

## **ACCT 371: Introduction to Accounting Systems**

Fall 2015

**Professor:** Leslie R. Porter

**Office:** Acc 124

**Office Phone:** (818) 861-9296

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### Lecture Class

Tue/Thur.	8:00 am – 9:50 am	Room: Acc 303
	10:00 am – 10:50 am	Room: Acc 303
	12:00 pm – 1:50 pm	Room: Acc 303

### Office Hours

Monday/Wednesday 7:15 am – 10:30 am

Or by appointment before 2:30 pm Monday through Thursday

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### **Course Description**

The primary focus of this course is on the evaluation of the design and operating effectiveness of an organizations system of internal controls. Thus, the first objective is to give you the skills be able understand, describe, and analyze the business processes that exist in virtually every organization. These skills will be important throughout your career, but are especially useful during your first few years as an auditor, analyst or consultant. Being able to understand, describe, and analyze the systems that collect, store, manipulate, disseminate, and present information is the first step in identifying where the internal controls exist and what needs to be done to improve them.

In most organizations today, internal controls are implemented through the use of information technology. Therefore, the second objective is to build your understanding of information technology; its management, its direction of evolution, and the role it plays inside an organization. The main thrust here is to build your understanding of data; how it is stored in automated systems, and how it needs to be structured to support data analytics. Given this understanding of how data needs to be structured the course will focus on the use of data analytics; its role in detecting fraud or weak internal controls as well as learning how to use the tools and techniques commonly used for data analysis.

To understand how the accounting process functions we will keep a set of accounting books both manually (SUA) and on the computer (Dynamics). To document how the business process function you will use Microsoft Visio. To better understand data and how it is structured and stored we will use ACL and Access. To understand data analytics we will use ACL, Access, and Excel. This course will be very hands on with the use of applications that are widely used today in auditing and advisory services.

### **Learning Objectives**

The objectives for this course are to develop your ability to contribute to accounting and audit workplace. This course has the following learning objectives:

- You will be able to describe an organization’s accounting and business processes that enable the sale and purchase of goods and services using standard documenting techniques.
- You will be able to analyze these accounting and business processes for reliability, completeness, and efficiency related to risk and internal controls through the use of problems and cases.
- You will be able to analyze the risk in these accounting and business processes and be able to describe a set of internal controls to mitigate those risks through the use of problems and cases.
- You will be able to assess ethical implication of purposefully “going around” an organization’s internal controls and compare alternative behaviors when faced with that kind of ethical dilemma by analyzing a case.

- You will demonstrate how to structure data so it can be analyzed to identify internal control failures and fraud through the use of problems and cases.
- You will be able to demonstrate how to analyze data to identify internal control failures and fraud using ACL and Excel.
- You will demonstrate the ability to work cooperatively and productively in groups of two and four to complete a number of team assignments.

### **Required Materials**

- Richardson, Chang, and Smith, *Accounting Information Systems*, McGraw Hill (RC&S) can be purchased at the bookstore which will give you access to the e-book or just as an e-book at <http://connect.mheducation.com/class/l-porter-smartstart-course>
- Arens and Ward, *Systems Understanding Aid*, 8th Edition Armond Dalton Publishers, Inc. (SUA) (Note: Only one copy per team is needed)

**Prerequisites:** BUAD 250B or 281 or 285b or 286b or 305

**Course Notes:** <https://blackboard.usc.edu>

### **Grading Policy**

The overall grade in this class will be determined by your performance on three quizzes, three individual assignments, 11 small group assignments, a large group project, class participation, and a final exam weighted as follows:

20%	Quizzes (3)
10%	Individual assignments (3)
25%	Small group assignments (11)
5%	Large group Project
5%	Class participation
35%	Final exam

After total points are determined for the semester, letter grades will be assigned according to the Leventhal School of Accounting grading policies. Final grades represent how you performed in the class relative to the other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a (B+). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

After each quiz is returned, there is a one-week cooling off period after which you may challenge your grade. For assignments, you have one week after the assignment is returned to challenge the grade (there is no cooling off period). See “Evaluation of Your Work” in the attached Marshall Guidelines. After the challenge period the grades on the assignments become final. Participation grade is final once given.

