

**Accounting (ACCT 522)  
Governmental and Not-for-Profit Accounting  
Spring Semester 2013**

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**Course Syllabus**

**Please print a copy of this syllabus for handy reference**

Whenever there is a question about what assignments are due, please remember this syllabus is considered the ruling document.

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**Professor: Dr. John E. Harper, CPA CMA**  
**Office Location: Virtual**  
**Office Hours: Virtual.**  
**Office Phone: (972) 341-3295**  
**University Email Address: [John.Harper@tamuc.edu](mailto:John.Harper@tamuc.edu)**

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**Course Information**

**COURSE NUMBER: ACCT 522**

**COURSE TITLE: Governmental and Not-for-Profit Accounting**

**COURSE START DATE: January 14, 2013**

**COURSE END DATE: May 10, 2013**

**REQUIRED COURSE MATERIALS:**

You will need both the textbook and access to the Continuous Computerized Problem for the City of Smithville. You can purchase book and access code as a bundle or separately (if you purchase a book from a friend or elsewhere). The City of Smithville supplement is general ledger software in which students record transactions into the appropriate general journals.

1. Reck, J., Lowensohn, S. & Wilson, E. (2013). *Accounting for Governmental and Nonprofit Entities (16<sup>th</sup> ed.)*. New York, NY: McGraw-Hill Irwin. ISBN-13: 978-0-07-811093-1. MHID: 078110939.
2. Reck, J., Lowensohn, S. & Wilson, E. (2013). *City of Smithville/Bingham Online PIN Code Access Card (16<sup>th</sup> ed.)*. New York, NY: McGraw-Hill Irwin.

The Computerized Problem software is downloaded from the Online Learning Center at [www.mhhe.com/reck16e](http://www.mhhe.com/reck16e). For access to premium content of the Online Learning Center, you will need a registration code.

If your textbook came with a registration code card and this is your first visit to this site, you can use your registration code to register, or you can purchase access on this site. If you have already registered, just enter your username and password when you are prompted to. If you have not registered to use premium content yet, follow the "Purchase access" link in the site.

Students can also access the PowerPoint lecture presentations and multiple-choice practice quizzes for each chapter at the Online Learning Center on the text's Web site, [www.mhhe.com/reck16e](http://www.mhhe.com/reck16e).

3. Articles from journals and magazines addressing current issues  
[URL's provided by professor]

### ***Online Courses at A&M-Commerce:***

At A&M-Commerce, your success is our business. That includes making higher-education opportunities available to those who, because of work and/or family obligations, find it difficult to access courses that are offered on scheduled days and times.

An online course uses a computer and the Internet to deliver lessons and for interaction between the instructor and the student and the student to other students. For students who are unable to attend classes on the A&M-

Commerce campus because of distance or time conflicts, online classes allow flexibility of time and place while the objectives and content of the courses are the same as those offered in the traditional classroom setting.

**In an online course, the student accepts responsibility for learning outcomes.**

The instructor's role is that of a facilitator and guide. Rather than face-to-face lectures, the instructor will provide information through online course materials and learning activities that are accessed through the Internet. Presentation of course materials will vary according to instructor design. The instructor will provide feedback and evaluation as the student completes weekly class sessions.

There are several important sources of information in addition to the instructor. Books and printed materials, as well as web-based resources, will be important. Another will be other students enrolled in the course.

Online learning emphasizes process. That is, online learning involves more than the accumulation and memorization of information. In online courses, high levels of collaboration and interactivity are required to seek, evaluate, and process the almost limitless amount of available and useful information. Online courses present students with opportunities to acquire the knowledge and skills necessary in the 21st century workplace



**SmartMeasure (Formally known as READI) is a web-based tool which assesses a learner's likelihood for succeeding in an online course/program.** The tool indicates an individual student's skills, attributes, and knowledge of both technical skills as well as time-management and motivation. For more information and to set up an account please contact: [online@tamuc.edu](mailto:online@tamuc.edu)

## ***Course Description:***

This online course is a graduate level course designed to cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will

apply dual-track accounting to help develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements. This course will benefit all accounting students but especially those who are interested in managerial accounting positions in universities, health care organizations, public schools, state and local governments, or nonprofit organizations.

