I. COURSE DOMAIN AND BOUNDARIES

Planning agency expenditures, keeping track of money, and financial reporting are the foci of this course. Major topics include: (1) the budgeting process, (2) accounting methods and procedures, (3) financial reporting procedures, (4) audits, and (5) financial evaluation. Values and ethics in financial management in not-for-profit organizations are emphasized throughout the course. The course begins at an introductory level; no previous background in budgeting, accounting, reporting, or any aspect of financial management is assumed.

II. OBJECTIVES

1. To develop basic knowledge and competence in budgeting and fiscal management in not-for-profit organizations. Specifically, to develop basic skills in (1) financial planning and evaluation, (2) budgeting, (3) accounting, (4) financial reporting, and (5) managing audits. ("Basic knowledge and skills" is defined as a beginning professional level of understanding and capability.)

2. To learn basic legal obligations, generally accepted accounting and reporting principles, and ethical considerations in financial management in not-for-profit organizations.

3. To understand ethical issues related to financial management in not-for-profit organizations.
III. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.
Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umph Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

VI. TEXT/REQUIRED READING


Readings are also available from the following books and articles in the Social Work Library:


VIII. ROLE OF FACULTY AND STUDENTS

It is very important to keep up with the work in the course as it goes along. Class attendance is expected. Any student having difficulty with the course or any part of the subject matter is expected to see the instructor promptly.

If for any reason a participant is having difficulty with the course work, please feel free to give me a call. I will be glad to provide coaching over the phone, or to meet before or after class to provide additional assistance to you to facilitate your understanding of the material.

Please do not wait until it is too late in the course to request assistance since thorough understanding of the material presented early in the course is essential for comprehending the material presented later in the course.
VI. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive Problem</td>
<td>C7, C9</td>
<td>Knowledge/Skills</td>
</tr>
<tr>
<td>Agency Paper</td>
<td>C4, C6, C7, C8, C9</td>
<td>Knowledge/Skills</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>C7, C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C7, C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

**Course Activities**

<table>
<thead>
<tr>
<th></th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Styles Inventory</td>
<td>C2</td>
<td>Knowledge/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Introductory Discussion on Ethics of Financial Management</td>
<td>C1, C6</td>
<td>Values/Knowledge</td>
</tr>
<tr>
<td>Harvard Business Case Study: Evaluate the Industries</td>
<td>C7, C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

X. ASSIGNMENTS AND GRADING CRITERIA

The student's course grade is based upon the completion of a mid-term (40%), a comprehensive problem (10%), paper, class presentations and participation (10%) and a final exam (40%). An incomplete may be given in rare situations. If given, it will be time limited. The work must be completed within the time limit or the letter grade of "F" will be recorded.
XI. COURSE OUTLINE

Class 1: -- Basic Accounting Principles
- Define accounting and related terms.
- Explain who uses accounting information and who cares about accounting.
- Define and describe the elements of accounting.
- State the accounting equation.
- Define a business transaction.
- Record business transactions in equation form.
- Identify four types of transactions that affect owner's equity.
- Prepare three basic financial statements.

Reading: Farris, Chapter 1 The Nuts and Bolts of Nonprofit Bookkeeping and Accounting
Chapter 2 Starting with Basic Bookkeeping and Accounting
Chapter 9 Staying in Nonprofit Compliance
McLaughlin, Chapter 3 Accounting as a Second Language - a Nine-Point Program

Assignment: Complete the learning style inventory assessment to identify the student’s learning style. Show the effects of transactions on the accounting equation. Make an Income Statement.

Class 2: -- Balance Sheets and Income Statements
- Identify how people learn in different ways.
- Explain the double-entry accounting framework.
- Describe the standard form of account.
- Describe the T account.
- Explain the rules of debit and credit as applied to asset, liability, and owner’s equity accounts.
- Record business transactions in T accounts and prepare a trial balance.

Reading: Farris, Chapters 3 Introducing Financial Statements
McLaughlin, Chapter 5 Balance Sheets: How They Get That Way

Assignment: Prepare a Balance sheet. Record transactions in T-accounts and prepare a trial balance.

Class 3: -- The Basic Accounting Process
- Describe the standard form of a two-column journal.
- Record business transactions in a two-column journal.
- Prepare a chart of accounts.
- Post from a two-column journal to ledger accounts.
- Prepare a trial balance from a ledger after posting.
- Describe the four-column ledger account form.

Reading: Farris, Chapter 5 Setting up the Chart of Accounts for Nonprofits
Chapter 6 Recording Transaction and Journal Entries

Assignment: Journalize accounting entries, post them to the ledger and prepare financial statements.
Class 4: -- Journal Entries and Posting to the Ledger

- Define and use accounting terms: account, ledger, debit and credit.
- Apply the rules of debit and credit.
- Record transactions in the journal.
- Post from the journal to the ledger.
- Prepare and use a trial balance.
- Set up a chart of accounts for a nonprofit business.
- Analyze transactions without a journal.

