**Governmental & Not-for-Profit Group Presentations to Enrich Advanced Accounting**

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**Reason for this Project**

- Little coverage in Advanced Accounting
  - 2 chapters on Governmental
  - 1 chapter on Not-for-Profit (NFP)
- Big Emphasis on FAR section of CPA Exam
  - 8-12% Governmental
  - 8-12% NFP
- Topics need Reinforcement
  - Experiential Learning
  - Teach by presenting

**Information for Instructors**

- Governmental and Not-for-Profit (NFP) topics are taught either at the beginning or end of my Advanced Accounting course.
- I assign students into groups of four attempting to create academic and social diversity. In the professional world, accountants do not always get to work with friends!
- Each group receives a written topic outline with links to appropriate resources, although I welcome suggestions.
- Presentations are supposed to be 7 minutes long. Slides are uploaded to the course Moodle site.
- Grading scale is adapted from AAC&U Presentation Rubric

**Topics for Governmental Presentations**

I use the example of the most recent New York State’s Comprehensive Annual Financial Report (CAFR) to illustrate concepts in the chapter. This serves as a basis for comparison for presentations to other governmental entities. Other instructors may want to use their college’s state.

The first type of presentations dig deeper into the details of the recent state CAFR:

- Define GASB requirements (cite from Governmental Accounting Research System Online™) and show them in the current state CAFR.
- List types of governmental and business-type activities included the most recent state CAFR.
- Explain the reconciliations (example: fund balance-governmental funds to governmental activities in statement of net position).
- Explore the financial statements and list the types of Proprietary Funds (including possible state university enterprise funds).
- Explore the types of financial statements and list the types of Fiduciary funds.
- Describe the budgetary basis financial plan in the Required Supplementary Information, then compare actual and planned results.

The second type of presentations looks at current topics discussed in the business press, including:

- “The Increasing Relevance of GASB 58” (Boyle and Mahoney, The CPA Journal, May 2014)

**Topics for Not-for-Profit Presentations**

I use the example of Manhattan College’s financial statements to illustrate the concepts for not-for-profit (NFP) accounting from the chapter. This serves as a basis for comparison for presentations to other entities. Instructors from public institutions may wish to use a nearby private college in class.

- The first presentation compares the college’s IRS Form 990 to its annual report, focusing on their reconciliation and the information in Schedules D, G, J and K.
- The second presentation analyzes the college’s two most recent financial reports using calculations (see https://nonprofitassistancerefund.org/resources/item/analyzing-financial-information-using-calculator) websites (www.give.org, and a report from the Council for Independent Colleges).
- The third presentation compares the college to a private competitor (Manhattan v. NYU) using calculated ratios and data from the Integrated Postsecondary Education Data System (http://nces.ed.gov/ipeds/datacenter/Data.aspx).
- The fourth presentation compares the financial statements and ratios of a not-for-profit hospital to Manhattan College using ratios and other information (http://www.accessproject.org/downloads/Hospital_Finance.pdf).
- The fifth presentation compares the financial statements and ratios of public charity to Manhattan College using ratios and other information.

The second type of presentations looks at current NFP topics in the press, such as:


**Mapping of AICPA Core Competencies in Student Gov’t/NFP Presentations**

| FUNCTIONAL                                                                 |               |
|                                                                         |               |
| Measurement                                                            | Students learn ratios and analyze the reports of governments &NFP entities. |
| Research                                                               | Students consult current authoritative accounting standards (FASB/GASB codification), current articles from the business press and library reference databases. |
|                                                                         |               |
| PERSONAL                                                                |               |
| Interaction                                                            | I assign students to groups to attain academic diversity and to separate friends. |
| Leadership                                                             | Usually at least one student in each group assumes a leadership role. |
| Communication                                                          | Students practice profession presentation of financial information. |
| Project Management                                                     | Student must coordinate this presentation with other academic and work duties, keeping their group on track. |

**BROAD BUSINESS PERSPECTIVE**

| Industry/Sector Perspective | Students actively gain detailed knowledge about the financial reporting in the NFP sector |
| Legal/Regulatory Perspective | Students actively learn the regulations affecting governmental financial disclosures and reporting. |