


Curriculum Course Request New Course ACTY 4150 - B-2020-ACTY-24; effective term: 202140

Date of request: 10-OCT-2020

Request ID: B-2020-ACTY-24

 College: B

Department: ACTY

Initiator name: Dawn Mason

Initiator email: dawn.l.mason@wmich.edu

Proposed effective term: 202140

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course ACTY 4150

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
ACTY 4150

2. Proposed credit hours:
1

3. Proposed course title:
Governmental Accounting

4. Proposed course prerequisites:

ACTY 2110

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

Minimum grade of C

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

Accountancy major (ACTJ)

Accountancy minor (ACTN)

Masters of Accountancy (ACTM)

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.

Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Governmental Accounting

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:
Lecture/Lab/Discussion

20. How many contact hours per week for this course?
1

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.
This course will add an option for students to fulfil their governmental accounting requirement in order to take the CPA exam. It will also add an option for accounting majors to learn about governmental accounting in a one-credit, rather than a three-credit course.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
This course will give students more flexibility by adding the option of a one-credit governmental accounting class. Accounting majors wishing to pursue their CPA in the state of Michigan have governmental accounting as one of their requirements.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

- Determine which public-sector organizations fall under the accounting and financial reporting jurisdiction of the Governmental Accounting Standards Board (GASB) and which organizations fall under the jurisdiction of the Financial Accounting Standards Board (FASB).
- Identify the accounting and financial reporting requirements established by the GASB for state and local governmental units and governmental related organizations.
- Become familiar with the FASB reporting requirements applicable to nongovernmental not-for-profit organizations.
- Demonstrate the differences between the various fund categories and fund types used by state and local governmental units.
- Answer governmental and not-for-profit questions, which appear on the Uniform CPA Exam.
- Identify public-sector environment and the related motivational factors, which influence the behavior of individuals in the public- sector.
- Interpret annual financial report for state and local governmental units, and not-for profit

organizations in order to be able to participate as a concerned citizen, or as a member of a governing board.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course supports the college and departmental goals and objectives by providing students with common business knowledge, experience communicating professionally through email, practice working in teams, opportunities to work with online learning systems, and a discussion of ethics as they relate to the business organization.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

Not applicable

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This class will improve the program by providing students with an option to learn governmental accounting in a one-credit course. This also provides students with more flexibility in selecting their electives, while still meeting the governmental accounting educational requirement to sit for the CPA exam.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This course offering will make it easier for students to meet graduation and CPA exam requirements because it is an additional elective.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Governmental and not-for-profit accounting and financial reporting has gained importance. The public sector is a significant portion of our economy, which has led to increased opportunities for accountancy majors to find employment in the governmental and not-for-profit organizations.

This course also meets the governmental accounting educational requirement to sit for the CPA exam.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Not applicable

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable

O. Current catalog copy:

Not applicable

P. Proposed catalog copy:


ACTY 4150 - Governmental Accounting

A comprehensive study of the recording of transactions by governmental units and the financial statements required by generally accepted accounting principles for governmental units. Governmental units are the basic units of study; however, colleges and universities, healthcare entities, and other not-for-profit organizations are given brief coverage to illustrate accounting and financial reporting for all not-for-profit entities.

Prerequisite: ACTY 2110 with a grade of 'C' or better

Restrictions: This course is restricted to the following: Majors, minors, and graduate accountancy students.

Haworth College of Business
Department of Accountancy
ACTY 4150 – GOVERNMENTAL ACCOUNTING (Online)
Syllabus Spring 2020
 CRN 16307

Instructor:	Dr. Sheldon Langsam	Phone/Cell:	(513) 532 – 0732
Office:	3160 Schneider Hall	E-mail:	sheldon.langsam@wmich.edu
Office Hours:	Online by appointment only		
Course Elearning Website	http://gowmu.wmich.edu. Click the green E-Learning icon at the top right hand. 		
Technical Support for Campus/E-Learning	OIT Help Desk Phone: 387 – HELP or helpdesk@wmich.edu		
Technical Support (McGraw Hill Connect)	Phone: 1-800-331-5094 or Online Chat: http://mhhe.com/support		
On Campus Resource:	Dr. Ola Smith	Phone:	(269) 387 – 5209
Office:	3190 Schneider Hall	E-Mail:	ola.smith@wmich.edu

Course Description A comprehensive study of the recording of transactions by governmental units and the financial statements required by generally accepted accounting principles for governmental units. Governmental units are the basic unit of study; however, colleges and universities, healthcare entities, and other not-for-profit organizations are given brief coverage to illustrate accounting and financial reporting for all not-for-profit entities. Prerequisite: ACTY 2110 with a grade of “C” or better. Credits: 1 Hour.

