Course Instructor: Betsy D. Foy, EdD, CHES
Contact: 314-401-6544 betsy.foy@wustl.edu
Availability to students: Email or phone. Appointments on request.

This course is in an online format; there are no class sessions on campus.

The first week of class (August 29th – September 4th, 2016) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me to arrange a time if you would like an introductory phone call.

Course work will be completed between August 29th and December 4th, 2016. All coursework is completed on Blackboard, our electronic classroom.

Course Description:
The goal of the course is to give students a background in guiding the financial aspects of a non-profit either as an executive director or as a board member. Students will examine the importance of financial and accounting principles and techniques. Course content is designed to help students understand financial and accounting concepts and procedures, to oversee the recordkeeping function, to make effective financial decisions, and to report financial information to key constituents.

This class is designed so that every student whether they have no financial experience/training or has working financial knowledge can build their knowledge of financial concepts and strengthen their financial analysis skills and skills necessary to communicate financial information to others.

Course Objectives:

- Students will have familiarity and working knowledge of key financial documents
- Students will know how to read and interpret key financial documents
- Students will be able to explain key financial documents to stakeholders
Course Resources and References:

After reviewing many texts on Accounting and Financial Management for Non Profits the book that provides what I believe to be very complete coverage of the subject and is easy to follow and understand has a horrible title. Please ignore the title and learn from the book knowing that all of you are bright students who are taking this class.


***There will be several articles and documents provided on Blackboard that are also required reading but you do not need to purchase them, they are provided.

The books will be available at the Washington University Bookstore but are also available on line (Amazon and other sources). Be sure on The Accounting Game text you get a new copy. There are many exercises in the book you must complete to learn basic accounting and if you get a copy where someone else has already done some of the exercises that will not work.

Tips on Using the Blackboard Classroom

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_14/Instructor/015_Browser_Support and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

- Be sure you have downloaded the most recent version Java. This is free software program which helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Technical Support

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do
outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources, visit the Blackboard Help Page (https://en-us.help.blackboard.com/Learn/Student).

"Netiquette" statement on Internet communication.

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ###%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Expectations for student attendance (Blackboard log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

- You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Blackboard and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. You can work ahead in this class as well if needed. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.
- ***Note: For a 3-credit class, you should expect to spend a total of 36 “contact hours” in the virtual classroom. For this course that would average three (3) hours each week. This time includes posting your weekly discussion comments; posting two articles you have located with a brief critique; and reading the articles posted by other students and writing comments. This constitutes our “classroom interaction.” You can do it any time, day or night as long as you get it done within
the two week period before the next topic begins. Outside of these “contact hours,” like any other class, you will spend time on the assigned readings, researching the articles you plan to post, and completing 3 projects.

**Statement regarding academic honesty:**

- Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: [http://ucollege.wustl.edu/faculty/academic_integrity](http://ucollege.wustl.edu/faculty/academic_integrity)

  All students are expected to abide by the citation and attribution techniques explained here: [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

**Academic Support**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit [http://cornerstone.wustl.edu/](http://cornerstone.wustl.edu/) for more information.

- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit [http://writingcenter.wustl.edu/](http://writingcenter.wustl.edu/) for more information.

- **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit [http://computing.artsci.wustl.edu/labs](http://computing.artsci.wustl.edu/labs) for more information.

- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit [http://library.wustl.edu/](http://library.wustl.edu/) for more information.

**Student Accommodations**

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists
students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit Blackboard’s accessibility statement at: http://www.blackboard.com/platforms/learn/resources/accessibility.aspx

**Guidelines for weekly discussion comments**

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Be sure to take your time and write meaningful weekly discussion comments. Your ideas and content are important, and issues such as grammar, spelling, vocabulary, and sentence structure count as well.
4. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with me and your classmates.

**Course Activities**

**All work is due Sundays at midnight.**

This course is offered in an on-line format. Students will participate in the course by logging on to the class Blackboard page. Every two weeks, students will be expected to complete the following:

1. **Read assigned texts and articles on topic.** Instructor will post lectures every 2 weeks related to the topic and the readings.

2. **Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor and reading classmates’ responses or on the articles posted (see #4 below).** I expect at least 4 thoughtful discussion comments from each student during each 2 week period. **the first two discussion comments are due the first Sunday night of each 2 week period.** While 4 comments are the bare minimum for each 2 week period, I would truly hope for more than that from all of you.

3. Twice during the course each student will post an article.
Find a newspaper, magazine or journal article that discusses some aspect of accounting or financial management in a nonprofit organization. Post the article in the Discussion Board Article Folder and comment about this article. Your comments should include:

- Why you selected the article
- What you learned from the article
- Does it relate to anything in our readings thus far
- Criticisms or comments about the article,
- Questions you have after reading the article

Due dates for the articles are:

October 2, 2016 Article 1
October 16, 2016 Article 2

4. Budget Project: Students will prepare a sample written Budget. Project guidelines will be provided on Blackboard.

Due Date: October 30th, 2016

5. Form 990 Project: Student will analyze an IRS Form 990 previously completed by a local nonprofit organization. Project guidelines will be provided on Blackboard.

Due Date: November 13th, 2016

6. Final Project: A financial analysis of 2 local nonprofit organizations. Students will use all information available to complete a thorough analysis of 2 local nonprofit organizations. Project guidelines will be provided on Blackboard.