### **Exams**

There will be three quizzes and a final exam that will be cumulative. No makeup quizzes will be given. Each quiz and the final exam must be taken when scheduled. A missed quiz will be given a grade of zero. For the quizzes and final exams, you will be responsible for the readings, lectures, and class discussions.

### **Assignments**

There will be individual assignments, small group assignments, and large group assignments. The small group assignments must be done in teams consisting of two members. You may select your own partner but those who do not have a partner by the third class will be assigned one. These are not necessarily permanent partnerships. If, after the first assignment, you find that you cannot work with the partner you have you may find a new partner but that is up to you. The professor must be informed of all partnership changes in writing. This document should be signed-off by all affected group members. The large group assignments must be done in teams of four. This is usually done by joining two small groups to form on large group.

The points for each group assignment may be allocated to each partner based on the assessment of each partner's contribution. **The first page of each group assignment must be the honor code certification cover page that identifies the assignment worked on and the partners' names plus an assessment of the individuals' contribution to the project with signatures as shown below. Group assignments without this completely signed cover page may lose 10% of the points. (See form below).**

Section: \_\_\_\_\_

Team #: \_\_\_\_\_

**We, the undersigned, assert that all the work being turned in is solely the work of team members signed below.**

<u>Member Name</u>	<u>Signature</u>	<u>Contribution</u>
Member 1's Name	_____	% Contribution
Member 2's Name	_____	% Contribution
		100%

**Note:**

1. Unless otherwise indicated, all assignments are due at the beginning of class. Assignments that are handed in more than 15 minutes late but before 4:00 PM of the day due will lose 25% of the grade assigned. Assignments handed in after 4:00 PM of the day due but before 9:00 am of the following day will lose 50%. After that assignments will not be accepted.
2. Assignments will be graded on content, organization and neatness. With the exception of the Journal Entries in the Systems Understanding Aid assignments or express instructions to the contrary, anything turned in must be typed. **Neither hand written assignments nor hand written corrections to typed assignments will be accepted.**
3. Each assignment page must have identification identifying the student(s), class and the assignment.
4. Assignments that have been marked but remain unclaimed will be discarded after four weeks.
5. **All work turned in for a grade must be solely the work of the individual or group turning it in. Collaboration or sharing with others will be considered a violation of the LSOA Student Honor Code. If you are in doubt, please contact the professor.**
6. I strive to have my handouts and review problems as correct as possible. To this end I offer a \$1.00 reward for any basic error. This does not include simple typos but errors that result in confusing and inaccurate solutions.

Class Participation

The score for class participation has three components. First is participation in the class discussion which is extremely important. Participation is not simply a matter of attending or making your presence known. It's a matter helping move the discussion forward and helping others to understand the issues being discussed. I will assign participation grades based on my assessment of your classroom contributions, rather than your 'air time'. If a student is called upon in class and is not adequately prepared they will have to meet with the instructor to explain why they should not receive a zero for participation.

Second is class attendance. Obviously you cannot participate in class discussions if you are not present. If you miss three classes you may lose 20% of the participation grade, four classes 60%, and five or more classes 100%. A weighted sum of your pop quiz scores will also impact your participation grade. I will be using pop quizzes and other means to verify class participation. If you are going to miss class, please send me a note confirming your absence before class. Otherwise, if you are signed in but miss participation verification you **will** get zero for class participation period! Also, if you must leave the class early please provide a note in advance indicating the time at which you will be leaving.

Third is demonstrating that you have a basic mastery of the fundamentals of excel. You will have an opportunity to demonstrate this in a lab in early fall. In the lab you will be given a problem to solve using excel. You will be expected to be able to create a spreadsheet to solve the problem given. In this solution you will need to be able to enter data, manipulate that date with formulas and functions, and format the results. A sample problem is given after the schedule of classes below.

As educators, we generally agree with the idea that there is no such thing as a stupid question. However, after some ad hoc "research" we have discovered there are at least six questions, and their obvious derivatives, you should never ask your instructor:

- Are we covering anything important on (pick a day)?
- Is it okay if I/we hand the assignment in late?
- Is this (good) enough for full credit?
- Can I/we re-submit for more points?
- Are you busy?
- Will this be on the exam?