The course is presented in three parts. Part One covers state and local government. Part Two focuses on accountability for public funds. Part Three examines not-for-profit organizations. The latest authoritative changes from the Financial Accounting Standards Board (FASB), Governmental Accounting Standards Board (GASB), Federal Accounting Standards Advisory Board, American Institute of Certified Public Accountants, Office of Management and Budget, Internal Revenue Service, and Government Accountability Office are included.

This is a new text (16<sup>th</sup> edition). For state and local government accounting, the text authors have found that dual-track accounting is an effective approach in showing the juxtaposition of government-wide and fund financial statements in GASB's integrated model of basic financial statements.

It allows students to see that each transaction has an effect on the fund financial statements (that are designed to show fiscal compliance with the annual budget), on the government-wide financial statements (that demonstrate accountability for operational performance of the government as a whole), or both.

This approach better serves students who will design and use accounting information systems, such as enterprise systems, to allow information to be captured once and used for several purposes. Accounting for federal agencies as well as nongovernmental, not-for-profit entities closely parallels this approach as traditional fund accounting may be appropriate for keeping track of resources with restricted purposes, but citizens and donors also need to see the larger picture provided by the entity as a whole.

Governments will continue to prepare fund-based statements throughout the year and convert to accrual-based government-wide statements at the end of the year until they invest in information systems that can deliver real-

time information for decision making. The authors want students to think beyond being transaction-bookkeepers and aspire to design and use the systems that will make government-wide financial information available when managers and citizens need it. The City of Smithville Continuous Computerized Problems are teaching tools that develop these skills and perspective. The authors feel so strongly that this general ledger software tool helps students understand the material that they provide it with the text. Students have enthusiastically said that they like "learning by doing" and that these continuous computerized problems helped them to understand the concepts in the book.

The focus of this course is on the concepts of governmental and not-for-profit accounting. The proper entries to record and report transactions for the fictitious City of Smithville are provided at the end of each chapter for self-grading. For those students who want to delve deeper in the dual-track financial accounting aspect, an extra-credit opportunity is offered.

The text continues to be best suited for senior and graduate accounting majors who plan to sit for the certified public accountant (CPA) exam and then audit governmental or not-for-profit entities. Public administration and other students who plan to provide financial management or consulting services to government and not-for-profit entities report that the text provides a more comprehensive set of competencies than traditional public budgeting texts.

Students in not-for-profit management education programs find that the coverage of accounting, financial reporting, auditing, taxation, and information systems for both governmental and not-for-profit entities provides the exposure they need to work across disciplines and sectors. Finally, students preparing for the certified government financial manager (CGFM) exam will also find Chapters 1 through 11 useful for Examination 2.

We encourage all students who use this book to consider the challenges and rewards of careers in public service—in federal, state, and local governments as well as not-for-profit organizations.

## ***Course Embedded Assessment Objectives:***

Learning objectives for both the course and each individual quiz, exam, and required homework assignment have been developed to assure that your achievement level for each objective will be measured by your success with the following:

<b>Criteria (Course Objectives)</b>	<b>1 (Unsatisfactory)</b>	<b>2 (Emerging)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
Demonstrate and apply an understanding of the different objectives, basis of accounting and measurement focus used for each set of financial statements in the government financial reporting model and the related standards.	Students cannot demonstrate an understanding of these issues.	Students can demonstrate an understanding of some of these issues.	Students can demonstrate an understanding of most of these issues.	Students can demonstrate an understanding of all of these issues.
Demonstrate and apply an understanding of fund accounting and budgetary accounting.	Students cannot demonstrate an understanding of these issues.	Students can demonstrate an understanding of some of these issues.	Students can demonstrate an understanding of most of these issues.	Students can demonstrate an understanding of all of these issues.
Demonstrate and apply an understanding of the differences and similarities in state and local governments, the federal government, and not-for-profit organizations.	Students cannot demonstrate an understanding of these issues.	Students can demonstrate an understanding of some of these issues.	Students can demonstrate an understanding of most of these issues.	Students can demonstrate an understanding of all of these issues.

