

Tab IV—Work Experience

IV- 1

| | | |
|--|-----------------|-------------------|
| Dates of employment (mm/yy) | | |
| From: 10/86 | To: 06/93 | Months on job: 80 |
| Full-time? <input checked="" type="checkbox"/> | | |
| Part-time? <input type="checkbox"/> | # of hrs/wk: 35 | |
| Exact title of position, rank, and salary: | | |
| Administrative Assistant/Bookkeeper | | |
| Name of employer (firm, organization, etc.) and address including Zip Code: | | |
| Calvary Baptist Church, Some Street, Some City ST XXXXX | | |
| Name and title of immediate supervisor: | | |
| Rev. John Doe, Administrator and Assoc. Pastor | | |
| Address of supervisor: | | |
| Phone #: (555) 555-5555 | | |

STOP!

Before completing Parts A through C of this IV-tab form, look at the appropriate chart below to determine the number of potential credits you are eligible to receive for the learning you acquired in this position (if your self-assessment is effective). **For every 3 credits for which you are eligible, you will write a self-assessment of ONE competency.** For example, if you worked 45 months in this position and are eligible for 9 credits, then you will write a self-assessment for three (3) competencies and no more. If you worked more than 99 months and are eligible for 15 credits, include no more than five (5) competencies.

| Undergraduate Credit for each position (IV tab) | |
|--|-------------------------------|
| Months on Job | Max potential credit hours |
| 0 - 9 | 0 |
| 10 - 12 | 1 |
| 13 - 15 | 2 |
| 16 - 18 | 3 |
| 19 - 22 | 4 |
| 23 - 28 | 5 |
| 29 - 33 | 6 |
| 34 - 38 | 7 |
| 39 - 43 | 8 |
| 44 - 50 | 9 |
| 51 - 57 | 10 |
| 58 - 64 | 11 |
| 65 - 71 | 12 |
| 72 - 80 | 13 |
| 81 - 89 | 14 |
| 90 - 99+ | 15 |

| Graduate Credit for each position (IV tab) | |
|---|---------------------------------------|
| Months on job | Max potential credit hours per job |
| 0 - 9 | 0 |
| 10 - 15 | 1 |
| 16 - 20 | 2 |
| 21 - 25 | 3 |
| 26 - 30 | 4 |
| 31 - 35 | 5 |
| 36 - 40 | 6 |
| 41 - 45 | 7 |
| 46 - 50 | 8 |
| 51 - 55 | 9 |
| 56 - 84+ | 10 |

Tab IV—Work Experience

Part A. Job Description:

Identify and give a full description of the responsibilities you had while in this position. Your description should relate to your official job title/rank and description.

Maintained accounts payable and receivable

Prepared bi-weekly payroll for pastors, administrative staff, clerical and custodial staff, preschool workers, kitchen workers

Prepared quarterly payroll tax submissions

Prepared monthly financial reports (budgeted amounts, revenues, and disbursements for each line item)

Reconciled bank statements for all accounts (operational checking, money market, memorials)

Set up accounting ledgers in and maintained the books using NewViews accounting software

Trained employees at other churches on how to set up accounting ledgers in and use the NewViews accounting software

Recorded weekly contributions to members' giving accounts and sent quarterly statements to each member

Ordered and distributed religious education materials for Sunday school and Bible study classes.

Organized and filed choral octavos for the Director of Music (the music library contained hundreds of arrangements)

Sent acknowledgments to persons who made memorial gifts to the church and sent notifications about the gifts to next of kin

Miscellaneous duties: answering phones, writing letters, helping prepare Sunday bulletins and the weekly newsletter

Part B. Competencies and Self-Assessments

Using the chart on the previous page to determine of how many credits your months on the job are worth, complete a competency self-assessment sheets for *each 3-credit competency* you for which you are requesting credit. Do NOT submit more than five (5) competency self-assessment sheets, and do NOT submit more sheets than you are entitled to (e.g., if your number of months on the job is worth only 9 credits, then include no more than three (3) self-assessment sheets, one for each 3-credit competency).

