. A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

Publication manual of the American Psychological Association: the official guide to APA style. (Seventh edition.). (2020). American Psychological Association.

USC Library: <https://libguides.usc.edu/APA7th#s-lg-box-22622216>

Owl Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Websites

The American Accounting Association www.aaahg.org .

American Public Human Services Association www.asphsa.org

The Peter F. Drucker Foundation for Non-Profit Management www.fpdf.org

FinanceNet www.financenet.gov

The Foundation Center www.fdncenter.org

Free Management Library www.fdncenter.org

National Association of Nonprofit Accountants www.nonprofitcpas.com

National Council of Nonprofits www.councilofnonprofits.org

The Nonprofit Quarterly www.npgmag.org

Public Risk Management Association www.primacentral.org

Stanford Social Innovation Review www.ssireview.org

The Wallace Foundation Knowledge Center www.wallacefoundation.org

Fundraising Authority www.thefundraisingauthority.com/grants/find-grants-nonprofit/

Grants.Gov www.grants.gov

BoardSource www.boardsource.org/

Charity Navigator <https://www.charitynavigator.org/>

Nonprofit Explorer on Propublica <https://projects.propublica.org/nonprofits/>

Cause IQ <https://www.causeiq.com/directory/>

BCorp.net <https://www.bcorporation.net/en-us>

Market Watch <https://www.marketwatch.com/>

GuideStar www.guidestar.org

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: University Policies and Guidelines

Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (newmyer@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to [SCampus](#) and to the [USC School of Social Work Policies and Procedures](#) for additional information on attendance policies.

Statement on Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

Policy on Late or Make-up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

Tips for Maximizing Your Learning Experience in this Course (Optional)

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- Keep up with the assigned readings.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX

<https://eotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

https://usc-advocate.symplcity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs

<https://dsp.usc.edu/>

Phone number (213) 740-0776

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves by contacting Uwill, an independent student assistance program offering mental health and wellness solutions. The program allows students the ability to connect immediately with licensed available mental counselors based on their unique needs and preferences. To get started, follow this [link](#) to the Uwill portal, create your account with your University email, and connect with a clinician.