## ***Course Format:***

We will use eCollege to add value to this course through the use of online resources. Each student will have a personal account in eCollege which will provide course materials, external links, and the opportunity for online discussions in an asynchronous setting. **Discussion Board** will allow us to continue our discussions outside of a physical classroom. Through the use of "threads" established by the Professor to manage the discussion, students and Professor can engage in thoughtful dialogue at a time and place that is convenient for all and not be bound by "real time" constraints.

The first week of online class will include orientation. **Each student is encouraged to complete the eCollege tutorial during the first week.**

No later than Monday morning of each week, new online classroom materials will be available. The student will:

1. Review the chapter's learning objectives.
2. Read the assigned chapters to become aware of the content and organization.
3. Carefully study the chapter's examples and illustrations, noting both the concepts and the applications.
4. My online classroom lecture consists of PowerPoint slides with narrative, accessed via the internet at a URL which I will provide.
5. There is no required homework assignment but students are encouraged to complete any discussion questions and cases, exercises and problems, as well as the City of Smithville general ledger transactions for each chapter.
6. The homework solutions will be provided in **Document Sharing** for your self-grading no later than Wednesday morning each week.

7. Post your questions or concerns about the chapter material at any time to the **Discussion Board**.
8. A 10-question, open-book quiz covering each assigned chapter will be given online. Quizzes will be posted to the online classroom website no later than Thursday morning each week. You have until 10pm (Dallas time) Saturday to complete the quiz. If you fail to submit a quiz, you lose your opportunity. Do not wait until the last minute to submit your answers...technical difficulties do occur. Quiz scores will be provided immediately upon completion. The student may retake the quiz. The last quiz score becomes the official grade. The correct responses to chapter quizzes will be available in the **Document Sharing** the following Sunday morning.
9. The class will use the **Discussion Board** during each week to ask questions, receive clarifications, and discuss the assigned materials. You should always check the **Virtual Office** postings to see if your question has already been asked and answered before you post a question.
10. A mid-term examination and a final examination will be given online and during a two-day period. Each examination will be timed (2 1/2 hours) and access will be restricted. Your examination score will be provided immediately after taking the test. The detailed solutions to the examination will be provided immediately after the exam period via the *Gradebook*.

There are no arranged office hours. However, personal e-mail or **Chat** can be used at any time.

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## **Facilitator Information**

**John E. Harper Sr., Ed.D.**  
**CPA/CMA (Retired) Professor (Retired)**  
**Texas A&M University at Commerce**  
**College of Business - Department of Accounting**



## Linked-In Public Profile

<http://www.linkedin.com/pub/john-harper/13/44/a77>

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### Facilitator Availability

I'm available intermittently from 9AM-9PM Central Time on most days, but attempt to reserve Sunday for my family. During the week I am usually online several times throughout the day but on Saturdays I tend to be online in the morning only. You can expect your e-mail questions to be answered promptly, certainly within 24 hours. I provide you with these times to make it easier to communicate with me, not to limit our contact and want you to know that, should you need to contact me outside these time frames, you should not hesitate to do so.

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### Words of Welcome

Welcome to Accounting 522 - Governmental and Not-for-Profit Accounting!

I will do everything that I can to ensure that the next weeks will be a stimulating learning experience for all of us. Obviously, I need your full commitment and effort for us to be successful. If you ever have questions or need coaching, please feel free to email me. Together, I trust that we will have an exciting, stimulating, and rewarding class adventure.

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### The Online Weekly Schedule

Electronic weeks begin on Monday and end on Sunday.

Day 1 - Monday

Day 2 - Tuesday

Day 3 - Wednesday

Day 4 - Thursday

Day 5 - Friday

Day 6 - Saturday

Day 7 - Sunday

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## CLASS PROCEDURES AND POLICIES

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### Threading

A *thread* is a great organizational technique in eCollege. It will link or "thread" all messages of the same conversation together. So, if you respond to an existing message to make a comment, and I want to say something back to you, I would click "**respond to this message**" for your message and so on. Threading helps to organize and make it easier to review the huge volume of messages that are typically generated in the Online classroom.