Our experience has been that most students understand the implications of these questions and do not ask them, or at least are subtle in the way they ask them. We believe those few students who ask these questions do so innocently, perhaps not realizing what they are saying from a professional standpoint. For example, the question "will I miss anything important" while seemingly legitimate, may be taken to mean that you feel the university is wasting your time and / or that the class is not a priority. In asking if a particular project is "good enough" a student may be revealing doubts about its quality or that no effort will be put into exceeding minimum standards. Obviously, these implications extend beyond the university setting. For long-term career success, everyone here needs to consider the professional attitude they display in the workplace at all times. In any event, please take these observations in the spirit they are intended.



### Real Student Quotes

Just wanted to send you a quick note and let you know I am now a VLOOKUP expert! I've got IF, ISTEEXT/ISNUMBER and COUNT/COUNTA/COUNTIF statements running all over the place (All used for VLOOKUP purposes).

Anyway, I wanted to thank you again for being patient and helping us learn how to do it. 07/06/11

Hope all has been well. I was in your class about 5 years ago and just wanted to say thank you for emphasizing the use of ACL. It not only accelerated my career at Deloitte but it also served as a foundation for using SQL and SAS! 04/09/12

. . . thank you for teaching me some incredibly useful skills in 371b. In the first four weeks of my internship, I have worked heavily with databases and SQL and even created a menu-based form in Access. This internship feels like an extension of 371b, and I feel like I would have been completely lost without spending the time at school learning these skills. 06/20/12

.I'm currently sitting in Audit training for my internship at Deloitte this summer and we are spending the entire day covering things I already learned in your class. The entire USC crew is chuckling as the audit seniors are telling us about Business Process Diagrams and students from other schools are hearing it for the first time. Thanks for giving us a leg up. 07/01/13

I was just thinking about you because guess what I am using right now as I am in my third day of client work in my internship? Vlookup! Hahaha. It's pretty amazing and been really helpful that I know it.

And when asked during training if any of us know how to use ACL, only us USC students raised our hands. So thank you for teaching us so many applicable skills and useful tools for our internships and careers. :) 07/10/13

I just started as an audit associate at KPMG .... I attended training this past week and was pleasantly surprised by how well prepared I am for the job, and a lot of that is due to things I learned in your class. The firm is moving towards utilizing flow charts more, and a lot of people in my start class did not have exposure to this at their universities. Additionally, the firm uses a software very similar to ACL, and I was one of the only people in my training room that had experience with something like this. 10/13/13

I wanted to thank you for exposing me to some very important lessons in my time at USC. I use SQL every day, and picking up on more advanced concepts was not difficult given the solid base you provided. Reading articles and talking to people who have been in the industry for a while, it seems as though being able to retrieve and manipulate data is a crucial skill that companies are coming to expect as a given. I really appreciate the fact you incorporated these technological elements in your lesson plan and gave your students a head start. 02/28/14

Almost everything you taught in class came up in some way or manner at all the summer leadership programs. Thanks to you, I was able to actively participate in the discussions and learn even more. 08/07/14

<b>Program Learning Objective</b>	<b>Description</b>	<b>Level of Coverage</b>
1. Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.	Heavy
2. Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision making in the local, regional and global business environment.	Heavy
3. Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making.	Light
4. Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner.	Light
5. Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	Medium

**USC Emergency # (213) 740-4321**  
**USC Emergency Information Line (213) 740-9233**  
**USC Information # (213) 740-2311**  
**and KUSC Radio 91.5 FM**