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Competency # 1 , Title: Bookkeeping

What did you learn about this competency? Provide a 750 to 1,000-word self-assessment of your learning, i.e., write an argument to support of your claim about what you learned. Be sure to provide specific examples and reasoning to support your claim about what you learned and how you applied what you learned. Do not just tell us what you *did*; tell us what you *learned* and how you applied it.

Prior to accepting this position, all I knew about bookkeeping was how to balance my checkbook, but I quickly learned how to do the following: maintain a general ledger of revenues and expenditures, post revenues and expenditures to over a hundred specific budget-line items (including payroll and benefits), create and delete budget line-items, reconcile the general ledger with the monthly bank statement, and prepare a monthly financial report. Initially, I learned to complete these tasks using accounting software (provided by the Southern Baptist Convention) that had already been set up on the church's IBM PC. But not long after I was hired, we switched to a third-party program called NewViews, and I was responsible for setting up the books in the new system, which meant I had to learn how the program worked. At first I panicked, because I wasn't sure I understood bookkeeping practices well enough to do the job, but I soon found that figuring out the software also enabled me to better understand bookkeeping and accounting principles.

I was not responsible for developing the annual budget; the Finance Committee did that. When I started working at the church in 1986, the church had an annual budget of about \$900,000, and by the time I left in 1993, it was up to two million. Near the end of each year, the Finance Committee would provide me with the new budgeted amounts for each line item, and I updated those figures in the accounting system. They would ask me to add, delete, or consolidate line items. Our accounting software didn't have the capability to print checks, so I had to type those up manually and enter into the accounting program the check number, amount, and recipient as well as the line item(s) credited or debited. Many checks, especially payroll checks, affected more than one line item (e.g., a debit for wages and salaries paid and credit for taxes deducted, with the latter debited when I filed and paid the quarterly payroll taxes).

I was also not responsible for counting the money collected during Sunday services or Wednesday night suppers; the Counting Committee did that. The committee consisted of seven or eight of the church elders, who gathered over coffee every Monday morning to tabulate the collections and fill out the itemized deposit slips for checks and cash. This usually took most of the morning, and after they were done, they would physically carry the money across the street to the bank and return to me with copies of the itemized deposit slips, which I filed until time to reconcile the checking account at the end of the month. Most church members placed their contributions inside a offering envelope with their name, member number, and the date pre-printed on the front; I used the envelopes update members' stewardship record weekly for their tax returns. If checks appeared in the giving plate without an envelope, the Counting Committee placed each one in its own envelope so I could maintain accurate stewardship records.

I learned to manage accounts payable and payroll effectively and efficiently. As I received billing statements, I coded them with one or more budget lines and gave them to the church Administrator for approval. After receiving approval, I typed up the checks (which had a built-in carbon copy) and placed them with the statements attached in my desk drawer for the Finance Committee to review and sign during their weekly Wednesday night meeting. Two signatures were required. I then mailed the checks and placed the carbons sequentially in binders, which came in handy when reconciling the general ledger with the bank statement at the end of each month; even though we had a computer system, reconciliation was still done manually.

Payroll was more complicated, because the church had two different categories of employees: salaried employees who were paid monthly, and hourly employees who were paid bi-weekly. I had to learn to read and understand the various federal and state regulations for withholding taxes (state and federal income, Social Security, and Medicare as well as the employer matching portion for the latter two). I also learned how and when to submit the quarterly tax payments. I had to make sure the amount withheld matched the amount owed and paid.

Tab IV—Work Experience

Competency # ¹ , Title Bookkeeper

continued.

The monthly financial report I prepared was prepared on the front and back of a legal size page using portrait orientation and a four-column format. The budget-line numbers and names were placed in the far left column, followed by the budgeted amount for each item, then the net disbursements for each item for the month, and the balance for each item in the last column. A negative disbursement for a line item (expressed as a dollar amount within parentheses) meant that we had taken in more for that item than we had spent. The total for each column was placed at the bottom. The report also included the current balances in the Money Market account and the Building Fund. The Money Market account was rarely used during my time at the church (like a rainy-day fund), but the Building Fund was used extensively during the two-year construction of a multimillion-dollar Family Life Center. Money from the Building Fund, which included funds already accrued as well as funds from the construction loans, would be transferred, as needed, by the Finance Committee to the General Fund so I could pay contractors, suppliers, etc.