During this 1 credit hour course, will begin with an introduction to the accounting and financial reporting for governmental and not-for-profit entities in Chapter 1. Next the principles of accounting and financial reporting for state and local governments in Chapter 2 will be discussed. In Chapters 3 and 4 some of the various fund types used in governmental accounting and financial reporting will be covered and then we will conclude with studying not-for-profit organizations in Chapter 14.

Required Materials *Text:* Reck, Lowensohn, Neely: *Accounting for Governmental and Non Profit Entities*, 18th Edition: McGraw-Hill Irwin, 2019. The WMU Bookstore new textbook pricing includes the textbook and 12-month access to *Connect Plus*. You can also purchase *Connect Plus* (an eBook plus *Connect*) through the McGraw Hill Connect link on Elearning. *Connect* is required for the course. If needed, a free trial access to the book and *Connect* is available for two weeks.

Computer access is required. This is an online course and you are required to access the text and homework assignments via Elearning and Connect. In the unfortunate event that your home computer is not functioning, it is expected that you will fulfill all class requirements at one of the computer labs on campus. Start assignments *early* enough to allow for any computer issues you may have. As always, be sure to save your work before printing or leaving a computer.

Course Learning Outcomes After completing the course, students should be able to:

- Determine which public-sector organizations fall under the accounting and financial reporting jurisdiction of the Governmental Accounting Standards Board (**GASB**) and which organizations fall under the jurisdiction of the Financial Accounting Standards Board (**FASB**).
- Identify the accounting and financial reporting requirements established by the **GASB** for state and local governmental units and governmental related organizations.
- To become familiar with the **FASB** reporting requirements applicable to nongovernmental not-for-profit organizations.
- Demonstrate the differences between the various fund categories and fund types used by state and local governmental units.
- Answer governmental and not-for-profit questions, which appear on the Uniform CPA Exam.
- Identify public-sector environment and the related motivational factors, which influence the behavior of individuals in the public- sector.
- Interpret annual financial report for state and local governmental units, and not-for profit organizations in order to be able to participate as a concerned citizen, or as a member of a governing board.

Importance of Course	<p>Governmental and not-for-profit accounting and financial reporting has gained importance for the following reasons:</p> <ul style="list-style-type: none"> ▪ The recognition that the public sector is a significant portion of our economy over 36 percent of the gross national product (GNP). ▪ The growth of the public sector has led to an increase in employment opportunities in governmental and not-for-profit organizations. ▪ The Uniform Certified Public Accounting (CPA) Examination includes coverage of governmental and not-for-profit accounting and financial reporting. ▪ The Governmental Accounting Standards Board (GASB) was created in 1984 to establish accounting standards for state and local governmental units. Ninety-one (91) Statements of Governmental Accounting Standards have been issued as of May 2019. ▪ The Financial Accounting Standards Board (FASB) has issued several standards specifically, applicable to Not-for-Profit Organizations (now incorporated into the FASB Codification ASC 958). ▪ The Federal Single Audit Act requires that state and local governments or not-for-profit organizations that expend \$750,000 or more in a year of federal awards must have a single audit (OMB Circular A-133 – Audits of States, Local Governments, and Non-Profit Organizations). Auditors perform the single audit in accordance with generally accepted government auditing standards (GAGAS).
BBA Learning Outcomes	<p>This course supports the following BBA goals and objectives by providing students with common business knowledge, experience communicating professionally through email, practice working in teams, opportunities to work with online learning systems, and a discussion of ethics as they relate to the business organization.</p> <ul style="list-style-type: none"> ➤ Students will be effective communicators ➤ Students will have effective team skills ➤ Students will acquire global business understanding ➤ Students will understand information technology systems ➤ Students will understand ethical business practices ➤ Students will be critical thinkers ➤ Students will have common business knowledge
Course Communications	<p>You should check Elearning frequently for announcements to review the class schedule and utilize provided resources that include a weekly checklist and PowerPoint slides. Schedule changes will be communicated via the News link on Elearning. Email me when you have an issue or question. Additionally, since this is an online course and I am out of the state this semester, I included my cell phone number at the top of the syllabus.</p>
Homework	<p>Accounting is a very practical discipline where much of the learning process occurs when concepts are applied to examples. Homework is an important part of this learning process. Preliminary homework assignment due dates are provided on the last page. Check Elearning for HW revisions. <u>Homework assignments must be completed using McGraw Hill's Connect</u>, a web based homework management system or the Elearning drop box. Details for assignments can be found on Elearning in the Content link for each week of class. Due dates are provided on the homework schedule on the final page of this syllabus.</p> <p>Connect assignments receive <u>automatic final grading at midnight on the due date shown</u> on your tentative course schedule. No late HW assignments will be accepted. You will still be able to continue working to correct any errors you've made up until the due date and time. You may <u>use the Check My Work function on most assignments; however, the number of times you can check your work may be limited</u>. When you begin an assignment, there will be a pop up notice that identifies how many times you can check your answers in the event this option is limited. Correct answers are highlighted in green while incorrect answers are highlighted in red. NOTE: <i>When posting answers be sure to follow rounding instructions exactly</i> – especially for number of decimals and expression of percentages. An answer with two decimals that is to be stated as a percent should be stated as xx.xx%. If that doesn't work, try shorter (fewer decimals) in your rounding. When completing assignments, be sure to <u>use the Save and Exit</u> option when you stop working, until you have completed the entire assignment correctly, or the due date passes.</p> <p>It will be very helpful to <u>print the homework problems and work them on paper before entering the answers in Connect so you can avoid having to scroll up and down the page to locate data for the problems</u>. Be aware that most access issues are not under the control of the instructor. For <u>technical assistance</u> with Connect -- please visit the technical support website at: <u>http://mhhe.com/support or call 1-800-331-5094. Be sure to ask for a case number before you hang up.</u></p>