In the **Discussion** group, take care to post your messages underneath the subject that you are responding to, and to keep the subject line current to accurately reflect the post. All assignments in this class should be posted to thread(s) that I designate. Please do not create additional threads. Always read the weekly assignments section of the syllabus for specific instructions for that week.

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### Trimming

*For the purpose of clarity and convenience to your readers, copy that part of the original message string in your replies that is pertinent for the reader(s). Sometimes it is helpful to add your name or a sub-title to the subject line for clarity.*

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### Attachments

Please do not use attachments in the **Discussion** group.

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### Incompletes

I do not usually grant "incompletes" in this course.

## STUDENT RESPONSIBILITIES

Students are expected to read their assignments in advance and submit their written assignments on time

Student Handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

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## STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**  
**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

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## Academic Honesty

Academic honesty is highly valued at A&M-Commerce. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic

publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. At the Online campus, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation

Students are encouraged to form study teams but must personally take the quizzes and exams without collaboration of any sort. Quizzes and exams are open book. Quizzes may be taken more than once within the 2  $\frac{1}{2}$  day access period. However, exams can only be taken once and are timed. And, once you respond to an exam question, you cannot go back to change it.

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## **Confidentiality and Proprietary Information**

One of the cornerstones of my online learning model is the practical application of theoretical concepts and you are encouraged to share your personal and professional experiences as a means to integrate the knowledge through reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. In order to assure that we can have a free and open discussion in which you may elect to discuss your company and its policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of what your classmates are willing to share with us while at the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Students and faculty members must not share present or past employer information that would be considered proprietary, confidential, company-sensitive, or protected trade secrets. Students are encouraged to examine

their organization's limitations on sharing information externally.

Students and faculty members may appropriately choose to illustrate lessons from their experience that might challenge these boundaries without identifying specific employers or individuals by name.

If you have any questions about any of the information contained in this syllabus, please do not hesitate to ask!

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## GRADING

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### FEEDBACK

I will provide grades or scores and comments on assignments no later than seven days of when they were submitted. You will receive a copy of the final grade report within seven days of the last class.

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### Grading Formula

A	95 - 100	B+	87 - 89	C+	77 - 79	D+	67 - 69	F	0 - 59
A-	90 - 94	B	84 - 86	C	74 - 76	D	64 - 66		
		B-	80 - 83	C-	70 - 73	D-	60 - 63		

Partial points will be rounded to the nearest full point, e.g. 83.4=83 which leads to a grade of B-; 83.5=84 which leads to a grade of B.

Below are guidelines that help to explain how student work is evaluated:

**A** Clearly stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned for this and other discipline; anticipates next steps in the progression of ideas.

*Example: "A" work is of such nature that it could be put on reserve for all students to review and emulate. The "A" student is in fact, an example for others to follow.*

**B** Grasps subject matter at a level considered to be good to very good. Accomplishes more than the minimum requirements. Work is of high quality.

*Example: "B" work indicates a high-quality performance and is given in recognition for solid work; a "B" is considered a high grade.*

**C** Demonstrates a less than satisfactory comprehension of the subject matter for graduate students. Accomplishes only the minimum requirements and displays little or no initiative. Communicates an acceptable understanding of all basic concepts.

*Example: "C" work represents average work. A student receiving a "C" has met the requirements, including course deadlines.*

**D** Quality and quantity of work is below average and barely acceptable.

*Example: "D" work is passing by a slim margin.*

**F** Quality and quantity of work is unacceptable.

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## Point Values for Course Assignments

## ***WEIGHTING OF ASSIGNMENTS***

Weekly Quizzes - 17 @ 3 points each	51%
Mid-Term Examination	22%
End-of-term Examination	22%
Post-test of governmental accounting knowledge	<u>5%</u>
	<u>100%</u>
Optional Extra Credit - City of Smithville Evaluation	5%

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### **Late Assignments**

We must keep a fast pace in order to complete the class in the time allowed and in a quality manner. Each student must complete and present assignments on time. We will use Central Time (Dallas, Texas) for established deadlines and suspenses. Please keep in mind always that work commitments or personal commitments or travel commitments do not constitute "emergencies." Please let me know as soon as possible what the delay is and I will work with you in a reasonable manner.