**ACCT 371 Schedule of Classes**

CLASS	DAY	DATE	TOPIC (S) FOR CLASS	PREPARATION AND ASSIGNMENTS DUE
1	Tue	08/25	Introduction and Course Overview	
2	Thur	08/27	Technology Foundation and Trends	
3	Tue	09/01	Overview of Transaction Processing	Teams formed (assigned in class) RC&S – Chapter 1 pgs. 2-18
4	Thur	09/03	Revenue Cycle	<b>SUA Exercise 1 Due (SG-1)</b> RC&S – Chapter 5 pgs. 102-107
5	Tue	09/09	Dataflow Diagrams (DFD)	RC&S – Chapter 2 pgs. 42-43
6	Thur	09/12	Revenue Cycle DFD Examples and Software	
7	Fri	09/11	Introduction to Data, File Structures and Dynamics	<b>SUA Exercise 2 Due (SG-2)</b> Review: Dynamics Software Note (Blackboard)
	Tue	09/15	<b>NO CLASS</b>	
8	Thur	09/17	Introduction to the Relation Data Model and ACL	RC&S – Chapter 3 pgs. 48-61 <b>Technology Topic Approved (LG-1)</b>
9	Tue	09/22	Data Analytics and Audit	<b>Data Flow Diagram Exercise Due (I-1)</b> RC&S – Chapter 12 pgs. 250-254
10	Thur	09/24	Data Modeling	RC&S – Chapter 4 pgs. 66-71, Chapter 5 pgs. 107-119 <b>Dynamics Exercise 1 Due (SG-3)</b>
11	Fri	09/25	Excel Assessment	
12	Tue	09/29	Database and Database Management Systems	RC&S – Chapter 4 pgs. 71-85 <b>Data Analytic Exercise - ACL Due (SG-4)</b>
13	Thur	10/01	Introduction to Dynamic Transaction <b>Quiz 1</b>	
14	Tue	10/06	Data Modeling Cont'd	<b>Dynamics Exercise 2 Due (SG-5)</b>
15	Thur	10/08	BMP - Introduction	RC&S – Chapter 2 pgs. 29-36 “Introduction to BPMN” on Blackboard
16	Tue	10/13	Revenue Cycle BMP Examples	<b>Data Normalization Exercise Due (I-2)</b> RC&S – Chapter 5 pgs. 102-107
17	Thur	10/15	<b>Technology Presentations</b>	<b>Technology Paper and Presentation Due (LG-2)</b>
18	Tue	10/20	Introduction to Ethics	
19	Thur	10/22	Internal Control and Fraud <b>Quiz 2</b>	RC&S – Chapter 10 pgs. 194-207
20	Tue	10/27	Internal Control for Automated Systems	<b>BPM Exercise Due (I-3)</b> “Summary of Principles and Points of Focus” on Blackboard
21	Thur	10/29	Database Query and SQL	<b>SUA Exercise 3 Due (SG-6)</b>
22	Tue	11/03	Revenue Cycle Internal Control Practice	<b>Data Analytic Exercise - Access (SG-7)</b>
23	Thur	11/05	Catch-up and Review <b>Quiz 3</b>	
24	Tue	11/10	Data Analytic with Excel	
25	Thur	11/12	Expenditure Cycle – Internal Controls	<b>Dynamics Exercise 3 Due (SG-8)</b> RC&S – Chapter 6 pgs. 128-140
26	Tue	11/17	Computer Systems Assurance	<b>Data Analytic Exercise - Excel Due (SG-9)</b> RC&S – Chapter 4 pgs. 91-95
27	Thur	11/19	XML and XBRL	RC&S – Chapter 9 pgs. 176-187
28	Tue	11/24	Networks and Network Security	<b>Date Integrity Exercise (SG-10)</b> RC&S – Chapter 12 pgs. 240-249
	Thur	11/26	<b>THANKSGIVING</b>	
29	Tue	12/1	Wrap-Up	St. James Clothiers <b>Internal Control Exercise Due (SG-11)</b>
	Thurs	12/3	<b>NO CLASS</b>	
	Thur	12/10	<b>FINAL ( 8:00 am )</b>	

\* • Richardson, Chang, and Smith, *Accounting Information Systems*, McGraw Hill (RC&S)

## MARSHALL GUIDELINES

### **Add/Drop Process**

I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another section this semester, since they typically reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Also note: If you have missed seven classes by the 12 week of the semester I will ask you to justify your continued enrollment in the class. Failing that you will be dropped.