Due Date: December 4th, 2016

*** For the Form 990 Project and the Final Project you are to select local nonprofit organizations from the following list to use in your projects. To “work smarter not harder” I would strongly suggest that the NPO you use on your Form 990 project is one of the NPO’s you select for analysis in your Final Project.

List of Nonprofit Organizations for Projects
Beyond Housing
Course Grading
Weightings toward final course grade are:

- Thoughtful online discussion (6 topics @ 5% each) 30%
- Posting and discussion of articles (2 @ 10% each) 20%
- Budget Project 10%
- Form 990 Project 15%
- Final Project: A financial analysis of 2 local nonprofit organizations. 25%

Grades will be given on this scale:
- A: superior work with excellent analysis
- B: good work that meets the requirements of the assignment
- C: good work but does not meet all requirements of the assignment
- D: passing but marginal work

Assigned Readings and Assignments
Introductory Week (August 29 to September 4)

Readings:
- Intro Lecture found in Course Documents
- Make a paper copy of your Syllabus. Carefully read it and highlight items and dates that you think are important.

Assignments:
- Introduce yourself in writing on the Discussion Board in the folder marked Introductions.
• Email Dr. Foy (betsy.foy@wustl.edu) if you would like to have a personal introductory phone call this week.

• Written Assignment 1. Write a brief description of any previous experience and/or education you have had related to Accounting or Financial Management. Conclude with what you hope to learn in this class. Submit in the Introductory Week Section of Blackboard (Tab on the Far Left).

**Topic 1  Basic Accounting  (September 5-September 18)**

We will be learning about and practicing how to complete Balance Sheets, Income Statements and Cash Flow Statements.

**Reading**

- Lecture 1 found in Course Documents
- Textbook **The Accounting Game.** Read the entire book, it is 132 pages.

**Assignments**

- Complete all of the charts and forms in your text book. This book is much like a workbook and you need to do the work sequentially for it to make sense. It will probably take you a few forms before you feel comfortable completing them unless you have prior accounting experience. All the answers are in the back of the text book so be sure and check your work as you go.
- Weekly Discussion Comments
- Include in one of your discussion comments your experiences and thoughts after reading the text and completing the charts and forms in the text book.

**Topic 2  Nonprofit Accounting and Bookkeeping / Quick Tips on Keeping Your Nonprofit Books and Keeping your Nonprofit Viable  (September 19-October 2)**

We will learn how to use the textbook, the difference between bookkeeping and accounting, accounting methods, the language of business, GAAP and GAAS, balanced books, financial statements, grant money, and keeping good records. Common sense tips on keeping your books and keeping your nonprofit viable are also covered in this topic.

**Reading:**

- Lecture 2
- Textbook **Nonprofit Bookkeeping and Accounting**
  - Pages 313-326 (13 Pages) Common Sense Tips
  - Pages 1-71 (71 Pages) Accounting and Bookkeeping Nonprofit Style
Assignments:
- Weekly Discussion Comments
- Article 1
  Find a newspaper, magazine or journal article that discusses some aspect of accounting or financial management in a nonprofit organization. Post the article on the Discussion Board (in the Article 1 Folder) and comment about this article.

**Topic 3  Balancing Your Nonprofit Books  (October 3- October 16)**
We will learn about the chart of accounts, the accounting process, journal entries, general ledger, trial balance, creating an operating budget, reviewing budget performance and staying in compliance. The compliance section discusses registering with state and local authorities, IRS statutes, FASB, GAAP, Sarbanes-Oxley, conflicts of interest, and unrelated business income.

Reading:
- Lecture 3
- Textbook *Nonprofit Bookkeeping and Accounting*

  Pages 73-101 (28 Pages)  Chart of Accounts / Transactions and Journal Entries
  Pages 121-150 (29 Pages)  Creating an Operating Budget/ Nonprofit Compliance

Assignments:
- Weekly Discussion Comments
- Article 2
  Find a newspaper, magazine or journal article that discusses accounting or financial management in a nonprofit organization. Post the article on the Discussion Board (in the Article 2 folder) and comment about this article (i.e. why you selected the article, what you learned from the article, questions you have after reading the article).

**Topic 4  Accounting for Nonprofit Situations  (October 17-October 30)**

We will learn about federal grant money, accounting for payroll and payroll taxes, and IRS tax form 990.

Reading
- Lecture 4
- Textbook *Nonprofit Bookkeeping and Accounting*
Assignments:
- Weekly Discussion Comments
- Budget Project

**Topic 5  Wrapping Up the Books  (October 31-November 13)**

We learn about analyzing the statement of activities, statement of financial position, cash flow statement, statement of functional expense, ratios, closing the books, and preparing for an accounting audit.

Reading:
- Lecture 5
- Textbook *Nonprofit Bookkeeping and Accounting*
  
  Pages 241-311 (70 Pages)

Assignments:
- Form 990 Project Due
- Weekly Discussion Comments

**Topic 6  Bringing It All Together  (November 14-December 4)**

We learn about organizations that rate nonprofits, how financial management and nonprofit mission are linked, and read articles that will help with the final project.

Reading
- Lecture 6
- Assigned Articles

Assignments
- Final Project Due
- Weekly Discussion Comments
- **Final Projects are due on SUNDAY  DECEMBER 4th at  Midnight.**
**Assignment Due Date Checklist**

Check off each assignment as you turn it in.
If you will be late on an assignment you must get prior approval from the instructor.

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