Deadlines will be defined as my time zone (Central). If you know you will be offline the day an assignment is due, please make sure to post it early. Any time you feel you might be falling behind in the course, it's best to contact me to discuss your situation. No assignments can be accepted after the final day of class.

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### **Weekly Assignments**

Session 1: January 14 - 19

## Orientation to Class and Online Environment

Complete the eCollege tutorial (online)

Practice Quiz (online)

Pre-Test of governmental accounting knowledge (online)

## Intro to Accounting and Financial Reporting

Reck, J., Lowensohn, S. & Wilson, E.: Chapter One

End-of-Chapter supplemental problems (optional)

Online quiz

### Learning objectives:

Identify and explain the characteristics that distinguish governmental and not-for-profit entities

Identify the authoritative bodies responsible for setting financial reporting standards

Contrast and compare the objectives of financial reporting for state and local governments, the federal government, and not-for-profit organizations

Explain the minimum requirements for general purpose external financial reporting and how they relate to comprehensive annual financial reports

Explain the different objectives, measurement focus, and basis of accounting of the government-wide financial statements and fund financial statements of state and local governments

Session 2: January 22 - 26 (University closed January 21 for holiday)

## Principles of Accounting and Financial Reporting

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Two



End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

### Learning Objectives

Explain the nature of the three major activity categories of a state or local government

Explain the components of GASB's integrated accounting and financial reporting model

Discuss the nature of major fund reporting and the criteria used to determine whether a fund should be reported as a major fund

Session 3: January 28 - February 2

### Governmental Operating Statement Accounts

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Three  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

### Learning Objectives

Explain how operating revenues and expenses related to governmental activities are classified and reported in the government-wide financial statements

Distinguish at the fund level between revenues and other financing sources and between expenditures and other financing uses

Explain how revenues and expenditures are classified in the General Fund

Explain how budgetary accounting contributes to achieving budgetary control over revenues and expenditures

Describe computerized accounting systems

Explain the classification of revenues and expenditures of a public school system

Session 4: February 4 - 9

Accounting for Governmental Operating Activities

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Four  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

#### Learning Objectives

Analyze typical operating transactions for governmental activities and prepare appropriate journal entries at both the government-wide and fund levels

Prepare adjusting entries at year-end and a pre-closing trial balance

Prepare closing journal entries and year-end General Fund financial statements

Account for interfund and intra and inter activity transactions

Account for transactions of a permanent fund

Distinguish between exchange and nonexchange transactions and define the classifications used for nonexchange transactions

Session 5: February 11 - 16

*Accounting for Capital Assets and Capital Projects*

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Five

Learning Objectives

Describe the nature and characteristics of general capital assets

Account for general capital assets

Explain the purpose, characteristics, and typical financing sources of a capital projects fund

Prepare journal entries for a typical capital project, both at the fund level and at the government-wide level

Prepare financial statements for capital projects funds

Explain the concepts and accounting procedures for special assessment capital projects

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*Accounting for General Long-term Liabilities and Debt Service*

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Six

Learning Objectives

Explain what types of liabilities are classified as general long-term liabilities

Make journal entries in the governmental activities general journal to record the issuance and repayment of general long-term debt

Prepare note disclosures for general long-term debt

Describe the reasons for statutory debt limits and explain the terms debt margin and overlapping debt

Explain the purpose and types of debt service funds

Describe budgeting for debt service funds and make appropriate journal entries to account for activities of debt service funds

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End-of-Chapter problems and City of Smithville (optional)  
Online Quiz - one for each chapter

Session 6: February 18 - 23

Accounting for Business-type Activities of State and Local Governments

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Seven  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

#### Learning Objectives

Distinguish between the purposes of internal service funds and enterprise funds

Describe the characteristics of proprietary funds

Explain the financial reporting requirements in the government-wide and fund financial statements

Describe accounting procedures and prepare journal entries and financial statements for an internal service fund and also for an enterprise fund

