Instructor
David Matkin, 306 Milne, (518) 442-5279, dmatkin@albany.edu
Office hours: Tuesday, 4:00 to 5:45 p.m. and by appointment

Preface
This course integrates academic and practical perspectives on current nonprofit organizations’ issues and concerns. The course content focuses on planning, reporting, and financial decision-making in nonprofit organizations and is intended to reinforce and improve on the topics and skills acquired in PAD 501. The topics and concepts are critical for organizational survival and success. This course provides students with instruction on skills and conceptual information and provides them with opportunities to apply those abilities to practice.

In this course, students will:
- Apply financial planning, decision making, and working capital techniques to nonprofit organizations;
- Use forecasting techniques to estimate future costs and revenues;
- Apply concepts and techniques in case environments; and,
- Produce professional materials and presentations.

Required Materials
3. Various articles, chapters, original documents, and case studies that are accessible on the course’s Blackboard website (cited below as Bb).
4. Each student will have access to GuideStar Premium through the semester. You will need to register with GuideStar with your “albany.edu” e-mail address, but the service is free for our academic use.

Suggested Materials

Prerequisites
PAD 501 is a pre-requisite for this course. With the instructor’s permission, non-MPA students may take the course if they can demonstrate sufficient proficiency in the material covered in PAD 501.

Evaluation
In-class Performance (5 percentage points)
Full credit looks like: insightful and civil participation; fully prepared for class; the class is better because you enrolled; punctual and regular attendance; and, an unfettered exuberance toward learning.

Final Exam (30 percentage points)
The final exam gives you an opportunity to demonstrate your ability to perform financial calculations and apply important concepts from the course. Students should expect to be tested on techniques such as adjusting forecasts for seasonality, assessing the life cycle cost of capital assets, and calculating expected returns from investment funds. Students should also expect to apply concepts such as the benefits principle and financial accountability to management scenarios. The final exam is comprehensive.
Assignments (30 percentage points)
In order to practice and assess your understanding of financial management concepts, you will respond to several assignments throughout the semester.

- Forecasting Draft version: 9/15  Graded version: 9/21
- Budgeting Draft version: 9/29  Graded version: 10/5
- Indirect Costs Draft version: 10/20  Graded version: 10/26
- Financial Condition Analysis Draft version: 11/3  Graded version: 11/9

Service Learning Component (35 percentage points)
This course includes a semester-long serving-learning project with the New York State Conference of Mayors and Municipal Officials (NYCOM). This project addresses a source of tension between local governments and nonprofit organizations. Many local government officials are concerned that some nonprofits in their communities create significant service demands on municipal departments but, because nonprofits are usually exempt from property taxes, those nonprofits do not contribute revenues to help the local governments cover the additional expenses. Of course, there are also situations where nonprofits create municipal costs but also perform services that reduce the overall costs of local government services.

We will help NYCOM produce materials to help their members work with nonprofit leaders in their own communities to address situations where there are tensions over service costs. The materials will present examples, from across the country, where nonprofits and local governments have reached voluntary agreements to resolve these concerns. We will also research legislative conditions that facilitate voluntary solutions.

The entire class will work together to produce four deliverables: (1) a 2-4 page technical report for a state-wide audience, (2) a short article for a trade publication that summarizes the technical report, (3) a presentation on the technical report to a professional audience, and (4) an emblematic case study that can be used to engage decision makers in local government and nonprofits to examine how to approach and resolve these situations.