### **Marshall Grading**

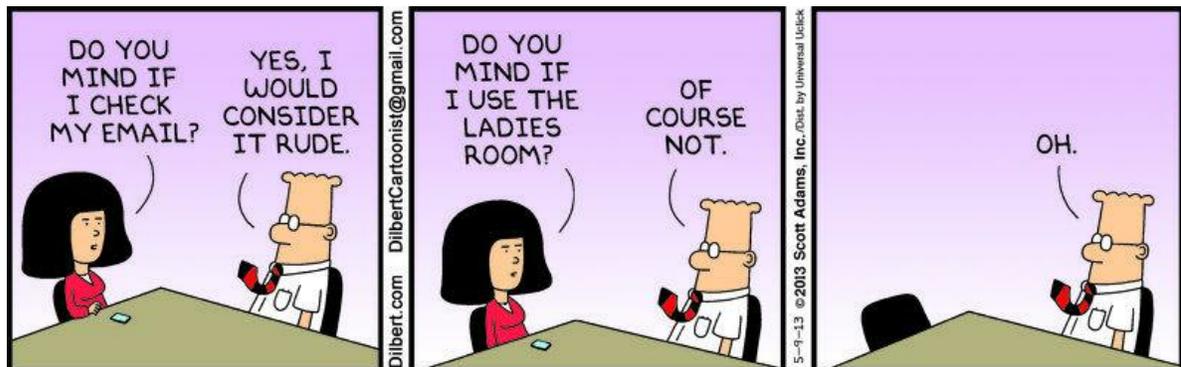
Course Grading Policy: Marshall's target mean GPA is 3.0 for required classes and 3.3 for electives. The mean target for graduate classes is 3.3. Assignment/Exam Grading Policy: the instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor's evaluation of the performance of each individual student is the final basis for assigning grades for the course.

### **Paperwork Retention Policy**

Returned paperwork, unclaimed by a student, will be discarded at the end of the semester. Quizzes and the final will be retained for one year.

### **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students.



### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Emergency Preparedness/Course Continuity Explanation:**

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

### **Class Notes Policy**

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

PowerPoint slides or other materials is disseminated for class purposes only and may not be shared with anyone other than current class members. Any unauthorized sharing is a violation of the above class notes policy and subject to disciplinary actions.

### **Evaluation of Your Work**

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

### **Academic Integrity**

It is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC's Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

*The Office of Disability Services and Programs*

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**LEVENTHAL SCHOOL OF ACCOUNTING  
GRADING AND ACADEMIC STANDARDS**

*ACCT 370, 371, 372, 373, 374, 377, 430, 462, 463, 470, 472, 473, 474, 476, 478, 479*

The Leventhal School of Accounting adheres strictly to the grading standards of the University and the School of Business Administration. Additionally, the Leventhal School of Accounting has supplemented those standards with certain others. For students' convenience, and to prevent misunderstanding, these additional standards are summarized below.

**GRADING STANDARDS**

The following grades are used: A - excellent; B - good; C - fair; D - minimum passing; F - failure. The grade of F is awarded for failing work at the end of the semester. The assignment of minuses and pluses when earned is required.

The grade of W (Withdraw) is assigned if the student officially withdraws after the third week but before the end of the twelfth week of the semester. No withdrawals will be permitted after the end of the twelfth week except by student petition to the University's Committee on Academic Policies and Procedures.

Students may elect to audit courses during the first three weeks of the semester. A course taken for audit (V) will be assessed at the current tuition rate. A course taken for audit (V) will not receive credit and will not appear on the USC transcript or grade report. Under no circumstances will the University allow a change in the registration status of a course from letter grade or credit to audit (V) or vice versa after the third week of a given semester.

**Incomplete Grades Explanation**

In incomplete (IN) grade may be assigned due to an "emergency" that occurs after the 6<sup>th</sup> week of classes for half semester courses or the 12<sup>th</sup> week for full-semester courses.. An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 6<sup>th</sup> or 12<sup>th</sup> week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student, and negotiated with the instructor. Class work to complete the course should be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

**Academic Integrity – Leventhal School of Accounting Honor Code**

Students enrolled in any class offered by the Leventhal School of Accounting are expected to uphold and adhere to the standards of academic integrity established by the Leventhal School of Accounting Student Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

**LEVENTHAL SCHOOL OF ACCOUNTING  
GRADING AND ACADEMIC STANDARDS**

*ACCT 370, 371, 372, 373, 374, 377, 430, 462, 463, 470, 472, 473, 474, 476, 478, 479*

**G.P.A. PREREQUISITES FOR UNDERGRADUATE ACCOUNTING COURSES**

The grade point average prerequisites for any undergraduate student enrolled in any accounting course is: a minimum 2.5 gpa for all completed accounting courses for students entering USC prior to Fall 2013; a minimum 2.7 gpa for all completed accounting courses for students entering USC in Fall 2013 or later. In computing grade point average prerequisites, BUAD 280, 281, 285ab, 286ab, 305 and 302T are considered accounting courses.