Session 7: February 25 - March 2

Accounting for Fiduciary Activities - Agency and Trust Funds

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Eight  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

Learning Objectives

Explain how fiduciary funds are used to report on the fiduciary activities of a government

Distinguish among agency funds and trust funds

Describe the uses for and characteristics of agency funds

Explain the activities of and accounting and financial reporting for commonly used agency funds

Explain the purpose, creation, operation, accounting, and financial reporting for a cash and investment pool; a private-purpose trust fund; and a pension trust fund

Describe accounting for other post-employment benefits plans

Session 8: March 4 - 9

Financial Reporting of State and Local Governments

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Nine  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

### Learning Objectives

Describe the concepts related to the financial reporting requirements of the GASB reporting model

Explain the key concepts and terms used in describing the governmental reporting entity

Apply the GASB criteria used to determine whether a potential component unit should be included in the reporting entity

Identify and describe the contents of a comprehensive annual financial report (CAFR)

Understand how to reconcile governmental fund financial statements to governmental activity in the government-wide financial statements

Identify and explain contemporary financial reporting issues

Spring Break: March 11 - 17

Session 9: March 18 - 23

### Analysis of Governmental Financial Performance

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Ten  
End-of-Chapter problems (optional)  
Online Quiz

### Learning Objectives

Explain the importance of evaluating governmental financial performance

Distinguish among and describe key financial performance concepts

Explain the relationships among environmental factors, organizational factors, and financial factors in determining governmental financial condition

Identify, calculate, and interpret key ratios that measure financial performance

Analyze financial performance using government-wide statements

Describe how benchmarks can aid financial analysis

Session 10: March 25 - 30

Mid-Term Examination - Chapters 1-10  
(Online: March 28 - 30)

Optional Extra Credit Assignment - prepare a written evaluation of the City of Smithville's financial position and condition - up to 5 additional points on final grade. (due April 20)

Session 11: April 1 - 6

Auditing of Governmental and Not-for-Profit Organizations

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Eleven  
End-of-Chapter problems and City of Smithville (optional)  
Online Quiz

Learning Objectives

Explain the essential elements of financial audits

Explain what is meant by generally accepted accounting auditing standards (*GAGAS*), the source of *GAGAS*, and why and how *GAGAS* are broader than *GAAS*

Explain the types of audits performed under *GAGAS*

Explain the essentials of a single audit

Describe the implications of the Sarbanes-Oxley Act of 2002 on governments and not-for-profit organizations

Session 12: April 8 - 13

Budgeting and Performance Management

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Twelve  
End-of-Chapter problems (optional)

Online Quiz

Learning Objectives

Explain the objectives of budgeting

Describe methods of integrating planning, budgeting, and performance measurement

Explain the differences among various budgeting approaches

Describe the budgeting process for a state or local government

Identify the procedures involved in specific types of budgets

Describe managerial tools used to improve performance and communicate the results of the budgeting process



Describe the budget and cost issues in grant accounting

Session 13: April 15 - 20

Accounting for Not-for-Profit Organizations

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Thirteen

#### Learning Objectives

Distinguish not-for-profit organizations (NPO) from entities in the governmental and commercial sectors of the US economy

Identify the authoritative standards-setting body for establishing GAAP for NPO's

Explain financial reporting and accounting for NPO's

Identify the unique accounting issues of financially interrelated organizations

Describe optional fund accounting

Prepare financial statements using SFAS no. 117

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Not-for-Profit Organizations

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Fourteen

#### Learning Objectives

Identify oversight bodies and the source of their authority over not-for-profit organizations (NPO's)

Describe how and why states regulate NPO's

Identify how the federal government regulates NPO's

Describe governance issues of NPO boards

Identify how benchmarks and performance measures can be used to evaluate NPO's

Describe uniform policies and practices for NPO's across states

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End-of-Chapter problems (optional)

Online Quiz - one for each chapter

Session 14: April 22 - 27

Accounting for Colleges and Universities

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Fifteen

#### Learning Objectives

Distinguish between generally accepted accounting principles for public and private colleges and universities