Reading: *Farris*, Chapter 15 Analyzing the Statement of Activities

Assignment: Prepare adjusting journal entries for expenses, for accrued expenses and for unearned and accrued revenues.

Class 5: -- Adjusting Entries

- Explain the need for adjusting entries.
- Make adjusting entries for supplies used, expired insurance, depreciation, and unpaid wages.
- Complete a work sheet for a service business.
- Prepare financial statements from a work sheet.
- Journalize adjusting entries.

Reading: *McLaughlin*, Chapter 1 Structure of Nonprofit Organizations

Assignment: Complete a 10-column accounting worksheet.

Class 6: -- Closing Entries

- Explain the purpose of the closing process.
- Journalize and post closing entries.
- Prepare a post-closing trial balance.

Reading: *Farris*, Chapter 19 Closing the Nonprofit Books

Assignment: Prepare closing journal entries.

Class 7: -- Assessing Financial Conditions, Financial Analysis

- Measure an organization’s cash flow using information contained in an organization’s reported financial statements.
- Calculate a comprehensive set of financial ratios.
- Use financial ratios to evaluate the financial health of an organization.
- Explain the limitations of ratio analysis.

Reading: *Farris*, Chapter 14 Doing the Accounting for Tax Form 990

Chapter 16 Reporting Financial Condition on a Statement of Financial Position


Harvard Business Case Study: Evaluate the Industries

Assignment: Conduct financial ratio analysis on financial statements.

Class 8: -- MID TERM EXAM 3/19/2018
Class 9: -- Nonprofit Accounting
- Define different types of nonprofit organizations.
- Discuss the structure of nonprofit organizations.
- Describe how a nonprofit organization can lose tax-exempt status.
- Define profit and its uses.

Reading: *McLaughlin*, Chapter 18 Profit: Why and How Much?
Assignment: Write a 7-8 page analysis paper on your practicum agency evaluating their financial statements using ratio analysis and two years of Form 990.

Class 10: -- Nonprofit Budgeting: The Master Budget
- Define budgeting and explain the difference between planning and control.
- Enumerate the principle advantages of budgeting.
- Diagram and explain the master budget interrelationships.
- Prepare a cash budget.
- Prepare a schedule of budgeted cash collections.
- Prepare a schedule of budgeted cash distributions.

Reading: *Farris*, Chapter 8 Balancing Cash Flow: Creating an Operating Budget
*McLaughlin*, Chapter 13 Budgeting: Taming the Budget Beast
Assignment: Prepare a cash budget, a schedule of expected cash collections and a schedule of expected cash payments.

Class 11: -- Nonprofit Fund Accounting
- Define nonprofit fund accounting.
- Distinguish between unrestricted, temporarily restricted and permanently restricted funds.
- Distinguish between a temporarily restricted fund restricted by time, program and future plant and acquisition.
- Record journal entries to record purchase of plant and equipment.
- Journalize one year’s depreciation on plant and equipment.

Reading: *McLaughlin*, Chapter 8 Nonprofit Accounting: Acknowledging the Strings Attached
Assignment: Prepare nonprofit journal entries for unrestricted, temporarily restricted and permanently restricted funds.

Class 12: -- Nonprofit Investment Accounting
- Describe what is meant by the time value of money.
- Make the journal entry for the present value of an annuity pledge.
- Make the adjusting journal entry to adjust the present value of an annuity pledge.
- Determine the fair market value of an investment.
- Create the adjusting journal entry for a gain or a loss of an investment.
- Journalize the sale of an investment.
- Journalize interest income from an investment.
Reading: *McLaughlin*, Chapter 12 Capital: Not a Four-Letter Word
   Chapter 19 To Raise More Money, Think Cows
Assignment: Prepare nonprofit journal entries for capital assets and for annuity pledges.

Class 13: -- Variances, Values and Ethics in Nonprofit Accounting
   - Analyze completed budgets as to their effectiveness.
   - Determine underapplied or overapplied variances.
   - Discuss how incorrect accounting methods can lead to theft and graft.
   - Enumerate ways in which programs would be hurt by poor accounting methods.
   - Describe how to monitor the accounting system.

Reading: *McLaughlin*, Chapter 2 Mission: Managing Your Two Bottom Lines
   Chapter 22 Internal Controls for External Goals
   Chapter 24 Management Controls: Toward Accountability for Performance

Assignment: Prepare nonprofit journal entries for unrestricted, temporarily restricted and permanently restricted investments.

Class 14: -- Nonprofit Auditing: Choosing and Using an Auditor
   - Describe the role of the auditor.
   - Explain the significance of proper management controls.
   - Describe how learning fundamental budgeting and accounting principles fosters a commitment to the profession.
   - Discuss the overall nonprofit accounting system and how it is maintained-A-133 audit.

Reading: *Farris*, Chapter 20 Preparing for an Accounting Audit
   *McLaughlin*, Chapter 10 Auditing: Choosing and Using an Auditor
Assignment: Prepare for Final Exam.

Class 15: -- FINAL EXAM 5/7/2018