Additional homework assignments are posted in drop boxes in the Content link under each weekly folder and in the Assessment link. These assignments are questions from the end of each chapter and cover basic concepts and definitions. Details regarding which questions you need to answer and due dates can be found in the individual drop box assignments.

Registering for Connect

The Connect online site will be used to grade your homework assignments and help you succeed in this course. It is a **REQUIRED** component of this course. There is an eBook included at this site in the Library tab. Since we are only using five chapters from the book, access will be digital via Connect. **You can access the book and the Connect homework program using the TWO WEEK FREE TRIAL (courtesy access) to get started in the course.** A video to walk you through registering for Connect on our class site can found in the Content link under Course Resources.

Exam

There will be one final exam at the end of the term. Exams are designed to measure your ability to apply concepts and analyze situations related to the material studied. The final exam will include conceptual questions and calculation problems, similar to those done for homework. The format for the final will be communicated at a later date.

Make-Ups Late Assignments

Late homework assignments will not be accepted. Please be sure that you stay on track this semester. If you have any issues or concerns regarding homework, please contact me as soon as possible.

Accommodations for Persons with Disabilities

Requests should be in writing and include the nature of the request and the date(s) affected. To ensure smooth and confidential accommodations, students with a documented disability who need to arrange reasonable accommodations must contact the appropriate Disability Services office at (269) 387-2116 and the instructor at the beginning of the semester. Supporting documentation should be attached to the written request.

Grading

Grades will be recorded in the Elearning grade book *as you complete assignments on Connect*. You can reconcile your grade on Connect with the Elearning grade book. It is your responsibility to track your progress in the class, keep copies of all graded assignments, check the grade book regularly, and address discrepancies in a timely manner. **If a student finds a discrepancy, it must be brought to the attention of the instructor within two weeks of posting.**

Attendance

Online courses require you to be self-motivated and to stay on task throughout the term. Do not fall behind and try to catch up at the last minute. Start your assignments early and give yourself plenty of time to complete them.

Grade Determination

Description	Points
Comprehensive Final Exam	150
Chapter Drop Box Homework Assignments	25
Chapter Connect Homework Assignments	75
Total	250

(Actual points may vary and total points will be adjusted as necessary)

Grading Scale

100-92%	A	85-80%	B	75-70%	C	65-60%	D
91-86%	BA	79-76%	CB	69-66%	DC	59-0%	E

Extra Credit

In the unlikely event that additional extra credit points are offered, they will be available to all students equally. Please do not ask for individual extra credit points.

Course Withdrawal

The course withdrawal deadline is March 16, 2020. No letter will be written to support your withdrawal from the course after this deadline. Failure to attend class does not constitute a withdrawal from the course.