Grades in accounting courses taken at other institutions will not be included in the computation of the cumulative accounting grade point average.

When a student's cumulative accounting grade point average falls below 2.5 or 2.7, the student is placed on probation. If a student on probation does not regain a minimum accounting cumulative GPA of 2.5 or 2.7 after completing the next 12 semester hours in all courses (including accounting courses) attempted within the University, that student will not be permitted to continue as an accounting major in the Leventhal School of Accounting. Exceptions to this policy may be granted only in unusual circumstances by the Academic Standards Committee of the Leventhal School of Accounting. Decisions of the Academic Standards Committee are final.

To be removed from probationary status, a student may elect either to take another accounting course or courses for which prerequisites are met or to repeat an accounting course or courses in an attempt to earn a higher grade. Regardless of the course of action taken, all courses completed will be counted in computing the cumulative accounting grade point average.

The grade of "W" in an accounting course taken while a student is on probation will not extend probation. The probation period ends at the end of that semester during which the student completes a cumulative total of 12 semester hours of courses in any subject(s) at the university. Under no conditions will the student be permitted more than two successive semesters, including the summer semester, to complete the 12 semester hours of courses.

Students must attain a minimum 2.5 or 2.7 cumulative accounting grade point average to graduate with a Bachelor of Science in Accounting degree.

See the USC Catalogue for further restrictions on including grades in repeated classes in the overall grade point average computation.

**LEVENTHAL SCHOOL OF ACCOUNTING  
GRADING AND ACADEMIC STANDARDS**

*ACCT 370, 371, 372, 373, 374, 377, 430, 462, 463, 470, 472, 473, 474, 476, 478, 479*

**OTHER ACADEMIC STANDARDS**

1. The ability of students to write clearly and concisely is a necessary prerequisite to success in accounting work. Accordingly, students will be required to demonstrate writing capability in all accounting courses. This may be accomplished primarily through the inclusion of essay-type questions on course examinations.

**Statement on Academic Integrity**

Students enrolled in any class offered by the Leventhal School of Accounting are expected to uphold and adhere to the standards of academic integrity established by the Leventhal School of Accounting Student Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

**Important Dates: Fall 2015**

Last Day to Register/Add without Late Fee	Friday, August 21
First Day of Class, Regular Session and Session 431	Monday, August 24
All-School Picnic, Alumni Park (scheduled classes must meet)	Tuesday, August 25, 11am-2pm
<b>Last Day to Add or Drop without a "W" for Acct courses (1st Half Session 431)</b>	<b>Tuesday, September 1</b>
Labor Day, University Holiday	Monday, September 7
Last Day to Add or Drop without a "W" (Regular Session)	Friday, September 11
Meet the Firms, California Science Center (students will attend both)	Wednesday, September 16, 6pm-9pm Thursday, September 17, 6pm-9pm
<b>Last Day to Drop with "W" for ACCT courses (1st Half Session 431)</b>	<b>Wednesday, September 30</b>
<b>Evening Football Game (vs Washington)</b>	<b>Thursday, October 8</b>
Final Exams for ACCT courses (1st Half, Session 431)	Monday-Friday, October 12-16
First Day of Class, 2nd Half, Session 442	Monday, October 19
<b>Last Day to Add/Drop without "W" for ACCT courses (2nd Half Session 442)</b>	<b>Friday, October 23</b>
Last Day to Drop with a "W", Regular Session Courses	Friday, November 13
<b>Last Day to Drop with "W" for ACCT courses (2nd Half Session 442)</b>	<b>Monday, November 23</b>
Thanksgiving Break	Wednesday-Friday, November 25-27
Last Class Meeting	Friday, December 4
Final Examinations	December 9 – December 16

**LEVENTHAL SCHOOL OF ACCOUNTING  
GRADING AND ACADEMIC STANDARDS**

*ACCT 370, 371, 372, 373, 374, 377, 430, 462, 463, 470, 472, 473, 474, 476, 478, 479*