In the first few weeks of class, we will develop a project plan. The project plan should identify students’ roles, deliverables, and due dates. You will need to demonstrate initiative, professionalism, reliability, collegiality, and sharp insight. The timeline for the project is:

- 9/4 – Signed Letter of Agreement with NYCOM
- 9/18 – Project Work Plan delivered to NYCOM
- 11/13 – Complete Draft of Deliverables (1), (2), and (4) to NYCOM
- 11/25 – Comments by NYCOM due
- 12/8 – Final presentation of all four deliverables

Grading Scale
A  =  93-100%  B+ = 87-89.9%  C+ = 77-79.9%  D+ = 67-69.9%  E<60%
A- = 90-92.9%  B  = 83-86.9%  C  = 70-76.9%  D  = 63-66.9%
         B- = 80-82.9%  C- = 70-72.9%  D- = 60-62.9%

Class Agenda
The typical agenda for each class period is:
5:45 pm  Housekeeping and nonprofit finance in the news
6:00 pm  Course material for the day
7:30 pm  Break
7:45 pm  NYCOM project meeting
Course Schedule

9/1  Week 1: Introduction – Course Overview

9/8  Week 2: Nonprofit Finance in Context
   • Oster – Chapters 1 & 6
   • Pallotta Video (Bb)
   • Longoria (Bb)
   • Gazeley (Bb)

9/15 Week 3: Forecasting
   • Fabozzi & Peterson (Bb)
   • Fischer et al. (Bb)
   • Finkler (Bb)
   • Inflation Adjusted Dollars (Bb)

9/22 No Class – Yom Kippur

9/29 Week 5: Budgeting
   • Weikart – Chapter 2
   • Bryce (Bb)

10/6 Week 6: Reserved for NYCOM Project

10/13 Week 7: Managing Cash Flows and Receivables
   • Weikart – Chapter 3
   • Gapenski (Bb)

10/20 Week 8: Cost Assessment
   • Weikart – Chapter 4
   • Gneezy et al. (Bb)
   • Lecy & Searing (Bb)

10/27 Week 9: Financial Reporting and 990s
   • Weikart – Chapters 5 & 6
   • Keating & Frumkin (Bb)

11/3  Week 10: Financial Condition Analysis
   • Weikart – Chapters 7 & 8
   • Grenlee & Tuckman (Bb)

11/10 Week 11: Revenues and Pricing
   • Weikart – Chapters 9
   • Oster – Chapter 5
   • Wilsker & Young (Bb)

11/17 Week 12: Performance and ROI
   • Weikart – Chapters 10
   • Oster – Chapter 13, 14 & 16

11/24 Week 13: Capital Plans
   • Weikart – Chapters 11 & 12
   • Oster – Chapter 8, 17
12/1   Week 14: Investments  
   •  Weikart – Chapter 13  
   •  Rice et a. (Bb)

12/8   Week 15: Internal Controls and Financial Accountability  
   •  Weikart – Chapter 14

12/15  Final Exam

Class Policies

Americans with Disabilities Act  
Students with disabilities needing academic accommodation should:  
(1) contact the Disability Resource Center; and  
(2) provide the instructor with documentation indicating the need for accommodation and what type. This should be done during the first week of class.

For more information about services available to University at Albany students with disabilities, contact the:  
Disability Resource Center, University at Albany, State University of New York  
BA 120, 1400 Washington Avenue  
Albany, NY 12222  
(518) 442-5490 (voice)  
Director: cmalloch@albany.edu  
http://www.albany.edu/disability/

Academic Honor Policy  
The University at Albany’s graduate bulletin provides a detailed description of the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Standards of Academic Integrity and for living up to those expectations. That information can be found at: http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Class Room Distractions  
From my perspective each student has a responsibility for the quality of this class; if you don’t add anything to the course, that is one thing (shame on you), but if you are a distraction and detract from the course, your actions will have a significant and negative affect on your grade. In severe cases, which I don’t expect to see in a graduate course, I reserve the right to remove a disruptive student and/or object (think electronic devices) from our class.

Syllabus Changes  
I don’t foresee making any changes to this syllabus—it is what it is; however, events may come up that make it necessary to tweak the syllabus. I will provide advanced notice of any changes.

Additional Expectations  
•  Read and follow the syllabus. You are responsible to meet the course requirements  
•  Ensure that you can communicate through the UAlbany e-mail system (i.e., you need to get e-mail that is sent through Blackboard)