

2015

ACCT 415-01 Nonprofit & Governmental Accounting

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"We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition." **Williams College of Business Mission Statement**

ACCT 415-01 / MACC 515-01
Nonprofit & Governmental Accounting
Course Syllabus
Classroom: Smith 249

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Office Hours: 8:00 – 8:30 am & 11:15 – 12:00 pm T/TH
2:00 – 6:00 pm Wednesday & by appointment

Purpose: Per the University Catalog – “This course is designed to introduce students to financial reporting for nonprofit organizations as well as governmental entities at the municipal, state and federal level.”

Prerequisite: B or better in Financial Reporting and Analysis I (ACCT 300 or ACCT 305)

Textbook: Accounting for Governmental and Nonprofit Entities: Jacqueline Reck, Suzanne Lowensohn. 2016. ISBN-13: 978-0078025822 ; ISBN-10: 0078025826

Other Required Materials:

- Smithville Web Program
- Connect access via McGraw-Hill
- Financial statements for analysis

Format: The course will be designed as a mixture of lecture, problems, cases and questions. We will work on problems in various ways--as a class, in small groups, and individually. The amount of time spent lecturing and working on problems will depend on how the class best learns the assigned material. After the content for the day is covered, we will use remaining class time, if any, working toward the group assignments.

Values: The following is a list of values that I suggest in and out of the classroom. These are meant as guidelines, not as an exhaustive list of suggested behavior:

- *Academic Honesty* – One definition of cheating includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. I absolutely will not tolerate cheating. I demand myself to be as fair as possible. Part of that fairness is creating a level playing field. If somebody cheats, they gain an unfair edge relative to other students in this

course, and that simply will not be tolerated. I will protect the integrity of both this class and Xavier above anything else. Any student caught cheating will face severe consequences, which may include (but certainly not limited to) an F in the course.

- *Respect* – I will treat each student with respect, and expect all students to treat myself and their peers with respect. This is not meant to stifle disagreement. How boring would it be if everybody agreed on everything! We will promote discussion in the classroom, and alternative points of view are allowable for discussion, but keep disagreement to the issues – do not get personal.
- *Contribute* – Some courses are more suited to discussion, and others to lecture. I try to mix it up so that BAD 63038 does not become a lecture only course. To this end, I need your help. I expect students to contribute their thoughts and opinions. I have learned in my academic and professional career that you actually learn more when you contribute.
- *Open Communication with me* – If my teaching style, the course material, or some other facet of the course has you feeling down, tell me. I cannot fix what I do not know is broken. While I will not take some measures (i.e. making evaluation easy), I may be able to adapt or explain something in a different way that helps you; particularly during office hours. I will do my best to be available to you outside as well as inside office hours.
- *Do the Work* – Presumably you bought the textbook for some reason other than just feeling like giving away some money (if not, see me after class). One might go so far as to say you bought it to read. So make sure your investment pays off by reading it! As for homework, it is an integral part of the course. A recipe for ACC 415 success = Reading + doing problems + coming to class prepared and contributing.
- *Attend* – Be with us in both body and mind. It is tough to pass my course when you miss classes. While attendance is not strictly part of the grading system, it tends to show up in indirect ways, such as lower exam grades.

Grading

Exams (2 @ 20% each)	40%
Smithville Project	20%
Analysis of Ohio Financials	10%
Other online homework	10%
Editorial of Ohio Financials	15%
Current Events Presentation	5%
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Total	100%

A – At least 90% of total points

B – 80% to 90%

C – 70% to 80%

D – 60% to 70%

E – Below 60%

Individual grades are not subject to a curve, however total course points may be curved based on the difficulty of quizzes/exams and so forth. Only under circumstances of academic dishonesty, or absence of work would any grade ever be adjusted downward (i.e. any subjective curve is to your benefit).

Groups: A cornerstone of a business education is practicing, and improving on, your ability to work well with other professionals. As such, all students will be permitted to work in groups for the class. On these occasions, one instance of each of these assignments is to be turned in. If needed, there will be surveys to fill out evaluating your group and how they worked together. When given, completion of these surveys will affect your final grade.

Exams: There will be two examinations over the course of the semester. Any reading assignments and lectures given are fair game to be covered on an exam, unless I specifically indicate that you will not be held responsible for certain material. *There are different expectations for undergraduate vs graduate students.*

Smithville: This is a computerized simulation of a city's accounting process. This assignment is to be worked on weekly and will be due towards the end of the section on governmental accounting. Work may be performed with other members of the class; this will not be looked on as "cheating". However, proper credit must be given. If you wish to work with another individual, or two, give credit. You may hand in a single assignment if the entire project is done together. This is, however, optional.

Analysis and editorial assignments: These assignments are described more fully in the individual documents on Canvas. *There are different expectations for undergraduate vs graduate students.*

Homework: Homework will consist of assigned problems throughout the semester. These will be assigned and graded on McGraw Hill Connect.

Current Events Presentation: At an assigned class date, each student will present a current event story that impacts government finances, accounting, or NFP accounting.

Disability Services: It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Late work (tests, homework, quizzes, class work): Every business hour any work is late will result in losing 1% on the assignment down to a maximum penalty of 40% (i.e. if you are more than 40 work hours late, you start at 60% on that assignment). This rule applies to tests, quizzes, cases, etc. You can, and are encouraged to make up any work you miss, however there will be a penalty in the way of points. Exceptions will be granted for university approved excuses with documentation. This rule is two-fold – (1) make sure the playing field remains level for all students and (2) provide an incentive for timely completion of all assignments.

Participation: Participation does NOT mean giving a correct answer every time you speak in class. It means giving a genuine effort to this class, whether it is class discussion, problem solving, or completing homework. When you are asked a question, show that you are engaged in the class discussion. It's ok to not know the answer, but give me an educated guess so I can work with you and help you to better understand the material. Participation also means not sleeping in class and not being a distraction to other students.

University Learning Outcomes The faculty has constructed learning outcomes to be met throughout the semester.

- ULO 1) Reason critically and think creatively
 - In the financial analysis assignment students will critically analyze a set of NFP or Governmental statements. Knowledge will be assessed through grading of a group project.
- ULO 4) Be morally sensitive to the needs of our times and in career choices and
- ULO 5) Promote justice and serve society, especially the poor and the marginalized.
 - Once throughout the semester every student will make a short presentation about a recent governmental or NFP issue from the news. The impacts of this current event will be discussed in class with the presenting student leading. Performance will be assessed through semester long participation in these discussions

Tentative Schedule

Week	Day	Chapter
1	8/26/2015	1
2	9/2/2015	2
3	9/9/2015	3
4	9/16/2015	4
5	9/23/2015	5
6	9/30/2015	6
7	10/7/2015	7
8	10/14/2015	8
9	10/21/2015	9
10	10/28/2015	10
11	11/4/2015	11 / 12
12	11/11/2015	13
13	11/18/2015	14
14	11/25/2015	Thanksgiving
15	12/2/2015	15 / 16
16	12/9/2015	17

Final

12/16/2015

**Editorial
Presentations**