Incomplete Grades

Incomplete grades will be awarded strictly in accordance with WMU policy. An incomplete is given only when circumstances beyond the control of the student prevent timely completion of course requirements. An incomplete grade may not be given as a means of avoiding a failing grade.

Vacations/Weather	This class will meet any time the University is open. Absences, late work etc., due to vacation plans on days other than official University vacation days will be treated as unexcused. There are two ways to learn if classes have been cancelled due to weather or other unforeseen events: (1) Call 387-1001. If you hear a recording stating, <i>~There are no messages waiting~</i> the University is open and there are no plans to close as of the time of your call; (2) Log on to https://gowmu.wmich.edu . Closing announcements will be posted immediately on the home page under the links to WMU news.
Academic Integrity	You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog (pp. 84-90) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
Cheating versus Collaborative Learning	You are encouraged to study with other students outside of class. Cooperative study can be an aid to learning. With the exception of online quizzes, you may share ideas, work on homework and projects together, solicit help, meet with tutors and others. Business students are preparing to accept professional responsibilities after graduation. A very important part of that professional responsibility is honesty and trustworthiness. In order to develop these traits you should make it a priority to identify and resolve ethical dilemmas. For many students, the decision to cheat in school is their first professional ethical situation.
Class Ethics	All students in this class are expected to: <ul style="list-style-type: none"> ➤ Act with integrity and honesty. ➤ Strive to master the body of knowledge covered in this course. ➤ Abide by the University's policy on academic conduct. ➤ Treat fellow students and professors with respect, courtesy, and fairness. ➤ Treating others with respect and courtesy includes turning all phones and other electronic devices off while in class. ➤ Recognize that your behavior reflects upon not only yourself, but also your student peers, and the Western Michigan University community.
University Religious Observances Policy	<p>The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith.</p> <p>It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with his/her instructors in advance. It is in the student's best interests to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructor's plans and duties.</p>
WMU Harassment Policy	Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct .
Non-Discrimination Policy	Western Michigan University prohibits discrimination or harassment, which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status

Tentative Homework Schedule - ACTY 5980 (Spring 2020)

Be sure to check Elearning weekly for announcements regarding this schedule and possible changes.

Week	Dates	Topic	Chapter	Submit all Assignments via Connect and Elearning Drop Box
1	1/6 – 1/10	Introduction to Accounting and Financial Reporting for Governmental and Not-for-Profit Entities	1	Read CH 1
2	1/13 – 1/17	Introduction to Accounting and Financial Reporting for Governmental and Not-for-Profit Entities	1	CH 1 Connect Assignment <i>Due</i> CH 1 Drop Box Assignment <i>Due</i>
3	1/20 – 1/24	Principles of Accounting and Financial Reporting for State and Local Governments	2	Read CH 2
4	1/27 – 1/31	Principles of Accounting and Financial Reporting for State and Local Governments	2	CH 2 Connect Assignment <i>Due</i> CH 2 Drop Box Assignment <i>Due</i>
5	2/3 – 2/7	Governmental Operating Statement Accounts; Budgetary Accounting	3	Read CH 3
6	2/10 – 2/14	Governmental Operating Statement Accounts; Budgetary Accounting	3	
7	2/17 – 2/21	Governmental Operating Statement Accounts; Budgetary Accounting	3	CH 3 Connect Assignments <i>Due</i> CH 3 Drop Box Assignment <i>Due</i>
8	2/24 – 2/28	Accounting for Governmental Operating Activities – Illustrative Transactions and Financial Statements	4	Read CH 4
9	3/2 – 3/6	Spring Break☺		
10	3/9 – 3/13	Accounting for Governmental Operating Activities – Illustrative Transactions and Financial Statements	4	
11	3/16 – 3/20	Accounting for Governmental Operating Activities – Illustrative Transactions and Financial Statements	4	CH 4 Connect Assignments <i>Due</i> CH 4 Drop Box Assignment <i>Due</i>
12	3/23 – 3/27	Accounting for Not-for Profit Organizations	14	Read CH 14
13	3/30 – 4/3	Accounting for Not-for Profit Organizations	14	
14	4/6 – 4/10	Accounting for Not-for Profit Organizations	14	CH 14 Connect Assignments <i>Due</i> CH 14 Drop Box Assignment <i>Due</i>
15	4/13 – 4/17	Final Exam Review		LearnSmart Ex. Cr. Links Due