Describe financial reporting for public and private colleges and universities

Discuss accounting and reporting issues for all colleges and universities

Journalize transactions for private colleges and universities

Prepare financial statements for public and private colleges and universities

Discuss managerial, auditing, and reporting issues such as performance measures, auditing, federal financial assistance, and related entities

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## Accounting for Health Care Organizations

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Sixteen

### Learning Objectives

Identify the different organizational forms and the related authoritative accounting literature for health care organizations

Describe financial reporting for health care organizations

Explain unique accounting and measurement issues in health care organizations

Journalize transactions and prepare the basic financial statements for not-for-profit and governmental health care organizations

Describe other accounting issues in the health care industry

Explain financial and operational analysis of health care organizations

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End-of-Chapter problems (optional)

Online Quiz - one for each chapter

Session 15: April 29 - May 4

Accounting and Reporting for the Federal Government

Reck, J., Lowensohn, S. & Wilson, E.: Chapter Seventeen  
End-of-Chapter problems (optional)  
Online Quiz

Learning Objectives

Describe the financial management structure of the federal government

Describe the process for establishing generally accepted accounting principles for the federal government

Explain the concepts underlying federal accounting and financial reporting

Describe government-wide financial reporting for the federal government

Describe federal agency performance and financial reporting requirements

Contrast and compare budgetary accounting with proprietary accounting

Record budgetary and proprietary journal entries and prepare statements for federal agencies

Contrast and compare accounting for state and local governments with federal agencies

Session 16: May 4 - 9

Post-Test of governmental accounting knowledge

(online: May 4 - 6)  
Final Examination - chapters 1-17  
(online: May 7 - 9)

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## TECHNOLOGY ISSUES

All class notes need to be sent via eCollege. I cannot post to the class newsgroups any notes that are sent to my university e-mail address. Similarly, I cannot accept or provide credit for any coursework sent to my university mailbox or faxed to me. These policies are necessary because any contact outside of our course groups is not considered legitimate course work.

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## TECHNOLOGY/COMPUTER FAILURES

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, Office Services such as "Kinkos," "Internet Cafe," or book store such as Barnes & Noble, etc.

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## SERVER/CONNECTIVITY PROBLEMS

It's to your benefit to not wait until the last minute to submit course work in the rare event that the university server is "down," or experiencing slow

response times. In this event you will receive full credit if you take **two actions**:

1. Submit your course work to my university email address.
2. Immediately post your work to the appropriate group when the server is once again operational.

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## COMPUTER VIRUSES

Viruses have inflicted extremely serious consequences to those individuals whose computers have been infected! **You are responsible to ensure that all of your work is virus-free!!**

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## COURSE CHANGES

Please note that the instructor's assignments may vary from the original syllabus you received from the student web page. Such change, if any, will be sent to you via eCollege.

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## STANDARDS OF STUDENT BEHAVIOR

All students are expected to conduct themselves as mature adults and members of an academic community as defined in the University's "Code of Student Responsibility." The community of students, faculty, and staff must conduct its behavior on the principle of treating each other with courtesy and respect. Misconduct for which students are subject to disciplinary action includes but is not limited to:

1. Actions, verbal statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.

2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Disruptive activity that hinders or interferes with other student's or faculty's educational environment.
4. Violation of applicable state and or University regulations and policies.
5. Failure to promptly comply with any reasonable directive from faculty or University officials.
6. Violations of applicable state and federal statutes and/or University regulations and policies.
7. Cheating -- intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
8. Fabrication -- intentional or unauthorized falsification or invention or any information, citation, or document, or lying during an investigation.
9. Plagiarism -- intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.
10. Helping another student cheat, fabricate, or plagiarize.

Disciplinary action will be based on the seriousness of the situation and may include, but is not limited to, documented counseling by a University staff member, loss of credit, suspension and/or expulsion.

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## Evaluations

The Department of Instructional Technology and Distance Education will administer an [online faculty evaluation](#) instrument two weeks after the first class day of each semester to assess effectiveness of instruction presented to students. Data will be gathered and any concerns reported to the faculty member, department head, and dean. The instrument will be administered at

the end of the semester to assess student satisfaction.

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**\*\*\*\*\*End of Syllabus\*\*\*\*\***